

PROCEEDINGS



**STARS**

STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

**2 - 5 JULY 2017**

**STAMFORD  
GRAND**

A D E L A I D E

**UNISTARS.ORG**

# WELCOME



**Karen Nelson**  
University of the Sunshine Coast

.....



**Rachael Field**  
Bond University

.....

Dear Friends and Colleagues

On behalf of the Organising Committee and our STARS Fellows – Mary Kelly and Professors Sally Kift and Ron Oliver - it is with great pleasure that we welcome you to the 3rd STARS Conference.

The STARS conference is known as one of the most collegial and positive in the sector, and continues the tradition of its predecessor the International FYHE Conference. Every year this not-for-profit community of practice provides a positive opportunity to collectively focus on exploring excellent practice in student learning experiences in the tertiary sector and beyond.

The positive influence of the collective work and efforts of those who attend STARS is evident in the data collected from approximately 40% of the delegates who responded to the post-Conference evaluation survey in 2016. Of those that responded, 99% said that they would be able to apply something learnt at the conference within their institution, and 97% said they thought STARS was helping their institution and the sector enhance the student experience.

The core themes of STARS are: Students, Transition, Achievement, Retention, and Success. Over the course of our time together in Adelaide, these themes will frame our discourse and analysis of 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 original custodians of the land on which we meet - the Kurna people. We also acknowledge the Kurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today. We pay our respects to all the Kurna language groups, their Elders - past, present and emerging - and we acknowledge their strong connections to this country. At STARS, we aspire to continue some of their traditional ways by coming together to learn and to pass on our stories.

Adelaide is the home of three 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 these universities. Special thanks go to our local champion, SA sub-committee chair Ann Luzeckyj (Flinders). Ann's team has included Sharron King (UniSA), Ben McCann (Adelaide) and Sheridan Gentili (UniSA). We very much appreciate the support of the local universities and we particularly extend our thanks to the senior University staff who are making time available to spend with us over the duration of the Conference.

A very big thank you also goes to all the Friends of STARS who loyally support the conference every year and model through your efforts a genuine and sustained commitment to student learning and the student experience. To our delegates who are with us for the first time this year – a special welcome. Thank you for choosing STARS as a place to share your time and ideas, and for fitting in the important work you do on top of your already busy lives and jobs.

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

The STARS conference of 2017 offers an exciting and informative series of refereed papers, good practice reports, presentations about emerging initiatives, posters, Network meetings, lunchtime special interest groups and workshop for students entitled: Creating a National Framework for Student Partnership in University Decision-Making and Governance.

This year we are delighted to welcome our keynote speaker, Thomas C Reeves, Ph.D. who is Professor Emeritus of Learning, Design, and Technology in the College of Education at the University of Georgia. We are also thrilled that Professor Ron Oliver (STARS Friend and Fellow) will reprise his role as panel facilitator of this year's plenary panel of higher education leaders. On our panel, we welcome: Professor Philippa Levy (Pro Vice-Chancellor - Student Learning) Adelaide, Professor Clare Pollock

(Deputy Vice-Chancellor Students & Academic) Flinders, a representative of UniSA, and Doug Cole (Head of Global Employability and Enterprise) UK Higher Education Academy.

The final session of the conference will also involve a panel which will be facilitated by Rachael in the style of the ABC's Q and A: An Ecological Approach to Promoting Student Well-Being. This panel provides an opportunity for panellists and delegates to engage with and interrogate together diverse perspectives on curricular and co-curricular approaches to promoting student and staff well-being in tertiary environments.

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 research 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 the STARS Network meetings. These Networks have developed out of the highly successful former Special Interest Groups and their establishment has been generously supported by funding received from the Australian Government Department of Education. In a post-OLT tertiary environment STARS has been recognised as being very well placed to provide greater levels of support to institutional and national efforts to improve the student experience as well as student retention and completion rates through supporting Networks as communities of practice around particular salient issues for the sector. There are 8 STARS Networks this year. Two of the Networks specifically focus on first year tertiary experiences including: First-in-Family Network and the First Year Experience Network. The remaining Networks are the: Peer2Peer Alliances Network; Psychological Well-being Network; Sharing Ideas, Resources and Experiences Network; STEM Network; Student Equity

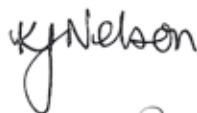
Network; and the Transition-Out Network. Thank you to all the coordinators of these Networks for their energy and commitment to the special opportunity the Networks offer conference delegates to come together as focussed communities of practice on important issues for the student experience in post-secondary education.

We hope you will find that the program, and the exchange of information possible through our collegial discussions and sharing of ideas, enriches 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 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, our heartfelt thanks go to Jason Thomas, our incredible Event Manager who we have been working with for more than ten years now. Jason's professionalism and expertise is the foundation for the success of the conference and for its reputation as a collegial and enjoyable experience. Jason never fails in going above and beyond the call of duty. We are very proud to work with him and of our achievements together.

Once again, it is with the greatest pleasure that we welcome you on behalf of everyone in the STARS Team who has contributed to organising this conference. Thank you for your commitment to positively maximising the student experience and for being with us this year. Everyone on the Committee is looking forward to meeting and talking with you.

Warm regards




**Karen Nelson and Rachael Field** – Conference Chairs

## CONTENTS

Conference Information	→ 04
Our Sponsors	→ 08
Program	→ 10
Keynote Presentation	→ 28
Poster Program	→ 30
Posters	→ 31
Parallel Session 1	→ 86
Parallel Session 2	→ 94
Parallel Session 3	→ 104
Parallel Session 4	→ 120
Parallel Session 5	→ 130
Parallel Session 6	→ 138
Parallel Session 7	→ 146
Plenary Panel	→ 155
Parallel Session 8	→ 158
Parallel Session 9	→ 168
Parallel Session 10	→ 176
Parallel Session 11	→ 184
Parallel Session 12	→ 192
Parallel Session 13	→ 200
Stars Network Group Meetings	→ 208
Conference Venue	→ 228

# CONFERENCE INFORMATION

## STARS CONFERENCE COMMITTEE



**Professor Rachael Field (Co-Chair) SFHEA**  
Bond University



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



**Professor Sally Kift PFHEA**  
James Cook University



**Jason Thomas**  
Jason Thomas Events

## ADELAIDE LOCAL ORGANISING COMMITTEE



**Dr Ann Luzeckyj – Chair of Local Committee**  
Flinders University



**Dr Sheridan Gentili**  
University of South Australia



**Associate Professor Sharron King**  
University of South Australia



**Associate Professor Benjamin McCann**  
University of Adelaide

## SOCIAL FUNCTIONS

### STARS Welcome

- Date:** Sunday 2 July  
**Time:** 5:00pm – 7:00pm  
**Venue:** The Grand Bar, Stamford Grand Glenelg  
**Dress:** Smart Casual

### Conference Dinner

- Date:** Tuesday 4 July  
**Dinner starts:** 7:00pm  
**Transport:** 6:25pm
- Transport from Glenelg to Adelaide Town Hall is a special STARS Dinner Tram Service. Our Tram will depart from Mosley Square (Glenelg) at 6:25pm.
- The STARS Dinner Tram is leaving immediately before a scheduled service, and cannot wait for latecomers.
- Please be in Mosely Square ready to board by 6.20pm.
- Venue:** Adelaide Town Hall  
**Dress:** Mad Hatter

### Mobile Phones

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

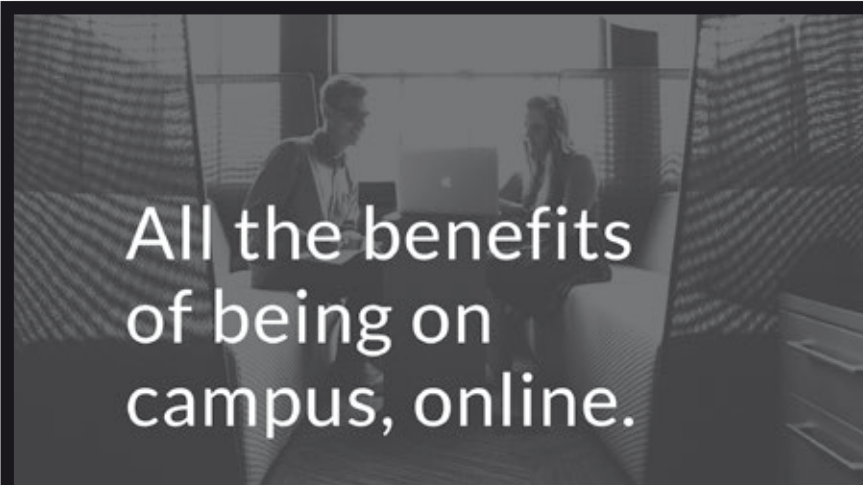
### Conference WiFi

To connect to the free conference WiFi follow these steps:

1. Connect to the Stamford wireless network
2. Open a web browser
3. Select first time user
4. Select conference code
5. Enter code **STARS01**

### Lost Property

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




**All the benefits  
of being on  
campus, online.**

In a digital age dominated by social media, students expect an online experience that connects them with their university in a contemporary, personalised manner. In the absence of a comprehensive platform, they risk becoming disconnected from their university community.

Ucroo is a secure web and mobile platform that seamlessly integrates with existing university systems to provide a thriving digital campus where students are better connected, supported and engaged. The result is a better connected university and a vastly enhanced student experience.

To find out how Ucroo's Digital Campus will connect your university community, please contact James McCubbin on 0422 224 788 or via [james@ucroo.com](mailto:james@ucroo.com).

**ucroo.com.au**  
Connecting your university community.



## OUR SPONSORS

We are excited to have the support of the following Sponsors for the 2017 Conference and thank them for their support and their valuable contribution towards the success of STARS.

### UCROO

**It's 2017. 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 engaged 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.

[www.ucroo.com](http://www.ucroo.com)

**Contact Us:** Chase Williams, University Director | Email: [chase@ucroo.com](mailto:chase@ucroo.com)  
Phone: 0403 571 564 | Web: [www.ucroo.com](http://www.ucroo.com)



The Higher Education Academy (HEA) is the national body which champions teaching excellence. We work with governments, ministries, universities and individual academics in the UK, and around the globe. We provide value to the HE sector by focusing on the contribution of teaching as part of the wider student learning experience

Web: [www.international.heacademy.ac.uk](http://www.international.heacademy.ac.uk)



### 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 practical advice for decision makers and practitioners alike.

**Contact Us:** Email: [ncsehe@curtin.edu.au](mailto:ncsehe@curtin.edu.au) | Web: [ncsehe.edu.au](http://ncsehe.edu.au)  
Follow us on Twitter: @NCSEHE | Google+: [NcseheEduAu](https://plus.google.com/+NcseheEduAu)



### Every student should have help, exactly when they need it, wherever they are. The results for first-year students speak for themselves

*"The benefits were most pronounced among people with poor school results who accessed the services frequently. Students from the bottom bands of Queensland school achievement who used YourTutor more than five times averaged GPAs of over 5, compared to about 3 for those who didn't use the service."* – The Australian, April 2017

All students should have access to timely, after-hours support. That's why 1 in 2 Australian universities already use YourTutor to deliver the highest quality academic support, as one piece of the university's complete support program.

At the STARS conference, ask Héma or Ged about whether YourTutor is right for your university's student experience or student outreach program.

We want to help you stay informed about Australia's after-hours digital support options, and to tick the right boxes for measurable and ethical student support to complete your student program.

Download the full first-year student trial data, as presented at Universities UK in April 2017: [yourtutor.edu.au/STARS2017](http://yourtutor.edu.au/STARS2017)

**If you have any questions at all, please reach out to Héma or Ged.**  
Héma Prakash: [hprakash@yourtutor.edu.au](mailto:hprakash@yourtutor.edu.au) | Ged Benn: [gbenn@yourtutor.edu.au](mailto:gbenn@yourtutor.edu.au)  
Phone: 02 9906 2700



# FULL PROGRAM


## Key

**RP** – Refereed Paper

**GPR** – Good Practice Report

**EI** – Emerging Initiatives

**WS** – Submitted Workshop

 – Click icon to download paper

**SUNDAY 2 JULY 2017**

- 3:00pm **Registration Opens**
- 3:45pm - 4:45pm **Sunday Higher Education Academy (HEA) Session**  
*Kathryn Harrison-Graves SFHEA*  
*Head of Global Partnerships, Higher Education Academy*
- 5:00pm - 7:00pm **Welcome Reception - The Grand Bar, Stamford Grand Adelaide**  
*Sponsored by The Higher Education Academy*

**MONDAY 3 JULY 2017**

7:30am **Registration Opens**

**ROOM THE GRAND BALLROOM**

- 8:45am - 9:00am **Welcome to Country and Conference Opening**
- 9:00am - 10:00am **Keynote Presentation "Where There's Will They're Away! – The Importance of the Conative Domain for First-Year College Success and Beyond"**  
*Thomas C. Reeves, Ph.D., Professor Emeritus of Learning, Design, and Technology, College of Education, The University of Georgia*

10:00am - 10.50am Poster Session & Morning Tea

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 1	1A - EI - STUDENTS	1B - EI - TRANSITIONS	1C - EI - ACHIEVEMENT	1D - EI - RETENTION	1E - EI - SUCCESS	1F - EI - TRANSITIONS
11:00am - 11:30am	Engaging 'students as partners' in the design and development of a peer-mentoring program  <i>Sarah O'Shea, Sue Bennett, Janine Delahunty</i> <i>University of Wollongong</i>	Pathways to tertiary education: Creating a framework for success in STEM for regional and remote low SES students  <i>Elisa McGowan, Clare Senior, Jasmine Chan</i> <i>University of Western Australia</i>	Academic reading requirements for commencing HE students - Are peer-reviewed journals really the right place to start?  <i>John Hamilton</i>  <i>Victoria University</i>	Student conduct and the potential for interruption: student success and retention  <i>Jennifer Allen, Louisa Connors, Linda Behera, Carl Anderson, Emma Mossman</i>  <i>University of Newcastle</i>	Flipped peer leader training: a modularised, blended and active peer leader training and development program  <i>Victoria Menzies, Jennifer Tredinnick</i>  <i>Queensland University of Technology</i>	A regional university's approach to connect and prepare distance education students' transition to study  <i>Rachel Callahan, Andrea Boyle</i>  <i>Southern Cross University</i>
10 minute change over						



ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
<b>Parallel Session 2</b>	<b>2A - EI - STUDENTS</b>	<b>2B - EI - TRANSITIONS</b>	<b>2C - EI - ACHIEVEMENT</b>	<b>2D - GPR - RETENTION</b>	<b>2E - GPR - SUCCESS</b>	<b>2F - EI - SUCCESS</b>
11:40am - 12:10pm	Student-Led Peer Mentoring  <i>Amy Hardwick, Lachlan Loader, Joel Driver, Lily Taylor, Katherine Hill, Arthur Eng Lip Yeow, Urwah Nawaz</i>  <i>The University of Adelaide</i>	Enrolled nurse transition: development of a university science preparation program for direct entry to 2nd Year  <i>David van Reyk, Patricia Logan, Jennifer Cox, Judith Salvage-Jones, Judith Anderson, Elspeth Hillman, Amy Johnston</i>  <i>University of Technology Sydney, Charles Sturt University, James Cook University, Griffith University</i>	Can you teach an old dog new tricks? Institution-wide pedagogical reform at an elite university in Ireland  <i>Michelle Share, Ciara O'Farrell</i>  <i>University of Dublin</i>	Measuring engagement: an institution-wide implementation of learning analytics to increase retention  <i>Celeste Lawson</i>  <i>CQUniversity</i>	The CSU Outreach Team: Building confidence, success and persistence amongst online learners  <i>Peter Greening, Diane Middleton, Emma Gersbach</i>  <i>Charles Sturt University</i>	The Succeed at La Trobe Program: A University-Wide Early Intervention and Developmental Advising Initiative  <i>Bret Stephenson, Sarah Cox</i>  <i>La Trobe University</i>
10 minute change over						
<b>Parallel Session 3</b>	<b>3A - EI - STUDENTS</b>	<b>3B - RP - TRANSITIONS</b>	<b>3C - GPR - ACHIEVEMENT</b>	<b>3D - RP - RETENTION</b>	<b>3E - RP - SUCCESS</b>	<b>3F - EI - SUCCESS</b>
12:20pm - 12:50pm	Students enabling students in a Student Partnership Project: a case study emerging from the OLT Transforming Practice Project on Student Partnership  <i>Megan Kek, Lindy Kimmins, Jill Lawrence, Lindy Abawi</i>  <i>University of Southern Queensland</i>	Transition pedagogies and the neoliberal episteme: What do academics think?  <i>Kate Hughes</i>  <i>Monash College</i>	Intensive mode teaching good practice report  <i>Sally Male, Caroline Baillie, Phil Hancock, Jeremy Leggoe, Cara MacNish, Stuart Crispin</i>  <i>The University of Western Australia, University of Tasmania</i>	Distributed and collaborative: Experiences of local leadership of a first year experience program  <i>Jo McKenzie, Kathy Egea</i>  <i>University of Technology Sydney</i>	First year student conceptions of success: What really matters?  <i>Ryan Naylor</i>  <i>La Trobe University</i>	Effective teaching of critical thinking - how do we do it?  <i>Sandra Egege</i>  <i>Flinders University</i>
12:50pm - 1:50pm	Lunch					

ROOM	BALLROOM 1	BALLROOM 3	BALLROOM 4	BALLROOM 5
1:05pm - 1:45pm	<b>Sponsor Session - YourTutor</b>	<b>Lunchtime Special Interest Groups</b>		<b>Lunchtime Special Interest Groups</b>
	In 2017, what does it take to deliver academic support, at scale, with integrity?  <i>For the first time ever, don't miss this live audience Q&amp;A with one of our online tutors, together with Dr Lesley Halliday, YourTutor General Manager Academic Services.</i>	Enhancing Self-Disclosure of Equity Group Membership: Developing National Guidelines for Best Practices  <i>Rita Kusevskis-Hayes, Colin Clark, Matthew Wilkinson</i>	Refugee Education SIG  <i>Ruth Tregale</i>	Student Transition and Enrichment SIG  <i>Christopher Watson, Jill Lawrence</i>

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
<b>Parallel Session 4</b>	<b>4A - EI - STUDENTS</b> →	<b>4B - EI - TRANSITIONS</b> →	<b>4C - EI - ACHIEVEMENT</b> →	<b>4D - GPR - RETENTION</b> →	<b>4E - RP - SUCCESS</b> →	<b>4F - EI - STUDENTS</b> →
1:50pm - 2:20pm	Live, Learn, Grow: A praxis informed way of supporting young people with a care experience through higher education  <i>Louise Rak, Emily Fuller</i>  <i>University of Newcastle</i>	Monitoring engagement and progress: towards a systematic strategy of communicating a message of care  <i>Jacques van der Meer, Stephen Scott</i>  <i>University of Otago</i>	A social initiative aimed at challenging and extending the top students in a large first-year business course  <i>Parizad Mulla, Michelle Kilkolly-Proffit, Douglas Carrie, Richard Brookes, Tom Agee, Herbert Sima</i>  <i>The University of Auckland</i>	First Year Champions in Health and Biomedicine: a three year partnership with Academic Support & Development  <i>Fiona Henderson, Karen Lawrence</i>  <i>Victoria University</i>	The flipped classroom: a learning model to increase student engagement not academic achievement  <i>Masha Smallhorn</i>  <i>Flinders University</i>	An innovative approach to training student volunteers using Forum Theatre techniques  <i>Ali Davies, Tamsyn Richards</i>  <i>University of New South Wales</i>
10 minute change over						
<b>Parallel Session 5</b>	<b>5A - GPR - STUDENTS</b> →	<b>5B - EI - TRANSITIONS</b> →	<b>5C - EI - ACHIEVEMENT</b> →	<b>5D - GPR - RETENTION</b> →	<b>5E - RP - SUCCESS</b> →	<b>5F - GPR - STUDENTS</b> →
2:30pm - 3:00pm	"Aren't they going to cheat the system?"; Tackling academic integrity and writing using a Turnitin practice site  <i>Vivien Silvey, Katharina Freund, Tess Snowball</i>  <i>Australian National University</i>	Using threshold learning outcomes to benchmark first year English assessment in Australian universities  <i>Joy Wallace</i>  <i>Charles Sturt University</i>	Engaging Professional Staff in the Discourse of Engagement  <i>Rhonda Leece, Alison Jaquet</i>  <i>University of the Sunshine Coast</i>	First in Family Project (Phase One and Two), 2015-2016  <i>Belinda Cameron, Clare Schonfeld, Nancey Hoare</i>  <i>University of Southern Queensland, University of Southern Queensland</i>	Student interest as a key driver of engagement for first year students  <i>Ella R Kahu, Karen Nelson, Catherine Picton</i>  <i>University of the Sunshine Coast</i>	Facilitating Student Equity in Australian Higher Education  <i>Sue Trinidad</i>  <i>National Centre for Student Equity in Higher Education</i>
10 minute change over						

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
<b>Parallel Session 6</b>	<b>6A - RP - STUDENTS</b>	<b>6B - EI - TRANSITIONS</b>	<b>6C - RP - ACHIEVEMENT</b>	<b>6D - GPR - RETENTION</b>	<b>6E - EI - SUCCESS</b>	<b>6F - GPR - STUDENTS</b>
3:10pm - 3:40pm	Building a sense of belonging among tertiary commuter students: The non-residential colleges program.  <i>Adam Fernandes, Allie Ford, Gerry M. Rayner, Lynette Pretorius</i>  <i>Monash University</i>	LEAPing into the Digital Future: Increasing digital literacy for teachers and students in low SES regional and remote schools  <i>Maimuna Musarrat, Carolina Morison, Ruth Tregale, Rebecca Turnbow</i>  <i>Macquarie University</i>	The power of peer learning in repositioning first year students' expectations and in engaging them in successful learning  <i>Jill Lawrence</i>  <i>USQ</i>	Every student counts: individualised pathway support by an academic Access Coordinator through the STEPS enabling course  <i>Gemma Mann, Nell Salem</i>  <i>CQUniversity</i>	BASE+: An emerging initiative for supporting BA students  <i>Margaret Forster, Heather Aguilar, Evangeline Dunn, Murray Kirk, Tali Lavini</i>  <i>Massey University</i>	Facilitating the success of students from low SES backgrounds at regional universities: Findings from a national study  <i>Jade McKay, Marcia Devlin</i>  <i>Federation University</i>
3:40pm - 4:10pm	Afternoon Tea					
<b>Workshop Sessions*</b>	<b>WS1 - STUDENTS</b>	<b>WS2 - TRANSITIONS</b>	<b>WS3 - STUDENTS</b>	<b>WS4 - TRANSITIONS</b>	<b>WS5 - SUCCESS</b>	<b>WS6 - SUCCESS</b>
4:10pm - 5:40pm	Embedding evaluation into higher education programs  <i>Liam Downing</i> <i>Charles Sturt University</i>	Supercharging Employability: How to harness the power of your graduates  <i>Jessica Vanderlelie</i> <i>Innovative Research Universities</i>	The invisible cohort? Investigating strategies for remote students' success  <i>Louise Pollard</i> <i>National Centre for Student Equity in Higher Education</i>	Institutional and Pedagogical Approaches towards supporting student resilience  <i>Michelle Picard, Jaime Hunt</i> <i>The University of Newcastle</i>	Perspectives on good practice: Publishing in academic journals  <i>Tracy Creagh</i> <i>Queensland University of Technology</i>	Thinking reading and writing: the role of critical thinking in developing student literacy  <i>Sandra Egege, Karen Orr Vered</i> <i>Flinders University</i>

\*Workshop attendance is included in your registration. Please attend the workshop of your interest.

Evening at Leisure

See the STARS website for details provided by the Adelaide-based Friends of STARS

## TUESDAY 4 JULY 2017

ROOM	THE GRAND BALLROOM	
8:30am - 9:30am	<b>Plenary Panel</b>	<b>Disruptive influences in a mass HE system: preparing students for success in an unknown future</b>  <i>Senior Executives from the three South Australian Universities are joined by Doug Cole Head of Academic Practice - UK Higher Education Academy to discuss disruption and the impact on learning and teaching and the student experience.</i>
9:30am - 10:00am	Morning Tea	






\*Program subject to minor change

KEY:  – CLICK ICON TO DOWNLOAD PAPER

CONTENTS PAGE 

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
<b>Parallel Session 8</b>	<b>8A - RP - STUDENTS</b>	<b>8B - EI - TRANSITIONS</b>	<b>8C - EI - ACHIEVEMENT</b>	<b>8D - EI - RETENTION</b>	<b>8E - EI - SUCCESS</b>	<b>8F - SPEAKER WORKSHOP</b>
10:00am - 10:30am	Friendship supported learning – the role of friendships in first-year students' university experiences  <i>Catherine Picton, Ella R. Kahu, Karen Nelson</i>  <i>University of the Sunshine Coast</i>	Been there, done that: Scaling-up a pilot alumni mentoring program for business students  <i>Daniel Smith, Monica Vanderkley, Nadia McDonagh</i>  <i>University of Sydney</i>	Developing a multi-campus STAR Community of Practice  <i>Anthony T Baker, Tania M Blanksby</i>  <i>La Trobe University</i>	Curtin Volunteers! - A strategic approach to improving student retention through student-driven student-engagement  <i>Marc Phillips</i>  <i>Curtin University</i>	Student success in large undergraduate subjects: A pilot study embedding self-management development  <i>Jacquelyn Cranney, Vik Nithy, Sue Morris, Peter Baldwin, Rebecca LeBard, Leela Cejnar, Tom Beesley, Kate Hutton-Bedbrook, Luke Hunter, Steve Yannoulatos</i>  <i>The University of New South Wales</i>	Creating a National Framework for Student Partnership in University Decision-Making and Governance  <i>Sally Varnham</i>  <i>University of Technology Sydney</i>
10 minute change over						
<b>Parallel Session 9</b>	<b>9A - GPR - STUDENTS</b>	<b>9B - EI - TRANSITIONS</b>	<b>9C - RP - SUCCESS</b>	<b>9D - EI - RETENTION</b>	<b>9E - EI - SUCCESS</b>	<b>WORKSHOP CONT...</b>
10:40am - 11:10am	Applying theory, experiential learning and cultural knowledge to improve outcomes for Indigenous tertiary students. Reflections from half a century in Aboriginal education  <i>Bill Buckley</i>  <i>University of Technology Sydney</i>	USC Starting@USC Toolkit - engaging new students early  <i>Kath Hughes, Rhonda Leece</i>  <i>University of the Sunshine Coast</i>	NavigateMe: A personalised online tool bridging students to success  <i>Rita Kusevskis-Hayes, Colin Clark, Jessie Lui, Jessica Leigh Luquin, Jeffrey Meesterman</i>  <i>University of New South Wales</i>	The Impact of motivated volunteerism on peer-mentoring educational programs: evidence from Western Australia  <i>Kwadwo Adusei-Asante</i>  <i>Edith Cowan University</i>	Assessing Resilient Agency with CLARA: Empirical Findings from Piloting a Visual Analytics Tool at UTS  <i>Georgina Barratt-See, Mingming Cheng, Ruth Deakin Crick, Simon Buckingham Shum</i>  <i>University of Technology Sydney</i>	Creating a National Framework for Student Partnership in University Decision-Making and Governance  <i>Sally Varnham</i>  <i>University of Technology Sydney</i>
10 minute change over						
<b>Parallel Session 10</b>	<b>10A - EI - STUDENTS</b>	<b>10B - EI - TRANSITIONS</b>	<b>10C - EI - STUDENTS</b>	<b>10D - EI - RETENTION</b>	<b>10E - EI - SUCCESS</b>	<b>WORKSHOP CONT...</b>
11:20am - 11:50am	LEO: an emerging initiative in student leadership  <i>Rebecca Johnke, Ehssan Sakhae</i>  <i>The University of Sydney</i>	Virtual Work Integrated Learning to Support Engineering Student Transitions  <i>Sally Male</i>  <i>The University of Western Australia</i>	Enhanced demographic and impact reporting of equity cohorts  <i>Smitha Mandre-Jackson, Mary Kelly</i>  <i>Queensland University of Technology</i>	My First Year: A program designed to increase first year students' engagement by extending orientation  <i>Georgina Heath, Lorraine Overton, Cenz Lancione</i>  <i>University of South Australia</i>	Do you hear me? Student voice, academic success and retention  <i>Jennifer Allen, Catherine Nicholls</i>  <i>University of Newcastle</i>	Creating a National Framework for Student Partnership in University Decision-Making and Governance  <i>Sally Varnham</i>  <i>University of Technology Sydney</i>
10 minute change over						

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
<b>Parallel Session 11</b>	<b>11A - EI - STUDENTS</b> →	<b>11B - RP - TRANSITIONS</b> →	<b>11C - EI - SUCCESS</b> →	<b>11D - EI - RETENTION</b> →	<b>11E - GPR - SUCCESS</b> →	
12:00pm - 12:30pm	Students as partners: Raising the student voice in the evaluation of learning and teaching  <i>Maxine Mitchell, Kylie Readman, Amanda Henderson, Geoff Lovell, Sarah Glencross, Kelly Chambers</i>  <i>University of the Sunshine Coast</i>	A cohesive Student Support model provides integrated support to at risk students at a regional Australian university  <i>Elena Konovalov, Rebecca Sealey, Suzy Munns</i>  <i>James Cook University</i>	Flipping a Library Class for Undergraduate Nursing Students  <i>Peter Sondergeld, Kate Derrington, Sarah Howard, Tanya Harden, Carol Reid</i>  <i>Queensland University of Technology, Griffith University</i>	Addressing the 'R' in STAR: a Deakin case study  <i>Clare Binek, Jan M West, Janine McBurnie, Kelly K Miller</i>  <i>Deakin University</i>	Feedforward: a student-centred approach to bridge the feedback gap and improve student engagement and success  <i>Theresa Wyborn</i>  <i>Western Sydney University</i>	
12:30pm - 1:30pm	Lunch					
<b>Parallel Session 12</b>	<b>12A - EI - STUDENTS</b> →	<b>12B - RP - TRANSITIONS</b> →	<b>12C - RP - TRANSITIONS</b> →	<b>12D - EI - RETENTION</b> →	<b>12E - GPR - SUCCESS</b> →	
1:30pm - 2:00pm	'Let's Chat'- A fresh take on the invaluable role of peer-to-peer conversation in student engagement, participation and inclusion  <i>Marta Spes-Skrbis, Anne Taib, Rosalind McFarlane</i>  <i>Monash University</i>	How do they know – how do we know? Using a SWOT analysis to support first year Medical Laboratory Science students transitioning to university.  <i>Frances Breen, Anne-Marie Christensen</i>  <i>Queensland University of Technology</i>	Student Perceptions of Generic Skills and Attributes Development  <i>Ellen Lynch, Chris Browne</i>  <i>The Australian National University</i>	Engaging with the student at risk of disengaging: The need for a narrative  <i>Jacinta Richards, Miguel Gil, Yolanda Evagelistis, Danielle Borlovan</i>  <i>Victoria University</i>	STIMulating success: An institutional approach to support for learning in STEM-based disciplines.  <i>Therese Wilson, Ian Lightbody, Christine Devine, Hayley Moody, Richard Medland, James Brady, Sharmila Gamlath, Yulin Liu, Dulip Herath</i>  <i>Queensland University of Technology</i>	
	10 minute change over					

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 13	13A - EI - STUDENTS 	13B - RP - TRANSITIONS 	13C - EI - STUDENTS 	13D - EI - RETENTION 	13E - EI - SUCCESS 	
2:10pm - 2:40pm	Placing ASPIRE Outreach Officers within remote regional communities: a case study.  <i>Jaquelyn Lee</i> <i>UNSW</i>	Expanding on the evidence of Higher Order Thinking Skills in first year undergraduates  <i>Lynette Faragher</i> <i>University of Southern Queensland</i>	Encouraging the participation of Australian-African students in higher education through community outreach initiatives  <i>Kwadwo Adusei-Asante</i> <i>Edith Cowan University</i>	Subject Support Tutor Program  <i>Kaled Idris-Said, Tania Blanksby</i> <i>La Trobe University</i>	Fostering wellbeing, achievement, and lifelong success in a scalable online topic: Implementing evidence-based psychological interventions that improve academic, psychological, and professional outcomes  <i>Lydia Woodyatt, Michelle Arnold</i> <i>Flinders University</i>	
2:40pm - 3:10pm	Afternoon Tea					

ROOM	THE GRAND BALLROOM
3:10pm - 4:30pm	<b>Final Session: An Ecological Approach to Promoting Student Well-Being: Q and A Panel</b>
4:30pm - 4:50pm	<b>Close / 2018 Announcement</b>
7:00pm	Conference Dinner Adelaide Town Hall. See page 6 for transfer details.

**WEDNESDAY 5 JULY 2017 - STARS NETWORK GROUPS DAY (ADDITIONAL COST TO STANDARD REGISTRATION - DAY PASS OR SESSION PASS AVAILABLE)**

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3
9:30am - 11:00am	Sharing Ideas, Resources and Experiences Network <i>Ann Luzeckyj</i>		Transitions Out <i>Nicolette Lee, Trevor Cullen</i>
11:00am - 11:30am	Morning Tea		
11:30am - 1:00pm	First Year Experience <i>Kathy Egea, Jill Thomas, Sally Kift</i>	Student Equity <i>Nadine Zacharias</i>	Peer2Peer Alliances Network <i>Victoria Menzies, Jane Skalicky, Jacques van der Meer, Melissa Zaccagnini</i>
1:00pm - 1:45pm	Lunch		
1:45pm - 3:15pm	First in Family <i>Sarah O'Shea</i>	STEM Learning <i>Ian Lightbody, Richard Medland</i>	Psychological Wellbeing <i>Lydia Woodyatt, Abi Brooker</i>
3:15pm - 3:45pm	Afternoon Tea		



# MONDAY

## KEYNOTE PRESENTATION 9:00AM – 10:00AM

### “Where There’s Will They’re Away! – The Importance of the Conative Domain for First-Year College Success and Beyond”



**Professor Emeritus Thomas C. Reeves**  
The University of Georgia, USA

*Learning is not easy, especially upon entering the turbulent world of the first year of higher education. Learning takes time, requires effort, and is developmental. Learning that matters is difficult to assess. With respect to learning outcomes, most colleges focus much more on the traditional cognitive, affective, and psychomotor domains, and largely ignore the critical conative domain. This keynote will highlight the importance of the conative domain as it relates to early college success and beyond. The issue of how today’s learners differ from previous generations of entering students and why it matters will be addressed. Finally, effective blends of pedagogical strategies and technological affordances for first-year college learners will be described, especially with respect to how authentic tasks can be used to assess the most important learning outcomes.*

#### Biography

Dr. Thomas C. Reeves (Tom) is Professor Emeritus of Learning, Design, and Technology in the College of Education at The University of Georgia. He is a former Fulbright Lecturer in Peru and he has been an invited speaker in the USA and more than 30 other countries. In 1995, he was selected as one of the “Top 100” people in multimedia by Multimedia Producer magazine, and from 1997 - 2000, he was Editor of the Journal of Interactive Learning Research. In 2003, he received the AACE Fellowship Award from the Association for the Advancement of Computing in Education, in 2010 he was made a Fellow of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE), and in 2013 he received the Lifetime Award from the International Association for Development of the Information Society (IADIS) as well as the David H. Jonassen Excellence in Research Award by the Association for Educational Communications and Technology (AECT).













His books include Interactive Learning Systems Evaluation (with John Hedberg), A Guide to Authentic E-Learning (with Jan Herrington and Ron Oliver), Conducting Educational Design Research (with Susan McKenney), and MOOCs and Open Education around the World (with Curt Bonk, Mimi Lee, and Tom Reynolds). He consults with the World Health Organization and other organizations on the development of authentic task-based e-learning, and he frequently serves as an external evaluator for higher education programs.

He lives in Athens, Georgia, USA with his wife, Dr. Trisha Reeves, a Professor of Social Work at The University of Georgia, and their two Westies, Button and Zipper.







# POSTER SESSION



# POSTER PROGRAM

<b>P01</b> STU	Students' preferred learning structure in Blended Delivery Mode: An evidence-based model building process
	<i>Michaela Munoz, Vicki Hutton</i>
	<i>Australian College of Applied Psychology</i>
<b>P02</b> STU	Studying and Working Among Nursing Students - The SWAN Study
	<i>Lucie Ramjan, David Roach, Yenna Salamonson, Angela Christiansen, Ruth Crawford, Belinda McGrath, Mandy Kelly, Peter Wall</i>
	<i>Western Sydney University, Edith Cowan University, Whitireia Community Polytechnic, Murdoch University</i>
<b>P03</b> STU	NavigateMe: A student's stepping stone to unlocking their potential.
	<i>Jeffrey Meesterman, Colin Clark, Jessica Luquin, Jessie Lui, Rita Kusevskis-Hayes</i>
	<i>University of New South Wales</i>
<b>P04</b> STU	Experiencing the educational interface: Understanding student engagement
	<i>Ella Kahu, Cat Picton, Karen Nelson</i>
	<i>University of the Sunshine Coast</i>
<b>P05</b> STU	Enhancing Self-Disclosure of Equity Group Membership
	<i>Colin M Clark, Rita Kusevskis-Hayes, Matt Wilkinson</i>
	<i>University of New South Wales</i>
<b>P06</b> STU	Nursing Student Characteristics That Predict Usefulness of Online Interactive Case Studies
	<i>Christine Taylor, Lyn Stewart, Tracy Parrish, Yenna Salomonson</i>
	<i>Western Sydney University</i>

<b>P07</b> STU	Uncovering Assumptions about the Introduction of Concept Mapping to First Year Students of Anatomy and Physiology.
	<i>Natalia Bilton, Patricia Logan, John Rae, Gregory Maynard</i>
	<i>Charles Sturt University</i>
<b>P08</b> STU	The Drop-in-Support-Centre: Connecting with academic support, and more!
	<i>Marian Martin, Lucie Ramjan, Paul Glew, Bronwyn Everett, Joan Lynch, Yenna Salamonson</i>
	<i>Western Sydney University, Ingham Institute for Applied Medical Research</i>
<b>P09</b> TRN	Academic health check-ups: actualizing 'just-in-time, just-for-me' support
	<i>Trudy Quantrill, Jenny Downing</i>
	<i>James Cook University</i>
<b>P10</b> TRN	Reaching Consensus for Core Concepts of Human Bioscience that support study of Pathophysiology and Introductory Pharmacology: A modified Delphi Study.
	<i>Patricia A. Logan, Judith Anderson, Jennifer L. Cox, Judith Salvage-Jones, Elspeth Hillman, David van Reyk, Amy N.B. Johnston</i>
	<i>Charles Sturt University, James Cook University, University of Technology Sydney, Griffith University and Gold Coast Hospital</i>
<b>P11</b> TRN	Expectations of student experiences when 'transitioning through' second year science undergraduate degree programs
	<i>M. Sarah-Jane Gregory, Christopher Klopper, Wendy A. Loughlin</i>
	<i>Griffith University</i>

<b>P12</b> TRN	Summer Internship Program: Providing a holistic learning opportunity for equity students
	<i>Jessica Leigh Luquin, Rita Kusevskis-Hayes, Jessie Lui, Jeffrey Meesterman, Colin Clark</i>
	<i>University of New South Wales</i>
<b>P13</b> TRN	Delivering 'just in time' information written by students for students via the blog, "That's what SHE said"
	<i>Tania Blanksby, Sarah Cox, Suzanne Sealey, Kaled Idris-Said</i>
	<i>La Trobe University</i>
<b>P14</b> TRN	CQUniversity Community Aspirations Program in Education (CAP-ED)
	<i>Tasha Lamey</i>
	<i>CQUniversity</i>
<b>P15</b> ACH	Enhancing the university experience for students from equity cohorts
	<i>Claire Hopkins, Kellie Maxwell, Claire Hopkins, Katie Yamaguchi</i>
	<i>UNSW</i>
<b>P16</b> ACH	A Case Study of Enrollment Management through the Development of Students' Academic Skills: An Institutional Research of Higher Education
	<i>Akinori Yamabe</i>
	<i>Jichi Medical University</i>
<b>P17</b> RTN	Helping students articulate: early engagement
	<i>Juliette Subramaniam</i>
	<i>Western Sydney University</i>
<b>P18</b> RTN	Improving the retention and success of higher education students at a regional university: towards a more personalised approach
	<i>Denise Wood, Robyn Bailey</i>
	<i>CQUniversity</i>

<b>P19</b> SSS	Integration of automated lecture recording in an Australian Higher Education Institute
	<i>Maimuna Musarrat, Benedict Williams, Birgit Loch</i>
	<i>Swinburne University of Technology, La Trobe University,</i>
<b>P20</b> SSS	'Active Success at Uni': Open interactive learning
	<i>Jessamyn Clarke, Kate Judith, Charmaine Davis, Barbara Harmes, Marcus Harmes, Julie Penno, Lalanthi Seneviratne</i>
	<i>University of Southern Queensland</i>
<b>P21</b> SSS	Predictors of successful learning outcomes in e-learning courses.
	<i>Adam Wilden, Anna Shillabeer, Denise de Vries</i>
	<i>Flinders University</i>
<b>P22</b> SSS	University-wide integrated STEM support at QUT: STIMulate
	<i>Ian Lightbody, Therese Wilson, Richard Medland, Christine Devine, Yulin Liu, Sharmila Gamlath, Hayley Moody, James Brady, Dulip Herath</i>
	<i>Queensland University of Technology</i>
<b>P23</b> SSS	Developing an early warning system combined with dynamic LMS data
	<i>Danny Green</i>
	<i>RMIT University</i>
<b>P24</b> SSS	Therapaws: Student led dog therapy project
	<i>Karen Walker</i>
	<i>University of Sydney</i>

## KEY:

30

 – CLICK ICON TO DOWNLOAD PAPER

 – CLICK ICON TO DOWNLOAD POSTER

## KEY:

**STU** – STUDENTS  
**TRN** – TRANSITIONS

**ACH** – ACHIEVEMENT  
**RTN** – RETENTION

**SSS** – SUCCESS

31

CONTENTS PAGE ↑

## PO1 POSTER STUDENTS

### Students' preferred learning structure in Blended Delivery Mode: An evidence-based model building process

Michaela Munoz, Vicki Hutton

Australian College of Applied Psychology


*The study presents an evidence-based model of students' preferred learning structure in a Blended Delivery (BD) learning mode. The model is developed from data gathered from the students in the Discipline of Counselling (DoC) at Australian College of Applied Psychology during the week 11 Unit and Teacher Evaluation Surveys (UTES) in 2015 and 2016. In this study, BD is defined as a study mode which encompasses both online and face-to-face learning. There is a workshop component where students attend campus to practice their skills and synchronous online sessions where students integrate theory and practice. Student responses in the UTES consistently indicated satisfaction levels around 83-84 per cent for on-campus workshops, and 74-75 per cent for online synchronous sessions. A thematic analysis was conducted on the open-ended qualitative comments. A descriptive model building process was conducted to identify key components in a successful BD framework. This knowledge will assist in validating components of the BD mode currently available in all courses in the DoC.*

#### Biography

Dr Michaela Munoz is the Academic Research Coordinator at the Australian College of Applied Psychology. Her research interests, which have emerged from working in different sectors of education, focus on curriculum and instruction and issues of teaching and learning (including blended learning modality). She is an advocate of transformative learning as a pedagogical framework and is particularly passionate of projects that support student retention, engagement and success. Michaela has over 10 years of experience in working within higher education.

Dr Vicki Hutton joined the Australian College of Applied Psychology in 2013, and now holds the position of Lecturer and Course Convenor of the Graduate Diploma of Counselling. She previously taught at Monash University, where she also completed her PhD in Applied Psychology. She has a keen interest in principles of adult learning and instructional design, including the blended learning modality. She has worked on research projects in areas such as quality of life, stigma, racism/cyber-racism and social cohesion.

### "Students' preferred learning structure in Blended Delivery Mode: An evidence-based model building process"



Dr Michaela Munoz and Dr Vicki Hutton  
Australian College of Applied Psychology  
(Discipline of Counselling)

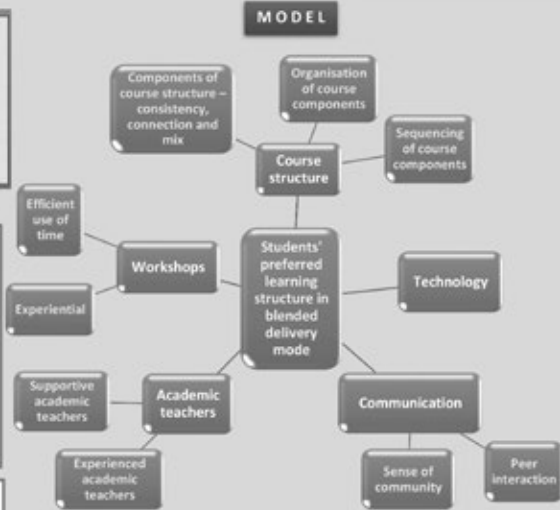
<b>Background:</b> "Blended learning is the mix of traditional methods of teaching, such as face-to-face teaching and online teaching" <small>(Bluc et al., 2007, p.233).</small> "When they are successfully combined, the potential result is an educational environment highly conducive to student learning" <small>(Vaughan, 2007, p.82).</small>	<b>Method:</b> The study analysed the qualitative comments from the 'Unit Teacher Evaluation Surveys (UTES) from T1 2015 to T2 2016. This is the first time a study across five trimesters has specifically targeted Blended Delivery in all courses at ACAP School of Counselling. The study used Braun and Clarke's (2006) six (6) phases of thematic analysis.	<b>Comments were filtered by:</b> Undergraduate: 149 comments Graduate Diploma of Counselling: 199 comments Master of Counselling and Psychotherapy: 344 comments
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Purpose and Research Question:**  
The aim of the study is to identify key components in a successful BD framework.  
**"How do students prefer to learn in a Blended Delivery mode?"**

**Recommendations:**

1. Develop innovative teaching methods linking technology and pedagogy to enhance student engagement.
2. Ensure that students understand their role in blended delivery which is to actively 'engage' in all components of the course rather than to passively 'participate'.
3. Continually revisit the course components to maintain consistency, cohesiveness and currency.
4. Ensure that academic teachers remain up-to-date with course components and technology through regular professional development.
5. Regularly check that technology matches the evolving course requirements and student needs.

**MODEL**



**References**

Bluc, A.-M., Goodyear, P., & Ellis, R. A. (2007). Research focus and methodological choices in studies into students' experiences of blended learning in higher education. *The Internet and Higher Education*, 10(4), 231-244. doi: 10.1016/j.iheduc.2007.08.001

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). Pp. 77-101.

Coates, H. (2006). *Student engagement in campus-based and online education*. London: Routledge.

Garrison, D. R., & Vaughan, N. (2011). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco, CA: Jossey-Bass Inc., U.S.

Hatchey, A.C., Wicks, C.W., & Conway, K.M. (2014). Do prior online course outcomes provide more information than G.P.A. alone in predicting subsequent online course grades and retention? An observational study at an urban community college. *Computers and Education*, 72, 59-67.

Michinov, N.; Brunot, S.; LeBohec, O.; Juhel, J.; & Delval, M. (2011). Process orientation, participation, and performance in online learning environments. *Computers & Education*, 56 (1) (2011), pp. 243-252.

Vaughan, N. (2007). Perspectives on blended learning in higher education. *International Journal on E-Learning*, 6, 83-94.

## PO2 POSTER STUDENTS

### Studying and Working Among Nursing Students: The SWAN Study

**Lucie Ramjan, David Roach, Yenna Salamonson**

Western Sydney University

**Angela Christiansen**

Edith Cowan University

**Ruth Crawford, Belinda McGrath**

Whitireia Community Polytechnic

**Mandy Kelly, Peter Wall**

Murdoch University

*Undergraduate nursing students continue to engage in paid employment while studying (Phillips, Kenny, & Esterman, 2016), despite the negative effect on academic performance (Salamonson et al., 2012). This multi-institutional study of nursing programs across Australia and New Zealand examined students' experiences, and the impact of working while studying. The first stage involved the collection of survey data at Orientation sessions for commencing 2017 nursing and midwifery students at each participating tertiary institute. Using a brief survey, socio-demographic data (including age, gender, language spoken at home, educational background, first in family, nursing as first choice and care-giving responsibilities) were collected. In particular, the survey collected the type and anticipated number of hours students engaged in paid work during the semester. This data provided a unique snapshot of the similarities and differences among nursing and midwifery students at each tertiary institute. Preliminary findings from Stage 1 study will be presented.*

#### Biography

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 needs within the School. She also has an interest in mental health research. She has collaborated on multiple educational projects related to student retention and success. Lucie has co-authored over 35 publications and supervises research higher degree students. She received a national teaching award in 2012 for her contributions to student learning.

Dr Angela Christiansen is Associate Professor and Associate Dean Teaching and Learning at Edith Cowan University, School of Nursing and Midwifery. She has extensive experience in nurse education in the UK, where she was Head of Adult Nurse Education and Quality Reviewer for the Nursing and Midwifery Council. Her research interests include teaching and learning in professional education, retention and the first year experience, the development of workforce capabilities and service innovation and evaluation.

Ruth Crawford is a Principal Lecturer in the Faculty of Health/Te Kura Hauora at Whitireia Polytechnic in Porirua, New Zealand. Ruth has been involved in nursing education since 1990 and has recently moved to teaching in a Masters interprofessional programme. Her nursing background is paediatric and community nursing. She has undertaken research into emotional communication in nursing practice, interprofessional education, and transition into tertiary education. Ruth supervisors Masters' thesis and received the CEO teaching excellence award in 2014.


Mandy Kelly is a Student Advisor in the School of Health Professions at Murdoch University. Being in the education field for the last 16 years she has focused on the holistic person, helping them to balance life/work and study. Mandy has co-authored conference papers which research ways to enhance the transition into University for students entering via various pathways. She received an Australian award in 2014 for her contribution to programs that enhance learning.

Belinda McGrath is a Principle Lecturer in the Bachelor of Nursing at Whitireia Polytechnic and has a background in well child health nursing. She has worked in tertiary education since 1991, including early childhood education and in the last eleven years in nursing education. She has a particular interest in nursing education curriculum design and student centred learning. She has been a leader in the development of a concept based learning approach and published peer reviewed work in this area.

David Roach has been working at Western Sydney University for the past three and a half years, program managing the University's 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.

Yenna Salamonson is an Associate Professor in the School of Nursing & Midwifery at Western Sydney University. She has committed 30 years to creating a positive learning experience for students in nursing education/research. She has co-authored over 170 peer-reviewed papers and numerous conference proceedings. Her extensive 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 local and national teaching awards.

Peter Wall is a Nursing lecturer in the School of Health Professions at Murdoch University. Entering academia after 30 years of clinical practice he has brought a wealth of nursing experience into his teaching that he uses to engage and inspire the students to achieve their best, and for which he has received official commendation. Peter has research interests that include the creation of nursing identity, and improving the transition of students into tertiary education and the nursing workforce.




## Studying and Working Among Nursing Students: The SWAN ANSAC Study

Lucie Ramjan<sup>1</sup>, Angela Christiansen<sup>2</sup>, Ruth Crawford<sup>3</sup>, Mandy Kelly<sup>4</sup>, Belinda McGrath<sup>3</sup>,  
David Roach<sup>1</sup>, Yenna Salamonson<sup>1</sup>, Peter Wall<sup>5</sup>

<sup>1</sup>Western Sydney University, NSW, Australia <sup>2</sup>Edith Cowan University, WA, Australia <sup>3</sup>Whitireia Community Polytechnic, Wellington, NZ <sup>4</sup>Murdoch University, WA, Australia




### Introduction

Although undergraduate nursing students continue to engage in paid employment while studying<sup>1</sup>, the duration of time spent working during term-time may have a negative effect on academic performance<sup>2</sup>.

**Aim**

This study aims to examine working while studying and its relationship to academic performance across diverse student groups, and across various higher education institutions in Australia and New Zealand.

The first stage of the study involved the collection of survey data at Orientation sessions for commencing nursing students in 2017 across four participating tertiary institutes.

This preliminary quantitative data provides a unique snapshot of the similarities and differences among students at each institute.

### Methods

**Sample and data collection**

In 2017, commencing nursing students from four tertiary institutes (3 Australian and 1 New Zealand) were invited to complete a brief survey during Orientation sessions which collected socio-demographic data (including age, gender, language spoken at home, educational background, first in family, nursing as first choice and care-giving responsibilities) (Table 1 & Figure 1). In particular, the survey collected the type and anticipated number of hours students engaged in paid work during the semester (Figure 2).

**Data Analysis and Ethics Approval**

Data were analysed using SPSS version 24. Descriptive statistics and Chi-square were used to describe and compare for differences between groups. Statistical significance was set at  $p < 0.05$ . Ethical approval was sought and received from each tertiary institutes' Human Research Ethics Committee before recruitment.


### Results

Across the four tertiary institutes 1314 students completed the brief survey.


Age	Mean: 20.96 years (SD: 0.48, range: 19-62)
Gender	1122 (85%) were females, 185 (14%) males
Birth country	655 (50%) overseas born, 641 (49%) Aust. or NZ (local) born
Enrolment classification	1115 (85%) domestic, 187 (14%) international
Language usage	425 (32%) English only, 885 (67%) other than English
First-in-family	512 (39%) Yes, 787 (60%) No
Nursing is first choice	1188 (91%) Yes, 125 (9%) No
Paid work engagement	858 (65%) Yes, 425 (32%) No
Type of paid work <sup>1</sup>	354 (43%) nursing-related, 485 (59%) non-nursing-related
Hours in paid work <sup>2</sup>	20.80 (SD: 1.48, range: 2 to 56, paid work during term-time)

<sup>1</sup> Paid work respondents only

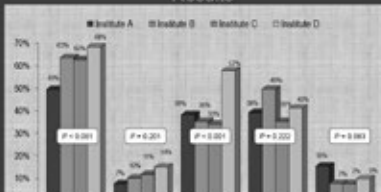
**Table 1. Sample Characteristics (n = 1314)**



### Results



**Figure 1: Socio-demographic group comparisons across 4 institutes**



**Figure 2: Type and hours engaged in paid work across 4 institutes**

### Conclusion

The preliminary quantitative survey results show the socio-demographic differences and working patterns among nursing students across the 4 tertiary Australian and New Zealand institutes. Despite the similarities, there were wide variations in percentages of non-school leavers ( $p < 0.001$ ) and overseas-born students ( $p < 0.001$ ) as shown in Figure 1.

Although the percentages (67% to 69%) of paid work engagement were similar, there were wide variations in the type of paid work engagement, and the amount of time spent in term-time work across institutes. For example, less than one-quarter (24%) of respondents in Institute C but nearly half (49%) in Institute D were in nursing-related work. Similarly, only 11% of respondents in Institute C, but 41% in Institute D spent over 20 hours per week in term-time employment (Figure 2).

While there is diversity, it is apparent that many students need to engage in paid work while studying for various reasons. It is vital these students are supported and are able to find the right balance for academic success.

### References

1. Phillips, L., Kelly, N., & Fairman, A. (2016). Pre-orientation paid employment practices of undergraduate nursing students: A survey of four colleges. *NSI*, 10(10).

2. Salamonson, Y., Elliott, B., Smith, J., Andrew, S., & Davidson, P. B. (2010). The impact of term-time paid work on academic performance in nursing students: A longitudinal study. *International Journal of Nursing Studies*, 45(5), 575-582.

## P03 POSTER STUDENTS

### NavigateMe: A student's stepping stone to unlocking their potential

**Jeffrey Meesterman, Colin Clark, Jessica Luquin, Jessie Lui, Rita Kusevkis-Hayes**  
University of New South Wales

*NavigateMe is an online tool used at the University of New South Wales (UNSW). The tool assists students to seek ways to achieve their greatest potential during their studies and encourages them to reflect on personal goals, resolve queries and address their perceived difficulties. The tool refers users to university services and suggests ways in which they can change their lifestyles or personal habits to improve their university experience.*

## NavigateMe – A student's stepping stone to unlocking their potential

NavigateMe is an online self-help platform that provides immediate and personalised information based on students' responses. NavigateMe refers users to university services and suggests ways in which they can change their lifestyles or personal habits to improve their university experience. NavigateMe encourages students to reflect on personal goals, and assists them to achieve their greatest potential during their studies. This approach also provides students with information upon which to act, thus encouraging self-management. Students use the tool for various reasons at different times throughout the academic year, and some students use the tool on a frequent basis. The tool was developed and is continually enhanced through a collaborative and iterative process in consultation with staff, students and faculties.



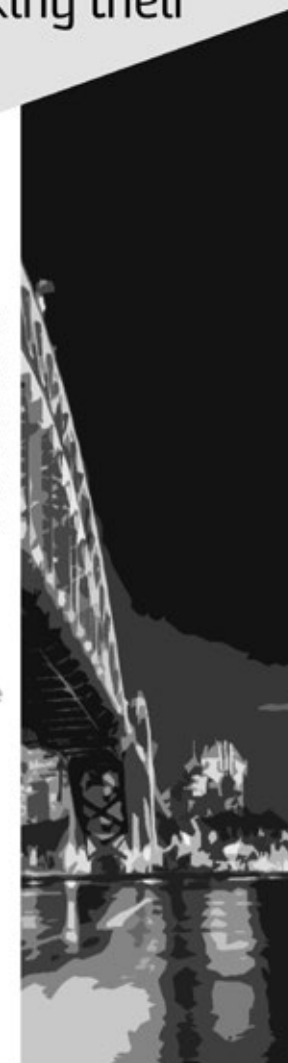
71% of students said it "made a direct impact"



34% is more informed about all the services



37% now has more options to improve their studies



## P04 POSTER STUDENTS

### Experiencing the educational interface: Understanding student engagement

**Ella Kahu, Cat Picton, Karen Nelson**  
University of the Sunshine Coast

*Student engagement is widely recognised as critical to student retention and success – simply put, students who are engaged with their studies are more likely to be successful. However, the mechanisms contributing to an individual student's engagement have not yet been clearly articulated. We understand engagement to be an individual student's psychosocial state: their behavioural, emotional, and cognitive connection to their learning. In 1984, Astin proposed that student involvement, as he called it, was the missing link in our understanding of how institutional factors influenced student success. Aligned with Astin's rationale, Chickering and Gamson (1987) proposed and later explored seven principles for good practice in undergraduate education. These early contributions have strongly influenced curricular and co-curricular practices which have positively impacted on student outcomes. These practices include: peer to peer participation, access and interactions with staff, timely feedback, a scaffolded curriculum, early identification of students at risk, assessment aligned with learning outcomes, clearly articulated expectations, and a supportive but challenging learning environment. However, while the impact of these good practice initiatives has been comprehensively demonstrated, the mechanisms that explain how these initiatives influence an individual student's engagement and success have not yet been clearly identified.*

#### Biography

Dr Ella Kahu is a Lecturer in psychology at Massey University in Wellington, with research interests in social psychology and education. Her recently completed PhD examined the engagement of mature-aged distance students in the transition to a New Zealand university. Until recently she held a postdoc position at the University of the Sunshine Coast, extending her research and thinking on student engagement. The research project is ongoing, following a group of 18 years olds through their first year at university.

Dr Catherine Picton is a Post-Doctoral Research Fellow at the University of the Sunshine Coast currently researching the experiences of students throughout their first year at university. With a background in education, she has research interests in student engagement, disability and Pacific policy development. Her recently completed doctoral thesis explored conceptualisations and experiences of disability in Samoa, including traditional perceptions of disability and recent global political influences.

Professor Karen Nelson is Pro Vice-Chancellor (Students) at USC. She is the senior academic overseeing enhancement of the student experiences at USC, through her portfolio and also as chair of University Learning and Teaching Committee. Her research and practice focuses on student engagement in higher education and she has led a series of large national research projects in the area. Her work has been recognised by three national awards and in 2016 she was made a Principal Fellow of the UK HEA. Karen is the Editor of the Student Success Journal and the Co-chair of the STARS Conference.

## Experiencing the Educational Interface Understanding Student Engagement

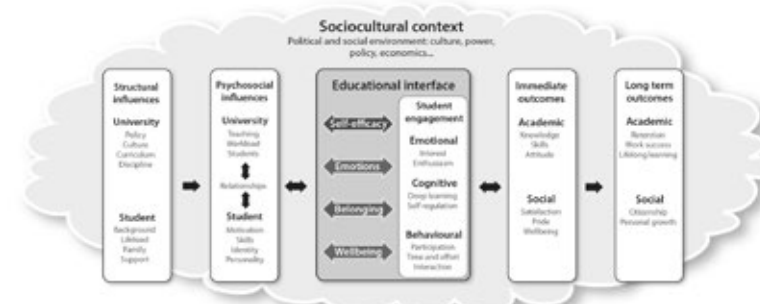
Ella Kahu, Catherine Picton, & Karen Nelson  
University of the Sunshine Coast

STARS Conference, July 2017, Adelaide, Australia

#### Conceptual Framework of Student Engagement

Student engagement is widely recognised as critical to student retention and success. We understand engagement as the individual student's psychosocial state: their emotional, cognitive, and behavioural connection to their learning. Kahu and Nelson's (2017) conceptual framework of student engagement shown below argues that the student experience occurs within an educational interface – a dynamic space at the intersection of student and institution. A complex array of factors impact student engagement directly, and also

indirectly via four pathways: self-efficacy, emotion, belonging, and wellbeing. Each of these psychosocial constructs stems from the interaction of student and institutional factors, and influences the student's engagement – positively or negatively. The quotes below illustrate those pathways; they are drawn from a study following 19 young students through their first year at an Australian regional university. The students were interviewed about their experiences before the year started and then weekly during the semesters.



**Self-efficacy**  
Students' belief in their capacity to perform a task, stemming from a cognitive appraisal of personal and environmental factors.

“ I just couldn't do it... absolute failure, so I thought ... you're too dumb to be here... then I thought okay... maybe there's something amusing on Facebook that is a distraction from this. (TONY) ”

**Emotions**  
Students' responses to their subjective experience of the situation such as anxiety, enjoyment, and frustration.

“ It's the course really. I didn't enjoy management a lot. Sometimes, like say marketing, I put a lot more effort into it because I really love it. But management I was just sort of showing up and doing what I had to do. (ISAAC) ”

**STUDENT DIS/ENGAGEMENT**

**Belonging**  
Students' connectedness to the institution, staff, other students, and their discipline.

“ I'm starting to make friends which is great. Making friends in class helped me feel comfortable enough to sit and listen, and learn and engage in class (FELIC) ”

**Wellbeing**  
Students' sense of being physically and psychologically healthy, comfortable, and happy.

“ I've just been exhausted... all this assessment and work and just everything's kind of a bit overwhelming... either I don't sleep because I'm like stressing or I sleep a lot... just don't do anything, don't have the motivation to do my readings. (SENNA) ”

Kahu, E.R. & Nelson, K. (2017). Student engagement in the educational interface: Understanding the mechanisms of student success (manuscript in preparation).

**P05 POSTER  
STUDENTS**

**Enhancing self-disclosure of equity group membership**

**Colin M Clark, Rita Kusevskis-Hayes, Matt Wilkinson**  
University of New South Wales, Sydney


*This project investigates the reasons why students from three equity groups—Aboriginal and Torres Strait Island students, students with disabilities and those from non-English speaking backgrounds—decline to disclose membership of these equity groups. This tendency may prevent students from accessing targeted support to which they are entitled, or hamper effective intervention. The project will estimate the reasons for and prevalence of non-disclosure and propose good practice guidelines for universities.*

**Biography**

Dr. Colin Clark has worked in tertiary education in academic and support roles for over 20 years. He has worked for UNSW Student Life as a Senior Project Officer since August 2010. He has taught English at the University of Sydney, taught Business Communication at Nanyang Technological University in Singapore and conducted research at UNSW since 2010. His PhD won the 2012 Outstanding Dissertation Award from the Association for Business Communication.

Rita Kusevskis-Hayes has previously been employed in a number of organisations, such as the NSW Department of Education, Vision Australia, University of Sydney, the University of New South Wales and TAFE NSW. Her current position is Senior Project Manager with the Student Life Equity Team at UNSW. She is an experienced manager of Disabilities Services. Rita has been actively involved in education for more than 20 years in a range of educational contexts.


Matt Wilkinson is a PhD candidate and researcher in the UNSW School of Social Sciences and Student Life. Matt's research interests span a wide variety of disciplines and methodologies, including disabilities and equity research in Sydney, research on peacebuilding in Bangladesh, contested politics and biosecurity in India, and state-making in Afghanistan. Matt employs qualitative methodologies and an emancipatory position as the foundation of research, where research highlights and resolves vulnerabilities, bringing to light personal experiences and perspectives.



## Enhancing self-disclosure of equity group membership

### Background

There is evidence that students from non-English-speaking backgrounds, students with disabilities and Indigenous students are reluctant to self-disclose this information to tertiary education institutions. Indigenous students may find racial categories imprecise (Hickey, 2015) or fear discrimination at university. Those with disabilities may fear impacts on future employment (Morris & Turnbull, 2006), or stigma (Orona, Koenig, & Davis, 1994). Some may not consider their condition to be a disability and wish to manage perceptions by peers and staff (Olney & Brockelman, 2010).



### Purpose of this project

This project investigates the reasons why students from three equity groups—Aboriginal and Torres Strait Islander students, students with disabilities and those from non-English speaking backgrounds—decline to disclose their equity status. This may prevent students from accessing targeted support to which they are entitled, or hamper effective intervention. This HEPPP commissioned project investigates self-disclosure of equity group members, and will propose guidelines for universities to promote self-disclosure of equity group membership by students.

### Methodology

Methods include a survey of university support services to determine current practices and considerations, and a survey of students at UNSW to investigate reasons for disclosure and nondisclosure. This will be supplemented with semi-structured interviews with students from each of the abovementioned equity groups.

### References

Hickey, S. (2015). It all comes down to ticking a box: Collecting Aboriginal identification in a 30-year longitudinal health study. *Australian Aboriginal Studies*, 2, 33–45.

Olney, M. F., & Brockelman, K. F. (2010). Out of the disability closet: Strategic use of perception management by select university students with disabilities. *Disability & Society*, 24(1), 35–50.

Orona, C. J., Koenig, B. A., & Davis, A. J. (1994). Cultural aspects of nondisclosure. *Cambridge Quarterly of Healthcare Ethics*, 3(3), 338–346.

Reasons for non-disclosure of indigenous status	% Service staff respondents
They do not trust the university with this information	3%
They see no benefit in disclosure	17%
They fear prejudice in their university life	83%
They fear prejudice in their professional life after university	17%
They are concerned about confidentiality	47%
They do not wish to be "labelled"	83%
They do not believe the university needs to know	17%
They do not know how to disclose	33%
They do not have the necessary documentation	50%

Reasons for non-disclosure	% of staff respondents
They do not trust the university with this information	0.00%
They see no benefit in disclosure	50.00%
They fear prejudice in their university life	50.00%
They fear prejudice in their professional life after university	11.50%
They are concerned about confidentiality	25.00%
They do not wish to be "labelled"	62.50%
They do not believe the university needs to know	37.50%
They do not know how to disclose	12.50%
No pathway exists for disclosure	25.00%

Reason for non-disclosure of a disability	Students with physical disabilities	Students with cognitive disabilities	Students with sensory disabilities	Students with social / emotional disabilities	Student carers for people with a disability
They do not trust the university with this information	50.00%	50.00%	50.00%	100.00%	33.33%
They see no benefit in disclosure	40.00%	20.00%	20.00%	60.00%	80.00%
They fear prejudice in their university life	62.50%	75.00%	50.00%	100.00%	87.50%
They fear prejudice in their professional life after university	50.00%	100.00%	75.00%	100.00%	50.00%
They are concerned about confidentiality	71.43%	85.71%	71.43%	100.00%	57.14%
They do not wish to be "labelled"	75.00%	100.00%	75.00%	87.50%	50.00%
They do not believe the university needs to know	42.86%	71.43%	57.14%	100.00%	71.43%
They do not know how to disclose	50.00%	100.00%	75.00%	87.50%	87.50%

Colin M. Clark, Rita Kusevskis-Hayes and Matthew Wilkinson Student Life, UNSW Sydney  
earlyintervention@unsw.edu.au

**P06 POSTER STUDENTS**

**Nursing Students' Characteristics That Predict Usefulness of Online Interactive Case Studies**

**Christine Taylor, Lyn Stewart, Tracy Parrish, Yenna Salomonson**  
Western Sydney University

*Preparing students for their first clinical practicum is essential in undergraduate nursing courses. Selecting effective teaching and learning methods taking into consideration student diversity has been shown to influence retention and impact positively on the student experience (Koch, Everett, Phillips, & Davidson, 2015).*

*The study examined the influence of three interactive case studies (ICS) developed for nursing students. In particular, the study sought to examine the profile of students who benefitted the most from interactive case studies. Using a descriptive survey design, the study measured the self-efficacy, task value (Pintrich et al., 1991), English language usage (Salamonson et al., 2014), and age of first year nursing students in Semester 2 of a 3-year program. Students' Grade Point Average (GPA) was also collected at the end of the semester. Usefulness of the interactive case studies (ICS) was assessed using a 10-item investigator developed scale (Cronbach's alpha: 0.97). This study was approved by the University Human Ethics Committee. A p value of < 0.05 was considered as statistically significant.*

**Biography**

Dr Taylor is a Senior Lecturer and is an experienced clinician and educator. Christine's area of expertise is in paediatric nursing and education. Research interests in education include simulation, student retention, and professional competencies.

Ms Lyn Stewart is an educator with over 35 years' experience and has held high level governance roles within the School. Lyn's research interests include quality teaching and learning and she is a past recipient of teaching excellence awards. Lyn is also qualified in Conversational English Teaching as has a particular interest in the field of communication competency and literacy.

Ms Tracy Parrish is an experienced clinician, and has educational experience with undergraduate students. Tracy currently holds the position of Deputy Director of Clinical education (Simulation) and has a particular interest in simulation in nursing education.

Yenna Salomonson, Associate Professor in the School of Nursing & Midwifery at Western Sydney University, has committed 30 years to creating a positive learning experience for students in nursing education. She has co-authored over 160 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.

## NURSING STUDENTS' CHARACTERISTICS PREDICT USEFULNESS OF ONLINE INTERACTIVE CASE STUDIES

Taylor, C.<sup>1</sup>, Stewart, L.<sup>1</sup>, Parrish, T.<sup>1</sup>, & Salomonson, Y.<sup>1,2</sup>

School of Nursing and Midwifery, Western Sydney University<sup>1</sup>  
Centre for Applied Nursing Research & Ingham Institute for Applied Medical Research<sup>2</sup>

WESTERN SYDNEY UNIVERSITY

### Background

Preparing students for their first clinical practicum is essential in undergraduate nursing courses. Selecting effective teaching and learning methods taking into consideration student diversity has been shown to impact positively on the student experience (Koch et al., 2015).

**Aim**  
The study examined the influence of three interactive case studies (ICS) developed for nursing students. In particular, the study sought to examine the profile of students who benefited most from these interactive case studies.

### Method

Using a descriptive survey design, the study measured the self-efficacy, task value (Pintrich et al., 1991), English language usage (Salamonson et al., 2014), and age of first year nursing students in Semester 2 of a 3-year program. Students' Grade Point Average (GPA) was also collected at the end of the semester. Usefulness of the interactive case studies (ICS) was assessed using a 10-item investigator developed scale (Cronbach's alpha: 0.97). This study was approved by the University Human Ethics Committee. A p value of < 0.05 was considered as statistically significant.

### Results

In total, 717 first year nursing students completed the survey and provided consent for their completed survey to be linked to University administrative data.

Characteristics	n = 717
Age, mean [median] in years, SD (Range: 18 to 59)	25.4 (23) (17.8)
Sex, female, n (%)	586 (82)
Language usage (English only), n (%)	192 (27)
First-in-family, n (%)	293 (41)
Paid work engagement, n (%)	506 (71)
Type of paid work: nursing-related, n (%)	297 (50)
Grade Point Average (GPA), mean [median], SD (Range: 0 to 7)	4.3 (4.3) (1.4)
Self-efficacy, mean [median], SD (Range: 12 to 56)	44.2 (45) (7.5)
Task value, mean [median], SD (Range: 6 to 42)	34.9 (36) (8.8)
Usefulness of ICS, mean [median], SD (Range: 10 to 70)	55.8 (58) (11.5)

**Table 1. Sample characteristics of Year 1 students**

### Results

**Predictors of usefulness: Interactive Case Studies**  
Logistic regression analysis revealed that respondents who benefited most from ICS were more likely to: i) be non-school leavers; ii) use other than the English language; iii) have low GPA; iv) have high self-efficacy; and v) have high task-value (Table 2).

Variables	Beta	SE	Adjusted odds ratio (95% CI)	P value
<b>Usefulness of Interactive Case Studies</b>				
Non-school leavers (Age > 20 years)	0.650	0.274	1.915 (1.120 – 3.275)	0.018
Language usage: Other than English	0.939	0.248	2.557 (1.573 – 4.108)	<0.001
High self-efficacy (> 45) score	0.264	0.024	2.676 (1.724 – 4.156)	<0.001
High task-value (> 36) score	1.786	0.227	5.964 (3.823 – 9.305)	<0.001
Low Grade Point Average (5-4.3)	0.466	0.225	1.594 (1.025 – 2.479)	0.038

Nagelkerke's R<sup>2</sup> = 0.375  
Hosmer-Lemeshow goodness-of-fit for the model, chi-square = 7.336, 8 df (p = 0.501)

**Table 2. Predictors of usefulness: Interactive case studies**

### Discussion and Impact

Students who benefited most from using the ICS in preparing them for their first clinical placement experience were those who were more engaged and motivated as reflected by their high task-value and self-efficacy. This study also indicated that those who were more likely to need additional preparatory support for clinical placement (e.g. non-school leavers, non-native English speakers, lower GPA), were also those who reported the usefulness of the ICS, indicating targeted resource development design that matched students' needs promoted a more positive learning experience, and may also improve academic and clinical performance.

### References

Koch, J., Everett, B., Phillips, J., & Davidson, P. M. (2015). Is there a relationship between the diversity characteristics of nursing students and their clinical placement experiences? A literature review. *Collegian*, 32, 361-378. doi:10.1016/j.collegian.2014.03.007

Pintrich, P. R., Smith, D. A., Garcia, T., & McKeachie, W. J. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ). Retrieved from <http://files.eric.ed.gov/fulltext/ED331222.pdf>

Salamonson, Y., Glew, P., & Everett, B. (2014, November 17-18). Development and psychometric testing of the 11-item English language usage scale (ELUS-11). Paper presented at 2nd International Conference on Nursing & Healthcare, Chicago, USA. *Journal of Nursing & Care*, 3, 147. doi:10.4172/2157-1188.31.907



P07 POSTER STUDENTS

Uncovering assumptions about the introduction of concept mapping to first year students of anatomy and physiology

Natalia Bilton, Patricia Logan, John Rae, Gregory Maynard  
Charles Sturt University

Students working towards a degree in the Health Sciences and required to undertake a first year subject in anatomy and physiology vary significantly in their education prior to university (Anderton, Evans et al. 2016). Unfortunately, some of these students drop out or decide to repeat these subjects before progressing in their chosen field (Entezari and Javdan 2016, Schutte 2016). In this study, we wanted to understand how to better engage such students with the view of fostering academic success in this subject. We introduced concept mapping as a learning activity and also as a means for comparing the quality of learning about skeletal anatomy. This work adds to the limited research on the use of concept mapping in the teaching and learning of anatomy and physiology.

Biography

Natalia Bilton received her PhD from the School of Behavioural Sciences at the University of Newcastle. After her post-doc, she moved to Thursday Island, Queensland, where she taught Torres Strait Islander students at James Cook University. Next, she was involved in teaching neuroscience in the School of Medicine and Dentistry in Townsville. In 2013, she joined the School of Biomedical Sciences, at Charles Sturt University. Natalia's research interests include creative methods and alternative pedagogies in teaching and learning.

Dr. Patricia Logan, PhD, SFHEA UK. Patricia has been teaching anatomy, physiology, pathophysiology and introductory pharmacology for more than 15 years. Her main research areas are related to tertiary science education for health practice.

Dr John Rae is a Senior Lecturer and Associate Head in the School of Biomedical Sciences, Charles Sturt University, Australia. He teaches organisational studies in undergraduate health programs, and creativity, innovation and change in postgraduate health management programs. John uses art as a teaching strategy for these courses and applies arts-based research to his main topic of investigation, the creativity of health services.

Gregg Maynard's first lecturing position was at Sydney University in the Faculty of Pharmacy. As of 2010, he has been employed at Charles Sturt University as a lecturer in pharmacology. During this time he has been involved in Pharmacy, Dentistry, Paramedic and Nursing education in pharmacology and related disciplines. His research background includes cell and molecular biology. While, in the field of learning and teaching research he has an interest in assessments.

Poster No.: 17956

Charles Sturt University

Uncovering assumptions about the introduction of concept mapping to first year students of anatomy and physiology.

Dr Natalia Bilton, Dr Patricia Logan, Dr John Rae and Dr Gregory Maynard  
School of Biomedical Sciences, Faculty of Science, Charles Sturt University

**1 Background**

Learning can be defined as the cognitive change that results from experience [1]. The construction of new knowledge begins with our observations of events or objects through the concepts that we already possess. Concept mapping is a technique that can be used to help students construct new knowledge. In concept mapping, a concept is defined as anything that can be observed and a proposition is created when two or more concepts are linked by key words. To learn meaningfully, individuals must chose to relate new knowledge to relevant concepts that they already know [2]. Meaningful learning is supported when students join concepts with relevant, correct and valid linking phrases. An increase in learning quality is indicated by the integration of new information with old information using linking phrases. In this study, we used concept mapping to measure learning quality under two different learning conditions.

**2 Method**

This study was divided into three phases.

**Phase 1 (30 mins):** Students completed a concept mapping exercise that measured what they already knew about the organisational structure of the human skeletal system (Pre-Test). Students were given the concept map shown below and were asked to include the concepts listed on the left hand side in their concept map. Students were also instructed to make sure that each concept was linked to another using linking phrases.

**Phase 2 (60 mins):** Students were assigned to either the experimental or control condition. In the experimental group, students completed a body painting learning activity. Students in the control group undertook the regular assigned lab activities for that day which included labelling, short answer questions and looking at models of the skeleton.

**Phase 3 (30 mins):** Students completed the same concept mapping task as in phase 1 (Post-Test).

Figure 1: The concept map "test" that was presented to students.

**3 Data Analysis**

Figure 2: How concepts are linked (A) an example of a correctly linked concept (B) and an example of an incorrectly linked concept (C)

Figure 3: The percentage of students that attempted to make a concept map and those whose concept maps included linking phrases in the two conditions of our study

Overall, 91% of the groups attempted to construct a concept map and 72% of those maps contained linking phrases. Despite random allocation of students to groups, those in the control condition showed more engagement with the concept mapping task (Figure 3A and B).

Qualitative survey data showed that the control group commented more about their actual learning (n = 10 of 21 responses), whereas the experimental group wrote more about "fun" (n = 8 of 25 responses). Those in the experimental group were also more likely refer to the learning activity as "visual" (n = 6 of 25 responses).

**4 Conclusions**

Brief text-based instruction was found to be insufficient in producing concept maps with linking phrases. This study suggests that one cannot assume that students will learn to construct concept maps in a short time frame. An initial scaffolded concept mapping learning tool would likely have enabled these first year students to better employ the technique, especially when it is used in conjunction with other visual teaching methods like body painting.

**5 References**

1. Merriam, S.B. and Brooks, L.J., Adult learning: linking theory and practice. First edition, vol. 2013. 656. John Wiley & Sons, Hoboken, U.S.A. and Blackwell, Oxford, U.K., 2013. p. 29-37.

2. Merriam, S.B. Using cultural maps to measure deep, surface and non-learning outcomes. Studies in Higher Education, 2007. 32(1) p. 39-57.

**6 Contact Details**

Natalia Bilton [n.bilton@csu.edu.au](mailto:n.bilton@csu.edu.au)  
02 658 29359

## PO8 POSTER STUDENTS

### The Drop-in Support Centre: Connecting with academic support, and more!

**Marian Martin, Joan Lynch**  
Western Sydney University

**Lucie Ramjan, Paul Glew, Bronwyn Everett, Yenna Salamonson**  
Western Sydney University, Ingham Institute for Applied Medical Research

*Non-school leavers, particularly those from culturally and linguistically diverse backgrounds have reported difficulty in transitioning to a more independent learning mode due to a lack of real-time contact with faculty staff and peers (Holley & Oliver, 2010). In 2016, in the quest to support student learning, a weekly Drop-in Support Centre (DISC) initiative was piloted. The DISC provided an informal, learning space one day a week for students to access academic support if required. This study aimed to evaluate the utility of the DISC, examine profiles of attendees and assess the impact of attendance on academic performance. Of the 1008 undergraduate nursing students who were enrolled on the campus, 163 (16.1%) attended at least once. Those who attended were older, more likely to be overseas-born (74% versus 45% native-born,  $p < 0.001$ ), and had a higher grade point average (4.04 versus 3.86 non-attendees,  $p = 0.016$ ). Controlling for demographic factors, attendees at the DISC were over three times more likely (Adjusted Odds Ratio: 3.39, 95% CI: 1.68-6.87) to achieve higher GPA (>4.4) compared to non-attendees.*

#### Biography

Marian Martin, Professional Communication and Academic Literacy staff in the School of Nursing & Midwifery at Western Sydney University. She has committed over three decades in supporting academic literacy of students in higher education, particularly students from disadvantaged and CALD backgrounds. Marian is focusing on innovative ways of supporting students who are time-poor and studying in a blended learning environment. She is a recipient of the UWS Vice-Chancellor's Excellence Award in Teaching (2012) for the School's Academic Literacy Strategies program.

Yenna Salamonson, Associate Professor in the School of Nursing & Midwifery at Western Sydney University, has committed 30 years to creating a positive learning experience for students in nursing education. She has co-authored over 160 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.

Associate Professor, School of Nursing and Midwifery and the Acting 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.



**P09 POSTER**  
**TRANSITIONS**

**Academic Health Check-Ups: An Inquiry Approach to Actualising 'Just-in-Time, Just-for-Me' Support**

**Trudy Quantrill, Jenny Downing**  
James Cook University

*The James Cook University 'Academic Health Check-Ups' is a 'whole-of-institution' initiative (Kift, Nelson, Clarke, 2010) that actualises 'just-in-time, just-for-me' support (Kift, 2015) for commencing and continuing students. This initiative was piloted in SP1, 2016 and student participants were asked to complete a short year-specific questionnaire in Week 3 about their awareness of important JCU services, resources, programs and actions to aid their success, so any gaps could be identified, and responded to, before census date. Students who identified a gap on their checklist were provided with the relevant referral information by academic and professional staff on hand, so the support was tailored to their specific needs. The initiative also identified course-specific trends of concern that prompted proactive responses by JCU staff in real-time. This poster illustrates this successful student engagement and retention event, and identifies the links to relevant theories, supporting student success.*

**Biography**

Trudy Quantrill is the Manager of Student Transitions and Careers at James Cook University. Her teams focus on supporting student success during the 'transition in' and 'transition out' phase of the student lifecycle, as well as the professional development of staff working and teaching in these first and final year experience spaces. The unit focuses on 'whole-of-institution and whole-of student' collaborations to maximise student retention, success and graduate outcomes.

Jenny Downing is Project Officer, Student Transitions and Careers at James Cook University. She supports professional and academic staff to coordinate and strengthen transition experiences for students; focusing on the development of student engagement initiatives that improve preparedness to study in their first year, through to graduate success in their final year.



**Academic Health Check-Ups:**

**An Inquiry Approach to Actualising 'Just-In-Time, Just-For-Me' Support.**

Trudy Quantrill and Jenny Downing, Student Transitions and Careers, James Cook University

**What?**

In 2016, James Cook University piloted pre-Census 'Academic Health Check Up' events to help students identify gaps in their awareness of critical resources, services, programs and actions that are pivotal for their academic success. Participants answer (yes or no) to a checklist of items and staff provide students with referral information and resources for any negative responses recorded. Student details and their responses are collected via a perforated section of the checklist, which is used for data analysis to assess the retention and success of participants, and to provide real-time feedback to courses and support services about concerning trends in awareness levels to prompt targeted, proactive responses. Data analysis in tables below showed positive impact for student participants.

**Why?**

Academic Health Check Ups were initiated to actualise whole-of-institution, whole-of-student, just-in-time, just-for-me tailored support in line with best practice transition pedagogy (Kift, 2015). Many JCU students commence university with low levels of cultural capital and have substantive gaps in understanding of university culture and academic expectations, which can be an ongoing challenge as they transition through subsequent year levels. This responsive 'check up' intervention aims to proactively and equitably identify individuals' gaps in awareness and empower them with relevant information for their academic success.

**Who?**

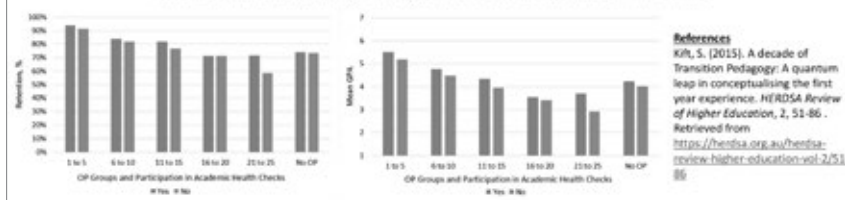
Two tailored checklists have been designed; one for first-year students and another for middle and final-year students, so the questions target appropriate information for commencing versus continuing students. The checklists were designed to be generic, so students from all courses could participate in the activity, but they also feature some additional questions for international students. The checklist items were designed in partnership with academic and professional staff from across the university to maximise their engagement with this 'whole-of-institution and whole-of-student' initiative. These include academic support, student services, careers and employment, student wellbeing, library services, academic language and learning, transition specialists, student mentor program, Indigenous Centre staff, international services and student peer leaders. These diverse individuals also provide the personalised support to student participants at the scheduled events, and are provided with professional development training before the event in order to be able to discuss the wide-ranging resources, services, programs and actions on the checklist in detail. In 2016, 1543 student participants.

**When?**

The 'check-ups' are run for three hours/day over three days in Week 3 of each study period. The events are strategically scheduled to allow students sufficient time to proactively address any gaps identified, so they can optimise their confidence levels in the fortnight before census date. Pre-Census interventions are often run by universities in Week 5, but this can often increase student stress levels and lead to attrition if they have a limited amount of time to address a significant issue.

**Where?**

Academic Health Check Ups events are run on campus at rotating high traffic areas to maximise exposure. There has also been an online 'Academic Health Check Up' program designed for our external students at [www.jcuhc.info](http://www.jcuhc.info).



## P10 POSTER TRANSITIONS

### Reaching Consensus for Core Concepts of Human Bioscience that support study of Pathophysiology and Introductory Pharmacology: A modified Delphi Study.

**Patricia A. Logan, Judith Anderson, Jennifer L. Cox, Judith Salvage-Jones**  
Charles Sturt University

**Elsbeth Hillman**  
James Cook University

**David van Reyk**  
University of Technology Sydney

**Amy N.B. Johnston**  
Griffith University and Gold Coast Hospital

*There is evidence of a progression slump for nursing students moving from level 1 human bioscience to level 2 pathophysiology and pharmacology courses. Surface learning techniques are reinforced for those entering directly to level 2 with recognised prior learning due to an increased cognitive load associated with foundational science revision. In order to develop a website of revision resources that targeted key areas necessary for the study of pathophysiology and pharmacology, we set out to identify necessary core concepts that assist students with foundational knowledge and help them self-identify revision needs.*

#### Biography

Patricia Logan, PhD, BSc, MAppSc. SFHEA UK. Patricia has been teaching human bioscience, including pathophysiology and pharmacology, for more than 15 years. Her main research area is related to tertiary science education for health practice. She developed and evaluated a pilot transition project "Preparation for Pathophysiology and Pharmacology" for Enrolled Nurse students at Charles Sturt University.

Judith Anderson, PhD, RN. Judith has been involved in nursing education since 2002. Judith was involved in a 'Step Up' program for students' transition from assistant in nursing, to enrolled nurse and then Bachelor of Nursing whilst being supported in their rural communities. She teaches in the Bachelor of Nursing program at Charles Sturt University.

Elsbeth Hillman, RN. Elspeth is a Lecturer in the school of Nursing, Midwifery and Nutrition, at James Cook University, Townsville. She has been teaching pre-registration nursing students for more than 10 years, with a particular interest in preparation for practice. Elspeth has contributed to publications on what science should be taught for nursing practice.

David van Reyk, PhD, BBiomedSc. David has been teaching anatomy, physiology and pathophysiology to pre-registration nursing students for more than 10 years. This has included for the last five years leading a bridging course in anatomy and physiology for Enrolled Nurses and Graduate Entry students' transition to second year of a pre-registration program.

Jennifer Cox, PhD, BMedSc. (Hon). Jennifer is a Lecturer in human bioscience, pathophysiology and microbiology for undergraduate health courses. Her work as academic lead in the Student Transition and Retention project culminated in the development and implementation of the SciFYE (Science First Year Experience) retention and mentoring program.

Judith Salvage-Jones, PhD, BSc(Hons). Judi brings a wealth of nursing and science experience to her teaching of anatomy and physiology with clinical and scientific experience in the UK and Australia. She personally made the transition from enrolled nurse. She has contributed to a number of publications around best practice learning and teaching processes in biosciences.

Amy Johnston, PhD, RN. Amy has taught anatomy and physiology in the UK and Australia for 26 years. Her research in the behavioural and neurochemical basis of learning and memory, coupled with adult education and nursing qualifications, supports her expertise in course design. Currently she holds a conjoint research fellowship with Griffith University and Gold Coast University Hospital.

**Reaching Consensus for Core Concepts of Human Bioscience that support study of Pathophysiology & Introductory Pharmacology: A modified Delphi Study.**

Patricia A. Logan<sup>1</sup>, Judith Anderson<sup>2</sup>, Elspeth Hillman<sup>3</sup>, David van Reyk<sup>4</sup>, Jennifer L. Cox<sup>1</sup>, Judith Salvage-Jones<sup>5</sup>, Amy N.B. Johnston<sup>6</sup>  
<sup>1</sup>Charles Sturt University, <sup>2</sup>James Cook University, <sup>3</sup>James Cook University, <sup>4</sup>University of Technology Sydney, <sup>5</sup>Griffith University and <sup>6</sup>Gold Coast University Hospital

**Background**  
There is evidence of a progression slump for nursing students moving from level 1 human bioscience to level 2 pathophysiology and pharmacology courses. Surface learning techniques are reinforced for those entering directly to level 2 with recognised prior learning due to an increased cognitive load associated with foundational science revision. In order to develop a website of revision resources that targeted key areas necessary for the study of pathophysiology and pharmacology, we set out to identify necessary core concepts that assist students with foundational knowledge and help them self-identify revision needs.

**Aim**  
Develop a checklist of core concepts for nursing student self-determination of revision needs.

**Method**  
A modified Delphi consensus process was undertaken utilising two face-to-face meetings and email communication between team members. The team consisted of seven tertiary academics with a combined experience of more than 70 years teaching pre-registration nursing students. The team included four Registered Nurses and five scientists (all held PhDs). The consensus process began with a draft tool created for a pilot program undertaken in 2014 (Logan & Cox, 2015).


**Results**  
A detailed checklist of 101 human bioscience core concepts was finalised after five rounds of communication. A further nine concepts relating to transition of understandings from normal biology to aberrant function and drug intervention were added.

**Conclusion**  
The tool highlights level 1 human bioscience key core concepts necessary for successful study of level 2 pathophysiology and pharmacology. It alerts students with advanced standing, who are 1<sup>st</sup> year university students enrolled directly to 2<sup>nd</sup> year subjects, to the discipline language they may have forgotten and enables self-determination of revision needs. It will be utilised on the *BioScienceEssentials2BRN* website (<http://bioscienceessentials2brn.com>) dedicated to facilitating the Enrolled Nurse's transition from vocational to university study.

Charles Sturt University | UTS | JAMES COOK UNIVERSITY | Griffith University

References: Logan, P.A. & Cox, J. (2015). When level 2 is the 1<sup>st</sup> year of university: Evaluation of a preparation program for direct entry to pathophysiology and pharmacology. 2015 Melbourne 2017 Conference, Melbourne 1-4 July 2015. <https://doi.org/10.1016/j.procs.2015.12.018>

Acknowledgment: This study is a component of the Enrolled Nurse Transition project that was supported by a 2014 Office of Learning & Teaching (OLT) Seed Grant and OLT Faculty of Science grant, funded by James Cook University.



## P11 POSTER TRANSITIONS

### Expectations of transitioning through second year science undergraduate programs

M. Sarah-Jane Gregory, Christopher Klopper, Wendy A. Loughlin  
Griffith University

To date there has been limited exploration of Australian undergraduate transitional experience through (as opposed to into and out of) degree programs. As we turn to a more holistic approach to overall program experiences the need to better understand transition through has become imperative. Our work forms part of a larger project exploring the lived experiences of this cohort and is at the behest of current literature which expresses the requirement for purposefully capturing and evaluating middle year undergraduate student experiences. Initially we have focussed on developing an understanding of student expectations of second academic year of science degree programs in an Australian institute. This pilot work evaluates emergent themes students have identified regarding their expectations of second year of university science programs using a combined methodological approach. It reports on preliminary findings distinguishing Australian cohorts from International counterparts and factors for consideration in supporting the academic progress of undergraduate students.

#### Biography

Sarah-Jane Gregory is a Science Academic and 2nd Year Experience Co-ordinator in the School of Natural Sciences and doctoral candidate (School of Education) at Griffith University. She is known for her work with 2nd year science student tertiary experiences, TEL and curriculum design for fostering student learning autonomy. Her academic pursuits in this area has been recognised with faculty and institutional level L&T awards. She is a member of the Middle Years Student Tertiary Transition Experiences Group (MYSTTEG) <https://mystteg.wordpress.com>.

Associate Professor Christopher Klopper is Deputy Dean Learning and Teaching for the Arts, Education and Law Group, Griffith University, Australia. His grant and publication record profiles research outcomes in the fields of enhancing teaching quality in Higher Education through peer review and student evaluations; exploitation of digital technologies to enhance learning in initial teacher education; creative arts education models, approaches and professional practice; music education for the non-specialist primary pre-service teacher; the intentional provision of music in early childhood settings; academic mobility; musicians physiological response to prolonged performance; and trans-national intercultural musical communication.

Professor Wendy Loughlin has taught in the higher education sector for over 20 years and has strong interests and publication record in organic chemistry and more recently chemical education. Previously a Dean (Learning and Teaching) for Science, she currently holds a deputy chair academic role which has oversight on broader higher education issues. She is a fellow of the Royal Australian Chemical Institute, contributed to writing threshold learning outcomes for Australian science and has held an OLT grant in the area of Enhancing the training of preservice maths and science teachers.

### Griffith UNIVERSITY Expectations of transitioning through second year science undergraduate programs

M. Sarah-Jane Gregory<sup>a</sup>, Christopher Klopper<sup>b</sup>, Wendy A. Loughlin<sup>a</sup>  
<sup>a</sup>School of Natural Sciences, Griffith University, QLD, AUSTRALIA  
<sup>b</sup>Arts, Education & Law Group, Griffith University, QLD, AUSTRALIA



## P12 POSTER TRANSITIONS

### Summer Internship Program: Providing a holistic learning opportunity for equity students

Jessica Leigh Luquin, Rita Kusevskis-Hayes, Jessie Lui, Jeffrey Meesterman, Colin Clark  
University of New South Wales

*The Summer Internship Program is a support initiative for equity students at the University of New South Wales, Sydney. The program provides equity students the opportunity to be involved in a unique holistic learning experience. Students were paid to complete a two-week intensive internship alongside staff in Student Life at UNSW. These students developed job-ready skills, resources and conducted research. The program was developed as a result of a review into new and opportune ways of directly supporting equity students. Those who completed the internship were found to have embraced a range of opportunities elsewhere as a direct result of the skills they developed.*

#### Biography

Ms. Jessica Luquin is a qualified social worker with experience working with students from disadvantaged backgrounds and in data analysis. She has worked with the Student Life and Learning online tool NavigateMe since 2014.

Ms. Rita Kusevskis-Hayes (team leader) has previously been employed in a number of organisations, such as the NSW Department of Education, Vision Australia, University of Sydney, University of New South Wales and TAFE NSW. Her current position is Senior Engagement Coordinator, co-ordinating projects and various support services for HEPPP-funded students offered by Student Life and Learning at UNSW. Rita has been actively involved in education for more than 20 years in a range of educational contexts.

Ms Jessie Lui holds bachelor degrees in Psychology and Law, and has been an academic advisor for Indigenous students. She is experienced in the use of SAS Enterprise Guide, Excel and Tableau for data analysis and reporting.

Mr Jeffrey Meesterman has a bachelor's degree in International Marketing from the University of Utrecht. He has experience of designing surveys and recruiting participants for focus groups and fostering collaboration across departments.

Dr. Colin Clark has been involved in tertiary education in academic and support roles for over 20 years. He has published research using multimethod qualitative and quantitative methods in the Journal of Business and Technical Communication, Journal of Asian Business and has a paper currently in second stage of review in Academy of Management Discoveries. His doctoral thesis won the 2012 Association of Business Communication Outstanding Dissertation award.



## Summer Internship Program: Providing a holistic learning experience for equity students

Ms Jessica Leigh Luquin (jessica.luquin@unsw.edu.au), Ms Rita Kusevskis-Hayes, Ms Jessie Lui, Mr Jeffrey Meesterman, Dr Colin Clark  
Student Life, University of New South Wales, Sydney

### Aims

- To learn in a professional context and developed UNSW graduate capabilities as global citizens, scholars, leaders and professionals.
- To support the participation of students that come through an equity scheme in co-curricular activities.
- To complement their degree and provide experiences unique the workplace context
- To allow students to further develop skills of interest

### Introduction

First-year student support can be pivotal in influencing academic performance (Lucob, 1991). Additionally, the term Early Intervention is internationally recognised (Fenske, 1997) and has been a popular phrase for describing support initiatives in education for low SES students since the early 1980s. Support initiatives should facilitate graduate attributes. McKenzie & Schweitzer (2007) recommend that support interventions should be aimed at improving academic achievement over social activities.

### Definition

Students were required to be from a range of identified equity cohorts:

Registered with the disability service, came from an At-risk school, applied through the UNSW ACCESS scheme, participated in the i@UNSW program or attended a disadvantaged school.

### Project Initiatives

**Developing Resources for Self-Advocacy and Disability Disclosure**

Interns were to conduct research and design a resource kit for students to advocate for and facilitate their needs in the context of their degree program, undertaking practical field work and accessing graduate employment opportunities. The project deliverables included: 'When to Disclose and What to Disclose' and 'Understanding Disclosure in Relation to Disability Legislation'. The aim is to deliver resources so that students with disabilities are able to make informed choices about disclosure in a range of study and workplace environments and provide some of the language to facilitate disclosure.

**Content Marketing for Co-Circular Experiences**

The purpose of these internships is to create a small library of unique and inspiring testimonials showcasing individual student's journeys within a co-curricular activity. Student testimonials are a form of word-of-mouth marketing that features strongly in the psychology of social proof. They can be very effective in persuading students to engage with particular co-curricular opportunities.

**Re-Engage Community Partnership Project**

Re-engage Student Life and Learning with current Leadership Program Community Partners as well as develop new Community Partnerships - to build on and develop new content and resources for the Community Engagement component, for the benefit of students as well as current and potential Community Partners.


**Student Welcome Initiative**

Interns were equipped with the knowledge and skills needed to talk confidently about resources and information relevant to new equity students. This information will be given to the students once they have accepted their offers in the form of targeted phone calls, emails and online chat in semester 1, 2017.

Interns learnt about recording data, talking to students in a professional and friendly manner and confidentially, interns also participated in role plays, interns gained an insight into call centres and have also developed resource content. The internship completed in December 2016 will complement the A@UNSW program run in February 2017.

**Student Marketing and Communication Research**

This internship is to equip students with the knowledge and skills needed to develop a communication strategy that can be shared confidently across departments. The interns will examine how equity students find information about universities as well as how they prefer to receive information. Interns will conduct research through various search engines and conduct surveys.



### Resource bank

A range of resources were produced for use throughout 2017

<p><b>Suite of digital media resources</b></p> <p>Eighty five type activities, short films used for capturing attention for use on university websites and newsletters. Students were surveyed on communication preferences.</p>	<p><b>Visual presentations on self-advocacy and disability disclosure</b></p> <p>Two students from the disability disclosure project went on to present their findings at a staff development day organised by the Australian Tertiary Education Network on Disability (ATEND).</p>
<p><b>FAQ and knowledge base</b></p> <p>Knowledge implemented into online chat feature to assist interns when chatting to new students. This provided a well rounded and quick response to new students.</p>	<p><b>Community partner engagement</b></p> <p>Students identified organisations that are able to provide volunteering work in a community based setting off campus.</p>

### Feedback

"Thank you to everyone who helped make this happen. The internship is honestly one of the highlights of my time at UNSW. It's the most the university has ever done to support me. I can't thank enough the people who organised it and gave me the go ahead!" - 2016 Intern (Student Welcome Initiative)

"I could absolutely recommend an internship like this to other students as it was extremely rewarding" - 2016 Intern (Communications)

"Thank you for giving us this opportunity, I had an amazing time working, never thought I'd say that" - 2016 Intern (Self-Advocacy and Disability Disclosure)

### Literature Cited

Fenske, R. H. (1997). *Early Intervention Programs [uncolored]*. Opening the Door to Higher Education / Robert H. Fenske, Christine A. Seravino and Jonathan E. Keller. Washington, DC: ERIC Clearinghouse on Higher Education.

Jacobs, M. (1991). *Marketing and Undergraduate Academic Success: A Literature Review. Review of Educational Research, 61(4), 505-532.* doi:10.2307/5034654/3061934505

McKenzie, K., & Schweitzer, R. (2007). *Who Succeeds at University? Factors predicting academic performance in first year Australian university students. Higher Education Research & Development, 26(1)*

## P13 POSTER TRANSITIONS

### Delivering 'just in time' information by students for students via the blog "That's what SHE said"

Tania Blanksby, Sarah Cox, Suzanne Sealey, Kaled Idris-Said  
La Trobe University

The College of Science, Health & Engineering (SHE) student blog, "That's what SHE said" was first piloted in 2016 to help students to build a sense of belonging to the college and engage with timely information around social, administrative and academic elements of university life. In 2016 the blog has seen over 16000 pageviews by nearly 6,000 users, with over 30% of users returning. The blog is managed and written by current SHE students, providing essential information in an informal and engaging manner.

#### Biography

Tania Blanksby is the Transition Coordinator, managing the STAR team in the College of Science, Health and Engineering at La Trobe University. She has extensive experience, understanding and skills in the higher education system that have been developed through more than 20 years working at La Trobe University. Tania has worked as a lecturer, subject and course coordinator, first year coordinator in the faculty, centrally in Student Engagement and is committed to facilitating students' successful transition through university.

Sarah Cox is the Senior Coordinator Success and Retention at La Trobe University managing the University's Academic Early Warning System and outbound contact centre. Sarah is committed to student teaching, learning and success, with over 9 years' experience supporting students in both a teaching and advising capacity. Sarah has a particular interest in developing and coordinating programs that support holistic student development. Prior roles include Transition Advisor in the SHE College and Student Development Advisor at the University of Melbourne.

Suzanne Sealey is the Senior Coordinator, Student Services & Administration at La Trobe University. She has 18 years of experience in higher education. Suzanne has worked previously at Texas A&M University where she led efforts to recruit and retain first in the family students through a series of success programs and learning communities. In Australia, she has served the US State Department in the role of National Coordinator for EducationUSA prior to working at La Trobe.

Kaled Idris-Said is the Transition Advisor at La Trobe University, overseeing the development and delivery of student transition programs and workshops within the SHE College. He studied Psychology and Cultural Anthropology at University of Calgary in Canada. He has 15 years professional experience at a post-secondary institution and with state government supporting education and training. Kaled is a first in family graduate having immigrated to Canada from Eritrea as a teenager and has a passion in helping students achieve their full potential.

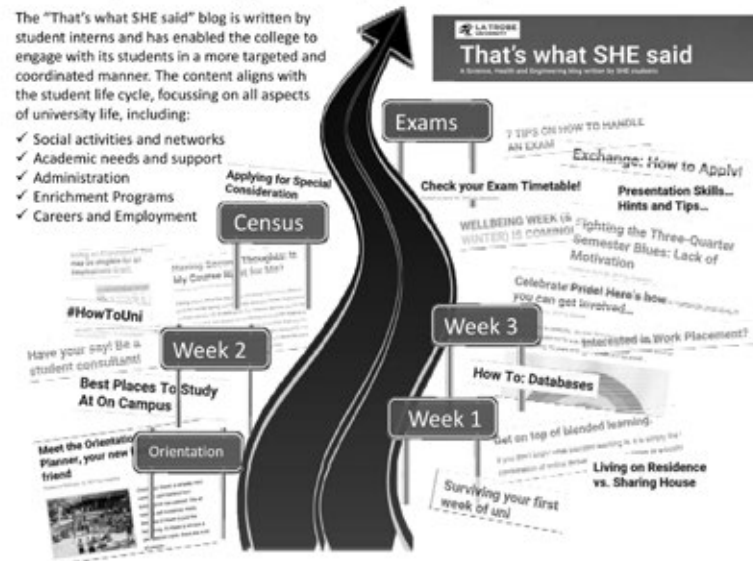
### Delivering 'just in time' information by students for students via the blog "That's what SHE said"

Tania Blanksby, Sarah Cox, Suzanne Sealey, Kaled Idris-Said,  
College of Science, Health & Engineering, La Trobe University

In response to the increasing numbers of students commencing university with little academic collateral, the College of Science, Health and Engineering's Student Transition, Achievement and Retention (STAR) team at La Trobe University have developed a number of strategies to support these students. The "That's what SHE said" blog is one such initiative, designed to engage students, providing sign posts to guide them through university and assist them to develop a sense of belonging to their course, campus and college.

The "That's what SHE said" blog is written by student interns and has enabled the college to engage with its students in a more targeted and coordinated manner. The content aligns with the student life cycle, focussing on all aspects of university life, including:

- ✓ Social activities and networks
- ✓ Academic needs and support
- ✓ Administration
- ✓ Enrichment Programs
- ✓ Careers and Employment



#### Providing timely information in a dynamic and engaging format



Services managed by various University stakeholders (e.g., Indigenous Centre, Peer Learning Advisors, Student Development Advisors), report a significant increase in traffic to their websites shortly after promotion via the blog. There is also a subsequent spike in the uptake of these services.

Given the growing rate of success of the blog in reaching out to SHE students, the STAR team will continue to facilitate student interns in the development of the content that engages and informs SHE students.



[SHE.blogs.latrobe.edu.au](http://SHE.blogs.latrobe.edu.au)

## P14 POSTER TRANSITIONS

### CQUniversity Community Aspirations Program in Education (CAP-ED)

**Tasha Lamey**  
CQUniversity

*The Community Aspirations Program in Education (CAP-ED) at CQUniversity aims to share knowledge and information with Aboriginal and Torres Strait Islander people, enabling study options and pathways to higher education. The program has been highlighted as an important strategy to increase Aboriginal and Torres Strait Islander student participation in higher education, and to focus on building aspirations through small manageable informative sessions and networking events. This poster presentation will outline the rationale for the CAP-ED program, the strategies underlying the initiative and the research undertaken to identify the benefits of the program and areas for future improvement.*

#### Biography

My name is Tasha Lamey, I am a proud Aboriginal women of the Bidjara people from the Taroom through to the Alpha area in Central West Queensland.

I currently work for CQUniversity Australia as the Project Officer to deliver the Community Aspirations Program in Education (CAP-ED) to share knowledge and information with Aboriginal and Torres Strait Islander people to assist them to achieve personal goals and further develop opportunities.

I enjoy working in my current position as it allows me to help my people with their journey to success.

## CQUniversity Higher Education Participation Partnership Program (HEPPP) Community Aspirations Program in Education (CAP-ED)



CAP-ED aims to share knowledge and information with Aboriginal and Torres Strait Islander people, enabling study options and pathways to higher education. The program has been highlighted as an important strategy to increase Aboriginal and Torres Strait Islander student participation in higher education, and to focus on building aspirations through small manageable informative sessions and networking events.

The Community Aspirations Program in Education (CAP-ED) was developed through community consultations in the Central Queensland area with local elders, community organisations and service providers in each location such as: Rockhampton, Gladstone and Woorabinda.

From these sessions, the project team developed the three day "CQU & Me" workshops and conducted network functions.



**Day 1**

#### Introduction to Workshop

Participants take part in an introduction icebreaker activity.

#### My Career Match Activity

Participants engage in an activity that matches their personality attributes with careers.

#### Introduction to Staff

Participants are introduced to staff from the Indigenous Student Support Centre, where the team shares information regarding tutoring, scholarships.



**Day 2**

#### Exploring Culture

Participants take part in a 'reconnecting with culture' sessions delivered by Traditional Owners.

Art activities are used to encourage discussion regarding participant's aspirations.

Traditional Indigenous games utilise modernised tools that teach participants about traditions and culture and how it was used many thousands of years ago (Yulunga Traditional Indigenous Games).



**Day 3**

#### Explore CQUniversity Campus

Participants take part in campus visit where short information and hands on activities are delivered in the Schools of the University.

This enables participants to experience on campus programs and be able to ask questions in a safe and welcoming environment.



#### Network Functions

CAP-ED program hosts a series of network functions where participants from the community are invited to attend and connect with guest speakers who share their tertiary educational journey.



#### Research Strategy

The project team are employing an action research approach, using mixed methods to determine whether the program's aims and objectives are being met and to gather evidence about the impact that the program has on raising aspirations in Aboriginal and Torres Strait Islander communities. This enables the team to identify the factors that contribute to improving aspirations for post-secondary pathways and aspects that could be improved to better achieve this goal.



#### Research Outcomes

Findings from pre/post surveys have highlighted the importance of raising aspirations of Aboriginal and Torres Strait Islander people for higher education and the belief that going to post-secondary pathways is possible. An overwhelming sense of optimism for what the future study and career pathways hold after attending the CAP-ED session's were indicated.



**P15 POSTER**  
**ACHIEVEMENT**

**Enhancing the university experience for students from equity cohorts**

**Claire Hopkins, Kellie Maxwell, Claire Hopkins, Katie Yamaguchi**

University of New South Wales

*In 2016 UNSW Sydney published an ambitious new strategy document—UNSW 2025—which includes a target to increase the representation of equity students from 6% to 12% (UNSW Sydney, 2015). Programs offered by Student Life are intended to lower the risk of attrition by providing a sense of connection to the university community. They offer opportunities for students to undertake volunteer work in community organisations, mentor peers or work as student leaders, thereby building their self-confidence and resilience.*

**Biography**

Miss Claire Hopkins - Outreach Coordinator, Future Students (formally Student Development Officer)

Mrs Kellie Maxwell - Student Development Officer, Student Life

Mrs Katie Yamaguchi - Student Development Officer, Student Life

**ENHANCING THE STUDENT EXPERIENCE FOR STUDENTS FROM EQUITY COHORTS**

UNSW SYDNEY | Australia's Global University

Mrs Katie Yamaguchi, Ms Claire Hopkins, Mrs Kellie Maxwell, Ms Rita Kusevskis-Hayes  
UNSW Sydney, Student Life

Research identifies that students from equity groups are more likely to drop out of university than their peers. Low-SES students make up 17.1% of all enrolments and have a dropout rate of 31.1%. Students who are part of more than one 'at risk' group are even more likely not to complete their studies (Edwards & McMillan, 2017).

"Many students develop their institutional belonging from participating in extracurricular activities" (Moodie, 2016)

**17.1%**  
Low SES Population

**31.1%**  
Low SES Attrition Rate

"Volunteering increases self-confidence, self-esteem, and life satisfaction" (Luscher, 2014)

**Let us connect you with the knowledge, experiences and people that will help you develop your skills and pursue your passions to Be Your Best You.**

**Peer Mentoring**

- Mentor Training
- Faculty & School Programs
- Special Interest Group Programs

**Skill Development Program**

- Fundraising
- Events
- Volunteering

**Leadership Program**

- Networking Events
- Workshops
- Community Engagement

"Just being able to help someone out with things that I knew I struggled with when I was in their position was very rewarding. These sessions also helped reaffirm my own skills in my degree and gave me more confidence in my own work and knowledge."

"My high school didn't offer leadership programs so I was limited in my opportunities. That's why the Leadership Program is so important to me. Through the Community Engagement component of the Leadership Program I volunteered with a group of high school students from similar backgrounds and high school to me. I found the experience so fulfilling and rewarding."

"I really wished to be a bigger part of the university community and make new friends. The program has honestly surpassed my expectations - the social events, training days and team cohesion were all fantastic elements which contributed to an excellent 2 semesters."

**P16 POSTER**  
**ACHIEVEMENT**

**A Case Study of Enrolment Management through the Development of Students' Academic Skills: An Institutional Research of Higher Education**

**Akinori Yamabe**  
Jichi Medical University

*In this study I would like to introduce one of the first-year seminars from the University of Tokyo in Japan, and investigate the effectiveness both of training for academic skills and developing social responsibilities. The results showed that the seminar succeeded in teaching the academic skills and at the same time motivated their learning in the undergraduate program gave them a deeper understanding of modern society and developed their social responsibility.*

**A Case Study of Enrollment Management through the Development of Students' Academic Skills**

Akinori YAMABE, Ph.D.  
Jichi Medical University  
yamabe@jichi.ac.jp

**The seminar's purposes**

- |                                       |                                                                         |
|---------------------------------------|-------------------------------------------------------------------------|
| 1. The development of academic skills | 2. The development of the will to learn throughout university education |
| • Gathering of sources                | 3. An entry into the research of more specific academic fields          |
| • Debating skills                     | 4. The realization of social responsibility                             |
| • Presentation skills                 |                                                                         |
| • Learning to write academic papers   |                                                                         |

**Research topic: Great East Japan Earthquake**

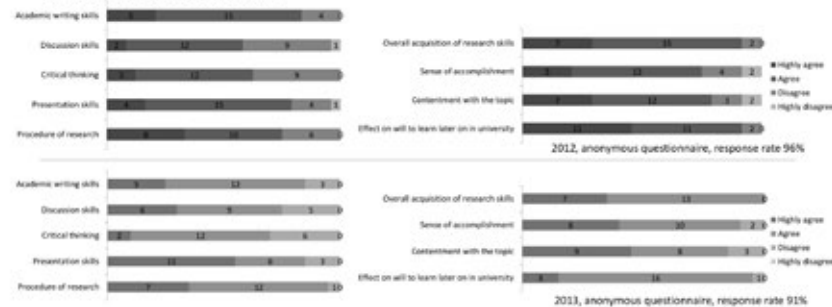
Total dead or missing: 18,508 people  
Refugees: more than 400,000 people

**Seminar details**

April - July 2012, April - July 2013  
Number of students: 25 (2012), 22 (2013)  
Sessions 1-4: Teaching of academic skills by the instructor  
Sessions 5-7: Group discussion by the students  
Sessions 8-12: Students' presentations  
Session 13: Conclusion by the instructor



**Acquisition of academic skills**



**Examples of research topics chosen by the students**

psychological aid for refugees, volunteering in the affected areas, recovery focusing on local communities, risk communication for the nuclear accident, Disaster prevention policies, analysis of new earthquake risks, comparison with similar disasters worldwide

**Comments from the students**

- "The experience of personally thinking about how these problems could be solved and coming up with possible solutions helped train my problem solving skills."
- "Through active researches and presentations on the earthquake, I feel that, for the first time, I have truly come to terms with the tragedy."
- "I came to understand the social responsibility I have as a university student."
- "Through learning about how to make a presentation effective, I came to understand how much I love explaining things to people. My class's high level thinking created a stimulating environment."

**Conclusion**

The results showed that a very high percentage of the students thought that the seminar succeeded in teaching the students' academic skills and at the same time motivated their learning in the undergraduate program as a whole, gave them a deeper understanding of modern society and developed their social responsibility.

# P17 POSTER RETENTION

## Helping students articulate: early engagement

**Juliette Subramaniam**  
Western Sydney University

*The poster will demonstrate the Academic Support Model used within the Academic Pathways Program, Western Sydney University, The College. This Model supports students during their first year and is based on a holistic approach. Academic Support, transitional pedagogy, pastoral support and academic administration together focus on providing individual support to students. Our student cohort is essentially made up of first in family, of low socio economic backgrounds and as recent as 2015 open access students. It is therefore critical that such a holistic model is inaugurated for early student engagement, retention, transition and articulation. In 2015 the Academic Support Faculty with the assistance of the e-learning team developed an online platform site for each of the thirteen discipline areas to support with retaining, engaging and transitioning students to Western Sydney University. In late 2016 a research project was initiated with the objective of reviewing these sites to increase student usage, retention and successful articulation.*

### Biography

Juliette Subramaniam is the Academic Support Manager in the Academic Pathways Program at The College, Western Sydney University. Juliette is responsible for overseeing the program delivery function for The College's Diploma, Foundation and Associate Degree courses across four campuses. In this position Juliette provides leadership to first year coordinators and program delivery coordinators to promote a culture of quality student support, teaching excellence, continuous improvement and innovation. Juliette is passionate about fostering early engagement with purposeful strategies to ensure student engagement, retention and articulation into University.

## Helping students articulate: early engagement



Juliette Subramaniam  
Western Sydney University, The College

### Academic Pathways Program, The College

Western Sydney University, The College provides opportunities for school leavers and mature-age students to participate and thrive in higher education. The College offers students a pathway to University study through its comprehensive range of University Foundation Studies, Diploma programs and Associate Degree courses for domestic and international students. The focus in 2017 for the Academic Pathways Program includes student retention, student engagement and successful transition to Western Sydney University.

### The Course vUWS site Project

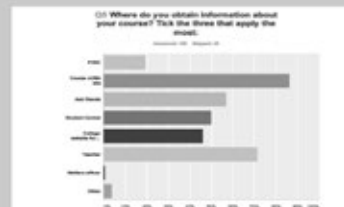
**Background** In 2015 the Academic Support Faculty with the assistance of the e-learning team developed an online learning management system for thirteen discipline areas to support students in their academic journey, one such site is Arts@TheCollege vUWS site.

**Aim** Explore student usage and their experience with navigation and the kind of information they would like to see on the sites.

**Method** In 2016 current students (N=218) were asked to complete a seven question survey on the vUWS site. The research was qualitatively & quantitatively analysed.

### Analysis

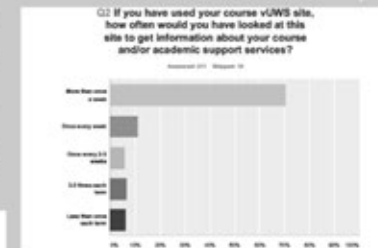
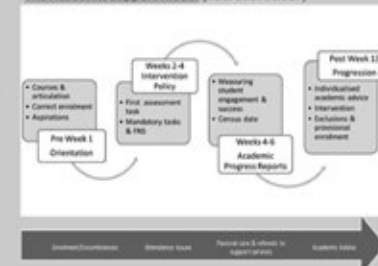
- ⇒ 80% of students access the online site more than once a week & more than half have indicated navigation to be cumbersome
- ⇒ 90% of students obtain information about their course via the online site and then their first year advisor
- ⇒ 80% of students highlighted the desire to receive further information on transitioning and their Bachelor course
- ⇒ 90% of students would like to see short videos where their College course can lead them into, plus short introduction videos from their first year advisors



### Academic Support

Fosters a culture of collaboration by working towards a shared model of student success. By establishing foundational strategies, Academic Support facilitate a strong early alert and intervention process contingent on students' active participation in curriculum coupled with rigorous support structures.

### The Academic Support Model (Kourouche 2017)



### Conclusion

The results from the survey are being used to better inform an early engagement strategy including a seamless transition into University. In collaboration with e-learning, work is in progress to ensure site navigation is less cumbersome & efficient. It is evident that students view their current College Course as a 'transition lounge' awaiting articulation. An integrated approach to transition is currently being explored to develop a seamless transition into University. One initiative being assessed is a single course code for students at The College that covers both their Diploma and Degree studies. The pursuit of student transition success centres on early engagement with educationally purposeful and supportive activities.

Devlin, M. et al. (2012). Effective teaching and support of students from low socioeconomic status backgrounds: Resources for Australian higher education. Melbourne: Australian Government Office for Learning and Teaching.

Kourouche, K. (2017). The Academic Support Model. Term 1, 2017 Staff Forum, Western Sydney University, The College.

Nelson, K.J., Smith, J.E. & Clarke, J.A. (2012) Enhancing the transition of commencing students into university: an institution-wide approach. Higher Education Research & Development, 31(2), 185-199. DOI: 10.1080/07294360.2011.611111

University of Western Sydney (2014). Office of Strategy and Engagement

P18 POSTER  
RETENTION

Improving the retention and success of higher education students at a regional university: towards a more personalised approach

Denise Wood, Robyn Bailey  
CQUniversity

The lower levels of completion of students from regional and remote areas are well documented (Wood et al, 2016). This poster session reports the findings from a study that aimed to identify the factors contributing to the continuing high levels of attrition at regional universities and strategies for addressing these challenges. The project involved interviews with over 800 students who discontinued their studies. The session will present the findings of the study, including factors that students believed contributed to their decision to discontinue their studies, strategies that might have helped those students to complete their studies and to identify students who would consider returning to study. Recommendations about the strategies that can be implemented to improve the retention and completion of students from regional backgrounds are proposed.

Biography

Denise Wood is Director of the Centre for Regional Advancement of Learning, Equity, Access and Participation, and Engaged Research Chair at CQUniversity. She has led more than \$6 million in externally funded research projects and she has published more than 120 peer reviewed book chapters, journal papers and government reports focusing on learning and teaching, and strategies for improving access, equity and participation of people from culturally and linguistically diverse backgrounds, students with disabilities, and students experiencing socio-economic barriers.

Robyn Bailey is a research project officer at CQUniversity. She has a background in social work and has worked on several equity related projects including the trial of a pre-commencement interview strategy and the 'Retention and Return to Study' project reported in this poster. She also contributed to a national OLT funded project focusing on the 21st Century Regional Student Experience in 2016.

Improving the retention and success of higher education students at a regional university: towards a more personalised approach

Denise Wood and Robyn Bailey (CQUniversity)



**Introduction**

The poster reports the interim findings from a study that aimed to identify the factors contributing to the continuing high levels of attrition at regional universities and effective strategies for addressing these challenges. The project, which involved Higher Education Participation and Partnerships (HEPPP) funding from 2015-2017, has involved semi-structured interviews conducted with 800 former regional students who discontinued their studies between the years 2010 to 2015.

The findings of the study, including the factors that students believed contributed to their decision to discontinue their studies, strategies that might have helped those students to complete their studies and the number of students indicating their interest in returning to study with appropriate supports are reported.

Recommendations arising from the study about the strategies that can be implemented to improve the retention and completion of students from regional backgrounds are proposed.

**Research Design**

The aims of the 'Retention and Return to Study' project were to:

- identify the factors that contribute to attrition particularly in the first year;
- identify strategies indicated by an evidence-base of the strategies that can engage students, especially those of low SES background to success;
- increase retention, particularly in first year;
- increase participation through flexible or entry arrangements;
- provide evidence to guide policy development and implementation, staff development and service delivery.

Following approval from the university's human research ethics committee, 40 undergraduate students whose matriculation had lapsed between 2010 and 2015 were attempted to be contacted by telephone. Over 3,000 contacts were made. From which 800 former students who agreed to participate in the study have been interviewed to date using a semi-structured format addressing five major themes based on Kolb's (2013) retention framework and Wood et al's (2016) extended version of this framework, namely:

- the personal characteristics relating to student profile;
- how well prepared students were for high education study;
- the extent to which students' expectations of the provision made by the student were met;
- university processes; and
- students' expectations of how well the university monitored and supported their progress.

The other component of the 'Retention and Return to Study' project was to determine via the phone interviews how many former students would like to return to complete their studies. Students who requested follow-up have been requested to return to study with follow-up interviews conducted regularly to determine how they are progressing.

**Discussion**

As the findings from this study show, the major factors driving students' studies have been identified as personal and challenges associated with work-life balance. Although personal and financial factors may be outside the university's control, a personalised approach can better support students facing difficult times.

The findings from the 'Retention and Return to Study' suggest that a more personalised approach could improve student retention and success. As noted in the previous section, 51% of 800 former students interviewed recommended more personalised communication such as phone calls would have made a difference to their decision to leave. Moreover, the study also demonstrated that even after students have left the university, a phone call to connect with former students and encourage them to return to complete their studies can improve completions. Of the 800 former students interviewed to date, 214 (27%) have requested follow-up with the view to returning to study to complete their program. Of those, 46 returned to study in Term 1, 2017 and 22 are planning to start in T2, 2017, with the remainder planning to return in 2018 or when their situation improves.

The findings from this study add to evidence gathered by Wood, Gray-Gaines and Bailey (2016) in a previous study, which demonstrated the benefits of personalised pre-arrival communication in helping to mitigate the risk of students arriving as a result of enrolling in too many units while working full-time or part-time and identifying potential challenges students may experience with academic expectations early enough to be able to return to study as appropriate support services.

**Background**

The lower levels of completion of students from regional and remote locations are well documented (Lowe et al, 2016; Wood et al, 2016). The most recently reported Department of Education and Training data (Australian Government, 2017a) shows that over one year after the 2006 cohort of TAFE Australia's continuing domestic bachelor students enrolled, 71.3% of students had completed a course (p. 4). However, the data also shows that the one year completion rate for regional students was considerably lower, ranging from 40.3% to 61.4% (Figure 1).

Figure 1: Comparison of lowest and highest one-year completion rates for domestic students enrolled at Australian universities.

A cohort analysis undertaken by the Department of Education and Training (2017a) suggests that as with previous reports, students with lower completion rates were those studying extension, part-time and over seas, as well as those admitted to higher education on a basis other than secondary education, those with a lower Australian Tertiary Admission Rank (ATAR) score, those who were Indigenous, from lower socio-economic status (SES) backgrounds and/or those coming from a regional area of Australia. Completion rates also varied across different fields of education, and as the recently published proposed Australian Higher Education Reform Package (Australian Government, 2017b) reports, there is considerable variation in attrition rates across universities (p. 7).

Previous studies have noted the complex combination of student characteristics, external pressures as well as institutional factors impacting on student retention, suggesting that persistence is related to student satisfaction and prior experience (Harvey, Evers & Smith, 2004). Other authors have highlighted the complexity of causes leading to first-year attrition reflecting the diversity of student lives (Yorke and Longdon, 2008), and Yorke (2008) suggests that institutions need to cater to student diversity by optimising the elements of individual success.

David Kolb's (2013) '9P' Retention Framework suggests that to improve retention, universities need to target five services to meet the needs of their student demographics (profile), assess that the promises made by universities (for example through marketing) match the reality of the student experience (promise), have adequate systems and processes that support students (process), and monitor student progression towards completion (progress). Extending on Kolb's (2013) work, Wood, Gray-Gaines and Bailey (2016) identified a '2P' (preparation, as a critical factor impacting on the likelihood of students successfully completing their studies.

Against this backdrop, CQUniversity, a regional comprehensive university with continuing high levels of attrition, embarked on a three-year 'Retention and Return to Study' project in 2015 to identify the factors contributing to students' decisions to discontinue their studies and the strategies that would have encouraged them to return. The findings are considered through the lens of the '9P' Retention Framework.

**Results**

The findings from semi-structured interviews conducted to date with 800 former students (Figure 2) confirm that the major factors contributing to high levels of student attrition are personal such as health or family responsibilities (29%), work-study balance (21.7%), academic, (18.7%), lack of support services (11.7%), non-achieving at student university (10%), financial (7%) and other (9%).

Figure 2: Reasons students discontinued their studies

Of those interviewed, 352 students suggested ways that CQUniversity could have assisted them to stay and complete their studies. Of these students, 341 (45.7%) suggested more support, follow-up and/or phone calls and 153 (45.7%) proposed academic related solutions (for example improving teaching, better RPL, processes and improved group work assessment practices).

Table 1 shows the number and percentage of former students interviewed by year of withdrawal who requested follow-up with the view to returning to study and the number who plan to return.

Year withdrew	Number for follow-up	% for follow-up	Number returning to study	% returning
2010	19	32%	20	53%
2011	29	47%	20	38%
2012	12	25%	13	27%
2013	41	50%	40	48%
2014	83	24%	105*	31%
2015	47	26%	78	41%
Total	281	29%	286	32%

\*As Table 1 shows, to date 231 (29%) of former students have requested follow-up and 238 plan to return to study (73 former students were planning to return regardless of follow-up support).

**Conclusion**

The findings from the 'Retention and Return to Study' project when viewed through the '9P' Retention Framework, suggest that improving retention and the success of students who are at-risk requires:

- Ensuring that the promises made by a university align with the reality of the students' experiences of university services;
- Engaging with prospective students by phone prior to matriculation to help them to be better prepared for the transition into higher education;
- Tailoring services to the profile of students, particularly those who are from low-SES backgrounds and located in regional locations requires a more personalised approach to create a greater sense of belonging and a stronger link between supporting students' individual circumstances and their academic study;
- Providing support to the students who are challenged by university processes. Students who are sure to distance study and/or first-in-family are often challenged by the online system and processes required to navigate the range of services and resources available online;
- Monitoring student progress, particularly in following-up those students who fail to enrol. This is a key opportunity for re-engaging with students at the point at which they are most likely to attrite.

**References**

Australian Government, Department of Education and Training (2017a) Completion rates of domestic Bachelor students: A cohort analysis. Commonwealth of Australia. Retrieved from: <http://www.education.gov.au/education/1311>

Australian Government (2017b) The Higher Education Reform Package. Commonwealth of Australia. Retrieved from: <http://www.education.gov.au/higher-education-reform-package/>

Edwards, D. & McMillan, J. (2015) Completing university in Australia: A cohort analysis exploring equity gaps outcomes. ACER, 3(2).

Harvey, L., Dean, S., & Smith, M. (2006) The first-year experience: A review of literature for the Higher Education Academy. Retrieved January 17, 2016. <http://www.heacademy.ac.uk/resources/1311>

Kolb, D. H. (2013) Framing Retention for Institutional Improvement: A 4 P Framework reflecting Retention Strategy for Institutional Improvement (p. 1-15). San Francisco: Wiley.

Wood, D., Gray-Gaines, G. & Bailey, R. (2016). Pre-arrival communication to support retention and retention of first-year undergraduate students. Student Success, 7(2), 21-35.

Yorke, M. (2008). The quality of the student experience: what our institutions have first data relating to non-completion? Quality in Higher Education, 14(2), 141-175.

Yorke, M., & Longdon, B. (2008). The first-year experience of higher education in the UK. York, UK: HEA.


**P19 POSTER  
SUCCESS**

**Integration of automated lecture recording in an Australian Higher Education Institute**

**Maimuna Musarrat, Benedict Williams**  
Swinburne University of Technology

**Birgit Loch**  
La Trobe University

*With the progress of technology, new technological tools are being introduced and universities are facing the constant pressure of introducing new technologies for attracting students as well as advancing education. However, an important challenge that is associated with this change is the acceptance of technology by academics. One such technology that is widely being introduced in Australian universities is the Lecture Recording (LR) technology. Most universities in Australia today have a lecture recording system in place that either voluntarily or automatically records all lectures. However, making the technology automated does not necessarily mean it is going to be accepted by all academics. This research investigates how lecturers perceived the automation of lecture recording technology at Swinburne University of Technology when it had first been automated in large classrooms and transitioned from an opt-in system to an opt-out system.*



## Integration of automated lecture recording in an Australian Higher Education Institute

### How academics perceived the introduction of automated lecture recording at Swinburne University

Maimuna Musarrat<sup>1</sup>, Prof. Birgit Loch<sup>2</sup>, Dr. Benedict Williams<sup>3</sup>

#### Introduction

- Research question:** How do lecturers at Swinburne University perceive the automation of lecture recording (LR) technology?
- This study is part of a larger PhD project which looks at mandatory and voluntary adoption of technology by academics.
- Methods:** Qualitative research, focus groups were conducted in Semester 1, 2014 with lecturers from different faculties who had experienced varying levels of usage of the lecture recording technology. The focus groups were transcribed, and analysed using thematic analysis.

#### Literature Review

- Most research focuses on impact of LR on student, not on teachers' perceptions.
- Chang (2007) identified resistance of lecturers during the implementation of integration of LR at Melbourne University, mainly due to fear that student attendance may be affected.
- Cooper et al.'s (2010) study of four Australian Universities during voluntary adoption of LR suggests a mismatch between student and staff attitude towards LR, while students were happy about increased flexibility, teachers had various concerns about its impact.

#### Background

- Germany (2012) conducted a study of lecturers at Swinburne University on what they wanted from web-based LR technology. Her research suggested many lecturers intend to use LR innovatively, while most of them want flexibility and control on location and material.
- This study builds further on Germany's (2012) study by addressing the perception of Swinburne lecturers as the technology becomes automated.

#### Research context

Nature of change

**Existing LR system:**

- 2003-2014, lectures limited with:
- Opt-in system, requires user logging prior to class.

**New system:**

- Introduced 2014, automated in large classroom.
- Opt-out recordings made automatically without consent or intervention.
- User options allow lecturers to pause or terminate recording.
- Option for STOP or PAUSE.

#### Summary of Results

4 categories of reactors. The integration of automated lecture recording resulted in four categories of reactors. These are summarised below. The key themes that emerged from the analysis are given in boxes below the image.

**Willing non-user**

- 1 out of 11
- Not using, because lecture theatres were not set equipped with SwiEcho

*I would be happy to use recordings, as it would give students another tool to look at*

**Willing user**

- 5 out of 11 were users of LR
- 2 of these were using own recording system
- Main reasons for using, giving answers to other commitments, students remember more & imposed more

*Lecture recording helped me improve my own lecture as I am from non-English speaking background*

**Non-willing non-user**

- 2 out of 11
- "Does not add any value" to teaching
- One lecturer does discussions in class, provides screenshots for absent students
- Other lecturer thinks university should have other arrangements for students who can't attend

*The only way to benefit from the lecture is to be in the class, a recording might give a false message that business doesn't need to attend a lecture*

**Reluctant user**

- 3 out of 11
- Using LR, but doubtful of its university-wide applicability
- However, some positive experience reported
- 1 user using Tablet PC as well, writing to experiment pre-recording in future

*The second year subjects which are more like traditional classes and take work quite well with Echo. I'm not sure that the same year ones would*

#### Recommendations

- Having control over the content of recording (i.e. easier editing options)
- Having control over time of upload (rather than automatically uploaded, leaving control over when the recording would go up)
- Flexibility of recording location - having a roaming microphone to record student discussions which can be important components of the lecture.

#### Further research

- Further validation of findings through larger survey
- Comparison of mandatory and voluntary technology adoption


#### References

Chang, S. (2007). Academic perceptions of the use of LectureAid. A University of Melbourne example. *Proceedings of the ascite 2007*, Sydney, 135-144.

Germany, L. (2012). Beyond lecture capture: What teaching staff want from web-based lecture technologies. *Australasian Journal of Educational Technology*, 28(7), 1208-1220.

Cooper, M., McNeill, M., Phillips, R., Preston, G., Wilson, K. & Green, D. (2010). Web-based lecture technologies and learning and teaching: A study of change in four Australian universities. *ALT-J, Research in Learning Technology*, 18(3), 251-263.

CRICOS 00111D  
TOD 3059



## P20 POSTER SUCCESS

### Active Success at Uni

**Kate Judith, Jessamyn Clarke, Charmaine Davis, Barbara Harmes, Marcus Harmes, Julie Penno, Lalanthi Seneviratne**  
University of Southern Queensland

*'Active Success at Uni' is an interactive website produced by a team of enabling educators from the Open Access College at the University of Southern Queensland. The interactive website covers the broad range of transferable skills and cultural knowledge required for success at university and is tailored to the special needs of first-in-family and socio-economically disadvantaged students entering undertaking pre-enrolment preparatory programs. It consists of a number of independently functioning online modules and has the flexibility to be integrated into a range of USQ enabling courses, as well as being available globally as an open licensed resource. The site has been extensively trialled and appears effective in positioning enabling students for success both in their enabling study and in subsequent undergraduate and postgraduate programs. The site also eases the workload pressures on academic and professional staff, freeing up time to enable more intensive and nuanced support of students where needed.*

### Biography

Jessamyn is a lecturer within the Open Access College at the University of Southern Queensland. Jessamyn's background is in teaching in various educational settings in Victoria, New South Wales and Queensland before moving to USQ in 1992, where she has been involved in TESOL, enabling and pathways programs. Her research interests concern learning support and literacy needs of non-traditional tertiary students such as those from refugee and CALD backgrounds and offenders in custody, as well as in Critical thinking in higher education contexts.



UNIVERSITY  
OF SOUTHERN  
QUEENSLAND

## Active Success at Uni - Open interactive learning

Kate Judith, Jessamyn Clarke, Charmaine Davis, Barbara Harmes, Marcus Harmes,  
Julie Penno & Lalanthi Seneviratne, Open Access College, USQ  
Go to: <https://activesuccessatuni.usq.edu.au/>

### An open textbook

**Active Success at Uni** is an online textbook produced by a team of enabling educators from the Open Access College at USQ. It covers a wide range of topics relevant to university preparatory study, including academic communication, referencing and study management, along with an introduction to life and culture in a university environment and postgraduate study. Unlike a traditional textbook, it consists of a number of independently functioning online modules and has the flexibility to be integrated into a range of USQ enabling courses. Following a trial period at USQ, the resource will be available as an open educational resource and be accessible by a broader community of students and educators.

### Benefits

- A student-centred open resource of high quality and effectiveness
- Builds on USQ's 40 years of experience in technology-enhanced education to non-traditional student groups
- Meets the specific needs of a diverse range of students:
  - Considers complex academic, social and emotional needs
  - Active learning based on 'why students succeed'
  - Geared to motivate and engage
- Covers a broad range of topics – including academic communication, antiplagiarism, university culture, and retention strategies
  - A critical thinking (CT) module is under development \*\*
- Structured as independently functioning online modules, able to be used in a range of contexts

### Enabling Education

The textbook aims to remove many of the barriers to tertiary education encountered by nontraditional students as they attempt to negotiate university study. Its highly interactive and student-centred nature makes it accessible to as wide an audience as possible, including those with limited experience of university study, those with hearing and vision impairment, and students from non-English Speaking backgrounds.



### Impact

USQ Open Access College students have been using **Active Success at Uni**. Here is what they say about it:



**\*\* Why CT as an enabling strategy?**

Critical thinking (CT) is thinking that is sceptical, open-minded, evidence-based, rigorous, and principled. It embodies attitudes and a set of core academic skills that ensure objective analysis, deep understanding and effective problem solving—the basis for the conduct of sound scholarship and the development of effective self-directed learners. It also represents a key 'soft skill' highly rated by graduate employers.

The development of CT empowers enabling learners to overcome barriers to success at university—providing not only core academic skills but an understanding of the university culture and values that underpin academic attitudes and expectations. The early mastery of CT serves to facilitate the necessary realignment of paradigms required by these students to affect effective transition into university study.



**'A day in the life of a student'** is an activity that introduces new students to a typical uni campus and the supports that are available. Avatars act as tour guides

CRICOS QLE000448 NSW 02223M TIOGA-18812481

P21 POSTER  
SUCCESS

Predictors of successful learning outcomes in e-learning courses.

Adam James Wilden, Anna Shillabeer, Denise de Vries  
Flinders University

*Understanding the intent and individual expectations of an e-learning participant can help to define a successful outcome for that participant. This can enable a provider to better facilitate success for their intended audience and leads to better design (Wagner, 1997). Our research suggests that traditional teaching materials can be more effective in achieving successful learning outcomes than newer, more expensive materials such as videos.*

Biography

Adam James Wilden is a PhD candidate and currently a lecturer of Information Systems in Business, and teaching Fundamentals of Computing and Data Science in the School of Computer Science, Engineering and Mathematics at Flinders University. He has a background in Information Technology, and Business (with a specialisation in Management) at Flinders University, and Training and Assessment at TAFE SA Adelaide. Adam's research is primarily focused on e-learning practices and predicting/supporting positive learning outcomes for e-learning.

Dr Anna Shillabeer has been a university academic, including as a head of department, for over a decade in Australia, America and Vietnam based universities. Anna is currently an Associate Dean (International), Director of the Flinders Cisco Academy and Co-Ordinator of the Digital Health Systems Degree at Flinders University. Anna's research focuses on personalised healthcare and education technology and performance improvement and she is considered a world expert in Vietnamese medical education.

Dr Denise de Vries is currently a lecturer of computer science in the School of Computer Science, Engineering and Mathematics at Flinders University. She has been involved in distance education since the mid-1980s, and has taken part in the development of distance education delivery from radio, online learning management systems, e-learning, m-learning and MOOCs.

Predictors of successful learning outcomes in e-learning courses

Adam James Wilden, Dr Anna Shillabeer & Dr Denise de Vries



BACKGROUND

Global e-learning revenue was estimated at \$1546.4 Billion in 2016 (Adkins, 2016). There is however little consensus regarding predictors of successful e-learning outcomes or intended audience of e-learning. With often no economic cost to enrolling, some participants have no intention to fully engage with learning or achieve reported outcomes and up to 50% of participants are teachers using e-learning to source classroom material without actively engaging in learning (Du et al., 2015). Understanding the intent and individual expectations of a participant helps to identify what a successful outcome would be, and how a provider can best enable success for the intended audience (Wagner, 1997).

MEASURING INTENT

There are three learning outcomes by which success can be measured: information acquisition, information application and information consolidation (Haward, Du, & O'Rourke, 2015). Research suggests the following factors can predict success (Castro-Muñoz, Duarte, & Sanchez-Vinuesa, 2014; Garrison & Cleveland-Innes, 2005; Kallian, Pech, & Schneider, 2013; Morris, Finnegan, & Wu, 2005; Ramos & Yulko, 2008):

1. Quantity - The number of interactions with content.
2. Quality - The duration and breadth of interaction.
3. Type - Content type interacted with, e.g. video.

PREDICTING SUCCESSFUL OUTCOMES

Results of measuring outcomes against the reported success factors. The chosen attributes to measure quality, quantity and type are:

1. nevents - total number of interactions - openness
2. ndays\_act - number of unique days active - quality
3. nplay\_video & pchapters - number of each type of content interacted with - type.

METHODOLOGY

The 2012/13 Harvard/MIT online course dataset (MITx and HarvardX, 2014) provided raw data for two years of open online courses from fall 2012 to summer 2013, containing 20 attributes and 641,338 rows of enrolment data in science and non-science courses by local and international participants of various educational backgrounds.

1. Relevant attributes were selected from the 3. Summary statistics were developed using Microsoft Excel ensuring the analyzed data was representative of the source dataset after cleaning.
2. The data was cleaned to remove erroneous values and ensure consistency. The final dataset included only participants that had viewed and interacted with the content and had a final grade, leaving only participants intending to pass, removing 45.48% of the original dataset.
3. Data analysis was conducted through Excel and Meka (Markus, 2008).
4. Results of the analysis were graphed in Excel using 200% stacked column charts showing total certified and uncertified (Figures 1-4).

RESULTS

Quality was related to a successful outcome but quickly reached a plateau as shown in Figure 1. Quality analysis revealed that higher days active resulted in a greater success rate with an optimal duration between 50 to 130 days as shown in Figure 2.

Type of interaction showed chapters being correlated more strongly with success than videos, as seen when comparing Figure 3 and Figure 4. Given that 86% of successful participants viewed less than 900 videos, and 82% of successful participants viewed over 70% of chapters, we can see both a plateauing effect for video viewed and a minimum requirement for success in chapters viewed.

Contrary to previous research, this work suggests that traditional teaching materials should be integrated in e-learning systems, and frequent interactions over 50 to 130 days is optimal for a successful outcome.

Future work

Further research is planned to identify success factors based on intent and participant characteristics. This will inform e-learning design for each participant group.

References

Adkins, S. S. (2016). *The 2016-2022 Worldwide Self-paced eLearning Market: The Global eLearning Market is in Deep Decline*. Retrieved from [http://www.ambionicsight.com/Resources/Documents/mbestmarket\\_2016-2022\\_V01\\_Self-paced\\_eLearning\\_Market\\_Ambionics.pdf](http://www.ambionicsight.com/Resources/Documents/mbestmarket_2016-2022_V01_Self-paced_eLearning_Market_Ambionics.pdf)

Castro-Muñoz, J., Duarte, J. M., & Sanchez-Vinuesa, T. (2014). The internet in face-to-face higher education: Can interactive learning improve academic achievement? *British Journal of Educational Technology*, 46(3), 149-156. doi:10.1111/bjet.12007

Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3), 133-148.

Haward, B., Du, L., & O'Rourke, A. (2015). *DEEP LEARNING: Quarterly Review of Distance Education*, Volume 6, no. 2, 125-135. doi:10.1080/19381689.2015.1081882

Ho, A. D., Chung, S., Reich, I., Coleman, C. A., Whitehill, J., Northcutt, C. G., ... Petersen, B. (2013). *Harvard and MIT: Two years of open online courses fall 2012-summer 2014*. Available at <https://MIT-OLDS2014/>

Kallian, E. F., Pech, C., & Schneider, G. (2013). Determining design/management analysis learner subpopulations in massive open online courses. Paper presented at the Proceedings of the Third International Conference on Learning Analytics and Knowledge, Linnich, Belgium.

Mark Hall, E. T., Geoffrey Holmes, Bernhard Pfahringer, Peter Reutemann, and Ian H. Witten. (2009). The WEKA Data Mining Software: An update. *SIGKDD Explorations*, 11(1), 10-18.

MITx and HarvardX. (2014). *Harvard/MITx Open-Course Academic Year 2012-13 De-identified dataset, version 2.0*. Retrieved from <http://olps.mit.edu/olps/2012-2013-OLDS2>

Morris, L. V., Finnegan, C., & Wu, S.-S. (2005). Tracking student behavior, persistence, and achievement in online courses. *The Internet and Higher Education*, 8(1), 223-231.

Ramos, E., & Yulko, E. (2008). "Self" and "Discussion Posts" predict student success in online courses: A double cross-validation study. *Computers & Education*, 50, 1174-1182.

Wagner, E. D. (1997). Interactivity: From agents to outcomes. *New directions for teaching and learning*, 199(7/1), 19-26.

Total number of unique events (nevents)

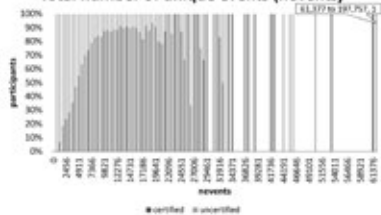


Figure 1 total number of unique events

Total number of days active (ndays\_act)

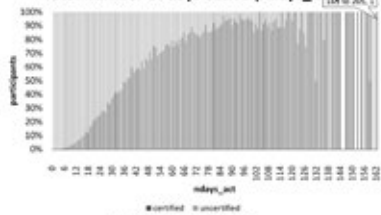


Figure 2 total number of days active

Total number of unique video events (nplay\_video)

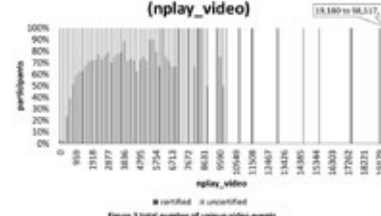


Figure 3 total number of unique video events

Total percentage of chapters viewed (pchapters)

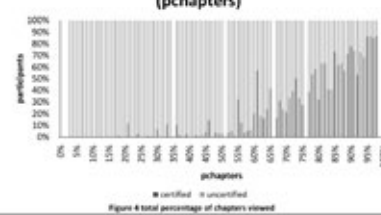


Figure 4 total percentage of chapters viewed

## P22 POSTER SUCCESS

### University-wide integrated STEM support at QUT: STIMulate

**Ian Lightbody, Therese Wilson, Richard Medland, Christine Devine, Yulin Liu, Sharmila Gamlath, Hayley Moody, James Brady, Dulip Herath**  
Queensland University of Technology

*This poster describes the design of STIMulate, the maths, science and IT support- for-learning program available to all coursework students at QUT. The program operates a wide range of complementary modes of delivery to cater for the diverse learning needs of individuals across the university.*

#### Biography

Ian Lightbody coordinates the QUT STIMulate program to provide maths, science and IT learner support. He has a background in teaching, management and working with volunteers. Ian has post-graduate qualifications in education and business, and he has recently commenced doctoral studies studying STEM support-for-learning in higher education. Ian has interests in peer-to-peer approaches, proactive motivational support and collaborative organisational strategies to enhance success for individuals and learning organisations.

Therese Wilson has been the Learning Support Coordinator for maths in QUT's award winning STIMulate program since its inception in January 2013. She oversees the provision of support for learning in the areas of mathematics, statistics and numeracy across all disciplines with particular interest in supporting Nursing, Education and Exercise Science students. A Senior Fellow of the Higher Education Academy and PhD in Statistics Education, Therese has extensive experience in teaching statistics and mathematics at the introductory tertiary level.

Richard Medland is an Urban Informatics alumni, lecturer with the QUT Information Systems, outgoing director of learning and teaching operations, BIT first-year coordinator, and discipline leader at STIMulate. His work focuses on introducing ICT in developing environments, resource use in homes and office and support for learning best practices. He has co-authored 13 reports and research papers including IEEE and CHI. Richard is a twice recognised recipient of the QUT VC performance fund, and was an Oxford Internet Institute invited scholar.

Christine Devine is the Learning Support Coordinator (Science) for the STIMulate program and a lecturer in the Science and Engineering Faculty at the Queensland University of Technology. Christine has a PhD from the University of Queensland in the field of Developmental Biology and has held research positions in Australia and overseas in the areas of developmental genetics and neurobiology. She is currently completing a Graduate Certificate in Academic Practice at QUT.

Yulin Liu has a PhD in civil engineering. He has been Associate Learning Support Coordinator in the maths stream of STIMulate program since 2016. He also provides support for learning in engineering maths and quantitative methods in various disciplines.

Sharmila Gamlath currently works as a maths academic in a QUT-wide support-for-learning programme called STIMulate. She has over twelve years of experience as an educator and possesses a PhD in dynamic macroeconomics. Sharmila undertakes research in three distinct areas: learning organisations, human development and macroeconomic theory. In her present role, her research interests include topics such as peer learning practices, the role of the student in the modern university and managing the quality of knowledge sharing practices between students.

Hayley Moody became an Associate Learning Support Coordinator with the STIMulate program at QUT shortly after completing her PhD in Medical Engineering in 2013. Combined with a background in high school science teaching, she has particular interest in working with students as partners to facilitate learning in the medical sciences and developing opportunities to create a deeper interest in the sciences.


James Brady is an Associate Lecturer and Associate Science Stream Coordinator at STIMulate at the Queensland University of Technology. He is responsible for providing individual and group support to undergraduate students in Chemistry, along with coordinating the team of student volunteers who provide most of the support. James has research interests in chemical education, student engagement and volunteer motivation.

Dulip Herath is an Associate Learning Support Coordinator in IT at STIMulate – a program for support for learning at the Queensland University of Technology. He is also a PhD candidate at the University of Queensland in Biomedical Engineering. Dulip has over 13 years' experience in university teaching and research in machine learning, speech and language processing, and sleep and respiratory engineering. At STIMulate, Dulip is conducting group support sessions for undergraduate programming units and carrying out research in students' learning behaviours in computer programming.



Ian Lightbody<sup>1</sup>  
 Therese Wilson<sup>2</sup>  
 Richard Medland<sup>2</sup>  
 Christine Devine<sup>2</sup>  
 Yulin Liu<sup>2</sup>  
 Sharmila Gamlath<sup>2</sup>  
 Hayley Moody<sup>2</sup>  
 James Brady<sup>2</sup>  
 Dulip Herath<sup>2</sup>

<sup>1</sup> Learning and Teaching Unit, Queensland University of Technology  
<sup>2</sup> Science and Engineering Faculty, Queensland University of Technology  
 ian.lightbody@qut.edu.au



# STIMulate

## University-wide integrated STEM support at QUT

**Overview**

STIMulate is the maths, science and IT support-for-learning program available to all coursework students at QUT. The program operates a wide range of complementary modes of delivery to cater for the diverse learning needs of individuals across the university at multiple campuses.

**University-wide STEM support**

STIMulate integrates a range of approaches to facilitate independent learning and academic success of students across QUT. This resonates with Zepke and Leach's (2010) actions to improve student engagement. The program utilises the skills and expertise of trained student volunteers, as well as a team of dedicated academic staff, to provide one-to-one and one-to-many support for students.

The program builds on current peer-to-peer support literature (Luthe et al., 2011) utilising a university-wide model. Student volunteers, called Peer Learning Facilitators (PLFs), are trained, networked and recognised. They operate "drop-in" spaces where students can visit during office hours, while the academic team run group support sessions supplementing many units and support students using online modes of delivery. In addition to the traditional STEM disciplines, STIMulate supports students from other disciplines, such as Education students with numeracy skills and Nursing students with anatomy and medicine calculations.

STIMulate has undergone iterative development since inception in 2013 that parallels trends within the sector (Nelson et al., 2011). The uniqueness stems primarily from the scalability to a wide audience and provision of support using multiple approaches, including peer-to-peer support and a close relationship with academic teaching staff. This enables the university to respond to the learning needs of students and provide feedback to academic teaching staff in a proactive and timely manner. STIMulate academic staff conduct research on student personas (Sankupelay et al., 2015) and PLF motivation (Devine et al., 2016) to improve program delivery.

The model can provide insight into the possibilities that exist for academic support in higher education.

**References**

Devine, C., Brady, J., Herath, D., Wilson, T., Liu, Y., Medland, R., Corbridge, R., Herath, D., Dixon, E., Tradnick, J., & Lightbody, I. (2016). Why volunteer? What motivates involvement in a STEM peer learning facilitation program? In Proceedings of the Australian Conference on Science and Mathematics Education, University of Queensland, Brisbane, Q4.

Luthe, J. A., and Sims, C. M. (2011). Providing academic support through peer education. *Best Directions for Higher Education*, 20(10), 37-42.

Nelson, K. J., Clarke, J. A., Kirk, S. M., & Dwyer, T. A. (2011). Trends in policies, programs and practices in the Australian first year Experience literature 2000-2010 (The First Year in Higher Education Research Series on Evidence-Based Practice, No. 1). Brisbane, Australia: Queensland University of Technology.

Sankupelay, M., Medland, R., Medland, R., & Moody, E. (2015). Personas of students accessing a peer-facilitated support for learning program. In Students' Transitions: Achievements, Habits and Success (STARS) 1 - 4 July 2015, Melbourne, Australia.

Zepke, N., & Leach, L. (2010). Improving student engagement: New proposals for action. *Active Learning in Higher Education*, 11(1), 107-113.

**The STIMulate support-for-learning model**



Zepke and Leach (2010) model to improve student engagement	QUT STIMulate model
<p><b>Research perspectives</b></p> <p><b>Motivation and agency:</b> engaged students are intrinsically motivated and want to exercise their agency.</p> <p><b>Transactional engagement:</b> students and teachers engage with each other.</p> <p><b>Institutional support:</b> institutions provide an environment conducive to learning.</p> <p><b>Active citizenship:</b> students and institutions work together to enable challenges to social beliefs and practices.</p>	<p><b>Features improving student engagement</b></p> <ol style="list-style-type: none"> <li>1. Peer learning support community that engages students and staff in collaborative partnerships, based on intrinsic motivations but enhanced by reward and recognition</li> <li>2. Variety of methods for different needs: one-to-one, workshops and learning resources in both face-to-face and online environments</li> <li>3. Variety of providers: student volunteers (Peer Learning Facilitators) and dedicated support for learning academic staff</li> <li>4. Self-defined "success" - from students requiring remedial support through to assistance for high achieving students</li> <li>5. Student-centred learning environments incorporating social, informal learning and learning consultation areas</li> <li>6. Learning facilitation not tutoring</li> <li>7. Promotes independent and interdependent learning</li> <li>8. Maximises help-seeking behaviour</li> <li>9. Enhances confidence and competence</li> <li>10. Voluntary attendance</li> </ol>
<p><b>Proposals for action</b></p> <ol style="list-style-type: none"> <li>1. Enhance students' self belief</li> <li>2. Enable students to work autonomously, enjoy learning relationships with others and feel they are competent to achieve their own objectives</li> <li>3. Recognise that teaching and teachers are central to engagement</li> <li>4. Create learning that is active, collaborative and fosters learning relationships</li> <li>5. Create educational experiences for students that are challenging, enriching and extend their academic abilities</li> <li>6. Ensure institutional cultures are welcoming to students from diverse backgrounds</li> <li>7. Invest in a variety of support services</li> <li>8. Adapt to challenging student expectations</li> <li>9. Enable students to become active citizens</li> <li>10. Enable students to develop their social and cultural capital</li> </ol>	

**STIMulate facts from 2016**

- 9 academic staff & 2 professional staff (SLF FTE)
- 160 Peer Learning Facilitators
- 4265 volunteer support hours
- 3651 drop-in support visits
- 2520 group support visits

**The STIMulate room - facilitating a learning community**



study area    social space    entrance    drop-in support area    welcome desk

**Watch the STIMulate YouTube video** <https://youtu.be/8F8d0o0o> (1 min 13 seconds) for more information on the program, including short student and staff interviews.



P23 POSTER  
SUCCESS

Developing an early warning system combined with dynamic LMS data

Danny Green  
RMIT University Vietnam

There is a large body of research that has been emerging regarding the use of admissions and demographic data to develop early warning systems that aim to predict a student's future academic performance (Steele, 2011). Researchers working in an academic student support department in Vietnam are now working to develop a EWS based on their unique context.

This project was initialised mainly because the current at-risk classification system at the university is based on the amount of courses a student fails compared to their course load. Many, including those working on this project, view this as identifying poor performing students after the fact, making teacher interventions and support services ineffective. Thus there was a need to build a timelier system based on a more context appropriate model (Fike & Fike, 2008)

Biography

Danny Green is currently a Senior Learning Advisor at RMIT Vietnam, where he has worked for 7 years. His role primarily involves initiating and managing university wide projects that aim to increase the overall academic achievement of the student body. Danny holds a Masters of Applied Linguistics, is a Google Certified Teacher and a Google Education Trainer. His research interests lie mainly in educational technologies, PAL support and early warning systems to provide timely academic support services.

## STUDENTS ON TRACK

Early Warning System

Danny Green and Le Van Anh  
RMIT University Vietnam

**Rationale**

The project was initiated for two main reasons. The first is that the current at-risk classification system at the university is based on the amount of courses a student fails compared to their course load. Many, including those working on this project, view this as identifying poor performing students after the fact, making teacher interventions and support services ineffective. The second is that there is a large body of research that has been emerging regarding the use of admissions and demographic data to develop early warning systems that aim to predict a student's future academic performance (Steele, 2011). Researchers working in an academic student support department in Vietnam are now working to develop a EWS based on their unique context.

**Existing At-Risk System**

The existing At-Risk system is based on courses failed compared to the students course load. If a student fails 50% of their course load, they are deemed officially At-Risk. To illustrate, if a student is studying 2 courses and fails 1, the outcome is At-Risk 1. This is flagged to the Student Success System (SSS). Furthermore, if this occurs again, they then become At-Risk 2, and so on. At-Risk 3, At-Risk 4 and 5, they are also managed by the university's student achievement team, who offer one to one assessment and performance improvement plans and refer students to appropriate support such as academic achievement or health and wellbeing when necessary. There is a major drawback to this system, which is that cases are often only referred to academic support in real time, making it difficult for the service to be effective.

**The General Model**

Looking at over 10 000 student records across 2 years with over 20 variables, the researcher built an initial model using multiple linear regression and Bayesian Model Averaging (BMA) through the statistical computing language R to try to predict student achievement. The model identified factors such as high school grade average, English level, and the amount of credit points achieved in the program and previous academic performance as the most significant factors influencing achievement. The model had an  $R^2$  of 0.3171 and a testing  $R^2$  of 0.2876 of the students who failed were predicted by the model's 'focus list'.

### The Early Warning System

**System Pilot, Semester 3, 2016**

**The pilot model**

The pilot involved three first-year, high-enrollment, core business courses (Introduction to Management, Marketing Principles and Business Computing) which were selected by the University's At-Risk Committee. Researchers then selected the model to be specifically relevant to the chosen courses by selecting a sample dataset of records only from those three courses. A learning dataset was then created (70% - 70% and 30% was applied to evaluate the most significant predictors of final grades, average high school score, English proficiency, credit points achieved, current GPA, whether they were repeating the courses, the number of student achievement notes and their at-risk status. Multiple Linear regression was then applied using these predictors to develop a predictive model.

The model has a multiple R-squared of 0.526 (r = 0.726) which indicates that 42.6% of the variance in the final grade can be explained by these predictor variables. In other words, the final score of a student in these three courses is strongly related to their prior learning performance (high school average score, GPA, English language skills, completion status at the university) or risk level, retention status, accumulated credit points and participation in student support services (number of achievement records). The probability that this model could be exceeded using a different dataset is approximately 10%.

**Applying the model:**

The model was applied to the sample data to produce 'focus lists' of students that were statistically more likely to struggle. These lists were added to the LMS Blackboard course shells as groups.

To further enhance the system, research was also conducted inside the courses regarding LMS behaviour and early assessment results to ascertain correlations to final course grades. The table below outlines the results.

Course	Trigger	Value	Weight	Score
Introduction to Management	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1
Marketing Principles	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1
Business Computing	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1
	Viewed course page	1	1	1

Based on the findings above, columns were added to the course shell Grade Centre. They then allowed the use of Blackboard Smart Lists, which permit the user to create lists based on multiple criteria, to create a dynamic 'Focus list' of students who were not only identified by the statistical model, but also by LMS behaviour.

**Evaluation of the model:**

The model in the pilot was quite accurate. It predicted 63.22% of fails across the three courses and predicted 75% of all scores within a 20% error.

**Conclusion**

The statistical model is proving to be incredibly accurate, predicting 73% of fails in the pilot and 73% in the year testing. Interestingly, the most significant predictor variables mostly relate to prior academic performance. Interestingly, in the context of an English university in Vietnam, English proficiency also becomes an important variable. The statistical predictive score provides a powerful tool for teaching staff to have a greater awareness of who may experience difficulties in their course. However, it only a tool and needs to be integrated with information coming from within the course of study to be meaningful. This does remain an important challenge for this project. More feedback is needed from teaching teams on whether teacher intervention lists (as in the application feedback) on the pilot was close to 100%. Without this information, a full assessment of the system cannot be undertaken.

**All first year courses, Semester 1, 2017**

**Week 0**

Statistical model applied to current enrolments

**Week 1**

Teaching teams select meaningful triggers based on LMS behaviour, early assessment, feedback mechanisms or teacher observations

**Week 2**

Focus lists distributed to relevant teaching teams

**Week 3**

Focus lists uploaded to the LMS

**Week 4**

LMS configured to generate focus lists that combine the statistical prediction with dynamic data from the LMS and/or the classroom

**Week 5**

Students on focus lists contacted by their teacher and invited to a meeting

**Week 6**

Teaching teams meet with students and refer to academic support services where appropriate

**Week 7**

Teaching teams feedback on the system

**The first year model:**

The same supervised machine learning process was applied to all first year course data. Unsurprisingly, the first year model generated almost exactly the same predictor variables as the pilot with one exception. For this model, gender became an indicator, with male students scores being one grade point less compared to females if all other variables are equal. The  $R^2$  of the first year model was slightly better than the pilot at 0.54, explaining 46% of the variance in final grades.

**Accuracy:**

At the time of the poster being created, final grades for this semester had not been released as the final assessment of the accuracy of the model is still pending. However, with application of the model against the testing data, the model predicted 72% of fails and accurately predicted 70% of final grades within a 20% error margin.

**List distribution and information assistance:**

Information sessions for all teaching staff were held in weeks 0 and 1 of the semester. The sessions covered the background of the project, the research findings, and instructions on how to use the system and give feedback to the researchers.

Assistance in internal course research and setting up LMS triggers and Smart Lists offered to all faculty.

Hard copy focus lists distributed to teaching teams

**Focus lists in the LMS:**

Focus lists uploaded to Blackboard as a flagged column in Grade Centre. This was chosen as the most convenient method as it allows easy viewing by faculty and the integration with Smart Lists.

**Teacher intervention:**

Teaching teams were asked to try to make contact with students who meet both criteria of being on the statistically generated list and showing other indicators of struggle through their LMS behavioural, early assessment results or classroom activity. It was recommended that teachers invite these students to a teacher-student meeting and when appropriate, refer that student to Student Academic Success (SAS) - the university's academic support team.

**Feedback:**

Teaching teams were asked to provide feedback on the system through ticking three boxes on the focus list:

1. Who there a need to contact the student based on their performance or behaviour in the course?
2. Did the teacher meet with the student?
3. Did the teacher refer the student to academic support?

**Future Research:**

The future of this project is twofold. Further research is needed into other potential predictors, particularly in regards to geographical factors such as where the student went to high school (rural or urban) and the distance they live from campus while studying. Other areas of potential investigation include the educational history of the parents and socioeconomic status. After considering the research and the model, the project aims to dramatically improve on the existing university at-risk system and ultimately be integrated as a flag into the Student Success System. This could lead to a significant impact on student achievement, retention and a positive influence on teaching practice.

STARS CONFERENCE

80

81

CONTENTS PAGE ↑

**P24 POSTER  
SUCCESS**

**Therapaws: Student Led Dog Therapy Project**

**Karen Walker**

University of Sydney

*Existing evidence suggests dog therapy is an effective way to reduce stress and increase wellbeing. Drawing from academic literature, it has been used successfully in hospitals, classrooms, rehabilitation centers, psychiatric units, prisons, colleges, universities and workplaces. Interaction with companion animals induces relaxation and provides positive distraction from stresses. In the Australian context, Larcombe, Baik & Brooker (2015) have conducted research and workshops on pedagogical principles which are conducive to student wellbeing and mental health and the incidence of psychological distress and mental illness on Australian university campuses. The work of the Wellness for Law network is also of note as an undertaking of similarly styled initiatives in relation to psychological distress in Law Schools and the Legal Profession (Castan, 2017).*

**Biography**

*Karen is the Head of Student Affairs and Engagement at the Faculty of Arts and Social Sciences with over 13,000 students enrolled. She leads key programs within the Social Inclusion, Student Experience and Well-being areas and has a passion for increasing student participation and engagement.*



**Therapaws: Student led dog therapy project**

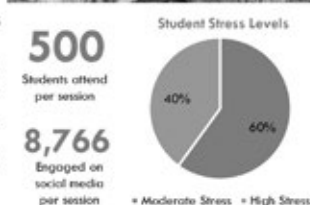
**About the project**

This poster reports on preliminary results from a student-led health and wellbeing project which incorporates dog therapy into student support events at key points in 2017 (Week 8, Week 11 and Week 13). The Therapaws Project aims to contribute to a healthy learning environment by reducing stress, facilitating peer-to-peer messages about health and wellbeing and increasing student engagement with the university community. As a student-led project, it also aims to create opportunities for student volunteers to gain self-confidence, skills and experience relevant to their personal and professional futures. Preliminary results suggest the project will be successful in achieving these aims.



**Contributing to a healthy learning environment for students by reducing stress through dog therapy**

- Student participants report moderate to high stress in past month (Perceived Stress Scale, 1983). 60% moderate, 40% high, 0% low stress.
- 500 students attend per session, 80,500 average social media reach and 8,766 average social media engagement.
- 95.8% student participants report they felt less stressed after attending dog therapy.



**Facilitating peer-to-peer messages about health and wellbeing and engaging students with the community**

- Student volunteers had peer-to-peer conversations and gave handouts to 281 student participants on average per session.
- After attending, 75% student participants report confidence in their knowledge of health and wellbeing services.
- 62.5% report they feel part of a community in the Faculty of Arts and Social Sciences.
- 93.75% report that they felt more confident that the University of Sydney was invested in their welfare after attending dog therapy.
- Student participants were asked to write positive messages to each other on an interactive "Health and Wellbeing Wall." Common themes were "self-care," "dogs/animals," "relationships," "love," "encouragement" and "gratitude."



**Creating opportunities for students to gain self-confidence, skills and experience relevant to their personal and professional futures.**

- Student volunteers self-perception of their self-confidence, skills and experience increased by 9.7% on average.
- Largest increase was skills and experience relevant to the workforce, which increased by 15.04%.
- 90% of student volunteers report increased communications skills, including verbal, written and visual.
- 70% of student volunteers report developing interpersonal skills, including listening and approaching other students for conversation.



**Authors and Thanks**

Research by Rebecca Jelliffe, Karen Walker, Fran Kirkcaldy, Kristi Chang (Bachelor of Arts (Media and Communication), Curtin Student (Bachelor of Arts (Media and Communication), Brian Toon (Bachelor of Arts/Bachelor of Science) and Elise Rizzotto (Bachelor of Arts, Bachelor of Science). With the support of staff and students in the Faculty of Arts and Social Sciences and the Mental Wellbeing working group of Healthy Sydney University.

**References**

Cohen, S., Kamarck, T., Mermelstein, R. (1983). A global measure of perceived stress. *Journal of Health and Social Behavior*, 24, 385-396.



# PARALLEL SESSIONS

## PARALLEL SESSION 1

### 11:00AM – 11:30AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 1	1A - EI - STUDENTS	1B - EI - TRANSITIONS	1C - EI - ACHIEVEMENT	1D - EI - RETENTION	1E - EI - SUCCESS	1F - EI - TRANSITIONS
11:00am - 11:30am	<p>Engaging 'students as partners' in the design and development of a peer-mentoring program</p> <p><i>Sarah O'Shea, Sue Bennett, Janine Delahunty</i></p> <p><i>University of Wollongong</i></p>	<p>Pathways to tertiary education: Creating a framework for success in STEM for regional and remote low SES students</p> <p><i>Elisa McGowan, Clare Senior, Jasmine Chan</i></p> <p><i>University of Western Australia</i></p>	<p>Academic reading requirements for commencing HE students - Are peer-reviewed journals really the right place to start?</p> <p><i>John Hamilton</i></p> <p><i>Victoria University</i></p>	<p>Student conduct and the potential for interruption: student success and retention</p> <p><i>Jennifer Allen, Louisa Connors, Linda Behera, Carl Anderson, Emma Mossman</i></p> <p><i>University of Newcastle</i></p>	<p>Flipped peer leader training: a modularised, blended and active peer leader training and development program</p> <p><i>Victoria Menzies, Jennifer Tredinnick</i></p> <p><i>Queensland University of Technology</i></p>	<p>A regional university's approach to connect and prepare distance education students' transition to study</p> <p><i>Rachel Callahan, Andrea Boyle</i></p> <p><i>Southern Cross University</i></p>

01

## 01A EMERGING INITIATIVE STUDENTS

### Engaging 'students as partners' in the design and development of a peer-mentoring program

**Sarah O'Shea, Sue Bennett, Janine Delahunty**  
University of Wollongong

*This presentation will foreground an innovative approach to developing peer mentoring programs. Drawing upon a 'student as partners' framework, the presentation will explore how this has been used to underpin an approach to peer mentoring from the ground up. University peer mentoring programs are largely designed and developed by staff, who not only recruit and train student mentors but also select frequency and type of involvement for all parties. This pilot project proposes a different approach to this by collaborating with students in the design, development and enactment of a peer-mentoring program within one School of Education. From this pilot we will develop guidelines and recommendations for the implementation of student-led peer mentoring programs (Students as Partners in Mentoring: SaPiM) across the University of Wollongong.*

#### Biography

A/Prof Sarah O'Shea is an Australian Teaching and Learning Fellow who is currently researching the experiences of first-in-family learners in HE. Broadly, Sarah's research focuses on student access 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.

Prof. Sue Bennett's area of expertise is in information and communication technologies in education. Her research investigates how people engage with technology in their everyday lives and in educational settings. She has extensive experience in the design, development and evaluation of multimedia and on-line instructional materials developed for both university and commercial clients.

Dr Janine Delahunty works in academic professional development in Learning, Teaching & Curriculum at the University of Wollongong. Her core interest is how the learning-teaching experience can be enhanced in HE, particularly for students from diverse backgrounds. Her other research foci include the experiences of first-in-family students, online learners and Indigenous students.

## 01B EMERGING INITIATIVE TRANSITIONS

### Pathways to tertiary education: Creating a framework for success in STEM for regional and remote low SES students

**Elisa McGowan, Clare Senior, Jasmine Chan**  
University of Western Australia

*This project aims to increase participation in higher education by inspiring regional and remote students to study Science, Technology, Engineering and Maths (STEM) subjects in upper secondary school and university. The project will reinforce high academic expectations in regional and remote schools through new resources and activities that build academic attainment, confidence and motivation to continue studying STEM subjects. These activities will be supported by resources for teachers and parents, which will be able to be adopted nationally with minimal adaptation. Professional learning opportunities will also be offered to teachers.*

#### Biography

Elisa McGowan manages Equity Outreach at The University of Western Australia, overseeing Aspire and Fairway UWA, which raises aspirations and supports students from disadvantaged backgrounds to succeed at University. Elisa has an Honour Degree in Science, a Masters of Teaching, and extensive experience supporting the educational journeys of regional, remote and Indigenous students. She previously worked with the UWA School of Indigenous Studies and managed the Scitech Aboriginal Education Program, and regularly tutors pre-service teachers in Aboriginal Education.

Clare Senior (nee James) has international and Australian tertiary education experience in both leadership development and widening participation. Through Aspire UWA, Clare designs and delivers programs and manages partnerships with Perth schools to improve access and successful transition to higher education for under-represented groups. Clare has a B.Psych and Graduate Certificate in Business Leadership.

Jasmine Chan is passionate about education, and specialises in innovative curriculum design for mathematics and business disciplines. In Aspire UWA, she designs interactive numeracy workshops to promote and support STEM study and the pursuit of STEM pathways, incorporating the use of technology to assist in the achievement of learning outcomes and improve the learning experience. Her experience in education includes lecturing and curriculum design at tertiary and foundation levels.

## 01C EMERGING INITIATIVE ACHIEVEMENT

### Academic reading requirements for commencing HE students - Are peer-reviewed journals really the right place to start?

**John Hamilton**  
Victoria University

*Australian universities are increasingly influenced by the combined pressures of growing numbers of less well-prepared commencing students, reduced teacher- student interaction time, and an increasing focus on Blended Learning. For these and other reasons traditional teaching and learning approaches are proving less effective, and traditional assumptions about learner preparedness that have tended to underpin curricula may no longer apply. This paper notes some of the obstacles that traditional curricula present for non-traditional students, and explores ways in which curricula could better accommodate these students. In particular it examines expectations of commencing students as academic readers, and considers whether these are valid and reasonable. It questions the assumption that peer-reviewed journal articles are the optimum, or even appropriate, starting point for commencing HE students as academic readers.*

#### Biography

John Hamilton is a Lecturer and Educational Developer with the Department of Academic Support and Development at Victoria University, Melbourne, based in the College of Health & Biomedicine. He has been at Victoria University since February 2011. Prior to joining Victoria University 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.

## 01D EMERGING INITIATIVE RETENTION

### Student conduct and the potential for interruption: student success and retention

**Jennifer Allen, Louisa Connors, Linda Behera, Carl Anderson, Emma Mossman**  
University of Newcastle

*Student progress, success and retention remain a central focus for higher education in Australia. Student conduct and incivility markedly impact progress, success and retention. The University of Newcastle has developed a proactive and responsive framework targeting student conduct to make explicit expected conduct and a supportive framework to develop civility. This initiative targets non-academic misconduct and values the importance of: a positive framing of student conduct; collaborative divisional staff partnerships to ensure the support of academic, professional, social and personal dimensions; an educational process complemented by ethical modelling of just-in-time targeted communication of policy and process; appropriate coupling of policy and practice ensuring means and ends; and a risk assessment and triage process to ensure a safe and supportive campus. The challenge is to promote a culture that makes explicit behavioural expectations and a process that responds appropriately to misconduct to ensure student success, progression and retention.*

## O1E EMERGING INITIATIVE SUCCESS

### Flipped peer leader training: a modularised, blended and active peer leader training and development program

**Victoria Menzies, Jennifer Tredinnick**  
Queensland University of Technology

*Blended and flipped classroom pedagogical models are recognised as having the potential to deepen and enrich student learning while also being a more engaging learning experience (Partridge, Ponting, & McCay, 2011). eLearning platforms and blended pedagogies have transformed the Higher Education landscape changing how teaching and learning occurs along with learner expectations about the nature of their learning experience. Active-learning, collaborative learning, blended pedagogies and flexibility in deciding where, when and how they engage have become mainstream (Gaebel, Kupriyanova, Morais, & Colucci, 2014). In the peer leader training and development landscape blended pedagogical approaches are typically not applied; however, if adopted have the potential to similarly transform the learning experience. This article describes a student-centred blended and flipped classroom model of peer leader training that aims to establish a more flexible, connected, coherent and deeper student learning experience.*

#### Biography

Victoria Menzies coordinates QUT's Peer Program Strategy. Her work focuses on institutional strategies that support best practice and sustainability in peer programs and leader development. Applying a partnership approach, Victoria is particularly interested in high impact 'bespoke' peer learning alliances designed to meet the individual learner needs. Key initiatives include: university-wide integrated peer leader training and development model; central system for promotion and communication of student leadership opportunities; guidelines for volunteer management; reward and recognition framework; and, an evaluation framework.

Jennifer Tredinnick is Coordinator - Volunteer Development and Management, QUT. In her role, Jennifer is responsible for supporting strategies for student-staff partnerships in learning. Working within Peer Programs and the Students as Partners, a key priority of her work is to encourage partnerships that intentionally recognise the reciprocal value and benefits of volunteering for students, staff and the university. Jennifer has specific interest and extensive experience in young people's voice, volunteering and active citizenship.

## O1F EMERGING INITIATIVE TRANSITIONS

### A regional university's approach to connect and prepare distance education students' transition to study

**Rachel Callahan, Andrea Boyle**  
Southern Cross University

*Southern Cross University's Connect and Prepare Project is an emerging initiative that seeks to foster an early positive connection with its growing cohort of distance education students. Early indications so far have shown that the new engagement activity is highly valued by the students. By meeting with staff and other students and receiving information and assistance at a critical time, distance students felt prepared, supported and inspired to commence study. Early data shows the new initiative may be reducing early attrition and promoting retention amongst the distance education cohort at Southern Cross University. The challenge now is how to enable the initiative's future sustainability and become embedded core university practice.*

#### Biography

Rachel is Head, Equity and Diversity at Southern Cross University, leading the University's staff and student equity and diversity agenda since 2006. She has worked in the higher education sector for over 20 years across a number of areas. Rachel is the recipient of an Office for Learning and Teaching Citation for Outstanding Contribution to Student Learning and a Vice Chancellor's Award for Excellence in Teaching and Learning. She holds a Bachelor of Business from Griffith University and a Graduate Certificate (Law) from Southern Cross University.

Andrea is a Project Officer in Equity and Diversity at Southern Cross University. She holds a LLB (Hons) from University of the West of England, a Graduate Certificate in Higher Education (Learning & Teaching) and a PhD from Southern Cross University. Andrea has over 15 years teaching experience in the higher education and vocational education training sectors and is the recipient of two Vice Chancellor's Awards for Teaching Excellence and a national ALTC Award for Outstanding Contribution to Student Learning.



## PARALLEL SESSION 2

### 11:40AM – 12:10PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 2	2A - EI - STUDENTS	2B - EI - TRANSITIONS	2C - EI - ACHIEVEMENT	2D - GPR - RETENTION	2E - GPR - SUCCESS	2F - EI - SUCCESS
11:40am - 12:10pm	<p>Student-Led Peer Mentoring</p> <p><i>Amy Hardwick, Lachlan Loader, Joel Driver, Lily Taylor, Katherine Hill, Arthur Eng Lip Yeow, Urwah Nawaz</i></p> <p><i>The University of Adelaide</i></p>	<p>Enrolled nurse transition: development of a university science preparation program for direct entry to 2nd Year</p> <p><i>David van Reyk, Patricia Logan, Jennifer Cox, Judith Salvage-Jones, Judith Anderson, Elspeth Hillman, Amy Johnston</i></p> <p><i>University of Technology Sydney, Charles Sturt University, James Cook University, Griffith University</i></p>	<p>Can you teach an old dog new tricks? Institution-wide pedagogical reform at an elite university in Ireland</p> <p><i>Michelle Share, Ciara O'Farrell</i></p> <p><i>University of Dublin</i></p>	<p>Measuring engagement: an institution-wide implementation of learning analytics to increase retention</p> <p><i>Celeste Lawson</i></p> <p><i>CQUniversity</i></p>	<p>The CSU Outreach Team: Building confidence, success and persistence amongst online learners</p> <p><i>Peter Greening, Diane Middleton, Emma Gersbach</i></p> <p><i>Charles Sturt University</i></p>	<p>The Succeed at La Trobe Program: A University-Wide Early Intervention and Developmental Advising Initiative</p> <p><i>Bret Stephenson, Sarah Cox</i></p> <p><i>La Trobe University</i></p>

02

## 02A EMERGING INITIATIVE STUDENTS

### Student-Led Peer Mentoring

**Amy Hardwick, Lachlan Loader, Joel Driver, Lily Taylor, Katherine Hill,  
Arthur Eng Lip Yeow, Urwah Nawaz**

The University of Adelaide

*This emerging initiative paper discusses the student-led Peer Mentoring Program (PMP) within the Faculty of Sciences at the University of Adelaide. Using aspects of the 'Students as Partners' approach, Senior Peer Mentors (SPMs) were responsible for redesigning and redeveloping the Semester One PMP. This paper will discuss the impact the SPMs have on the design and delivery of the Faculty's PMP. A student's perspective and the importance of student testimonials will be highlighted as an effective resource in PMPs. The Faculty's experience with a student-led PMP demonstrates how students can be encouraged to develop their understanding and ownership of their learning experience.*

#### Biography

Amy Hardwick is the Learning and Teaching Support Officer for the Faculty of Sciences at the University of Adelaide. This role involves developing and managing a number of retention and transition initiatives within the Faculty, with a focus on improving the student experience for first-year undergraduate sciences students.

Lachlan Loader, Joel Driver, Lily Taylor, Katherine Hill, Arthur Eng Lip Yeow and Urwah Nawaz are the team of Senior Peer Mentors responsible for redeveloping and delivering the Faculty of Sciences' Peer Mentor Program for Semester One 2017. All are current science students at the University of Adelaide; Joel, Katherine, Lachlan and Lily are undertaking the B.Science (Advanced), Arthur the B.Science (Biotechnology), and Urwah the B.Science (Biomedical Science). All are currently in their final year with the exception of Lily who is in her second year. The Senior Peer Mentors have all been previously involved in the Faculty's Peer Mentoring Program as mentees as well as peer mentors. Between them they share enthusiasm as well as a range of skills, abilities and ideas which equip them with the capacity to redesign and deliver the Peer Mentoring Program in a way that provides the greatest benefit to their fellow science students.

## 02B EMERGING INITIATIVE TRANSITIONS

### Enrolled nurse transition: development of a university science preparation program for direct entry to 2nd Year

**David van Reyk**

University of Technology Sydney

**Patricia Logan, Jennifer Cox, Judith Salvage-Jones, Judith Anderson**

Charles Sturt University

**Elsbeth Hillman**

James Cook University

**Amy Johnston**

Griffith University

*Enrolled Nurses (EN) seeking to upgrade their qualification to Registered Nurse (RN) are commonly given direct entry into the second year of university pre-registration nursing degrees. This typically results in enrolment into science subjects including pathophysiology and pharmacology with the assumption that students have undertaken the requisite foundational content as part of their Vocational Education and Training (VET) diploma. However, many of these students experience an education gap after completing their program and/or work in specialist units such as mental health. This paper reports on the development of a website designed by a multisite team of experts to fill this gap and so support EN transitioning to university. The website includes modules which cover the chemistry, biology and anatomy & physiology judged to be requisite knowledge for effective engagement with pathophysiology and pharmacology subjects. This site will be piloted with nursing students at the partner institutions and subsequently made publically available.*

#### Biography

Judith Anderson, PhD, RN. Judith has been involved in nursing education since 2002. Judith was involved in a 'Step Up' program for students' transition from assistant in nursing, to enrolled nurse and then Bachelor of Nursing whilst being supported in their rural communities. She teaches in the Bachelor of Nursing program at Charles Sturt University.

Jennifer Cox, PhD, BMedSc (Hon). Jennifer is a lecturer in human bioscience, pathophysiology and microbiology for undergraduate health courses. Her work as academic lead in the Student Transition and Retention project culminated in the development and implementation of the SciFYE (Science First Year Experience) retention and mentoring program

Elsbeth Hillman, RN. Elsbeth is a Lecturer in Nursing, Midwifery and Nutrition, at James Cook University, Townsville. She has been teaching pre-registration nursing students for more than 10 years, with a particular interest in preparation for practice. Elsbeth has contributed to publications on what science should be taught for nursing practice.

Amy Johnston, PhD, RN. Amy has taught anatomy and physiology in the UK and Australia for 26 years. Her research in the behavioural and neurochemical basis of learning and memory, coupled with adult education and nursing qualifications, supports her expertise in course design. Currently she holds a conjoint research fellowship with Griffith University and Gold Coast University Hospital.

Dr. Patricia Logan, PhD, BSc, MAppSc. Patricia has been teaching human bioscience including pathophysiology and pharmacology for more than 15 years. Her main research area is related to tertiary science education for health practice. She developed and evaluated a pilot transition project "Preparation for Pathophysiology and Pharmacology" for Enrolled Nurse students at Charles Sturt University.

Judith Salvage-Jones, PhD, BSc(Hons). Judi brings a wealth of nursing and science experience to her teaching of anatomy and physiology with clinical and scientific experience in the UK and Australia. She personally made the transition from enrolled nurse. She has contributed to a number of publications around best practice learning and teaching processes in biosciences.

Dr. David van Reyk, PhD, BBiomedSc. David has been teaching anatomy, physiology and pathophysiology to pre-registration nursing students for more than 10 years. This has included for the last five years leading a bridging course in anatomy and physiology for Enrolled Nurses and Graduate Entry students' transition to second year of a pre-registration program.

## O2C EMERGING INITIATIVE ACHIEVEMENT

### Can you teach an old dog new tricks? Institution-wide pedagogical reform at an elite university in Ireland

**Michelle Share, Ciara O'Farrell**

University of Dublin

*Institutional wide pedagogical reforms are common across higher education institutions. Such reforms may be driven by rationalisation as well as recognition of the need to provide students with interdisciplinary learning experiences that equip them with the 'social and analytic competencies needed in contemporary careers outside the academy' (British Academy, 2016, p.5). This paper reports on an institution-wide pedagogical reform initiative, the Trinity Education Project (TEP), at Trinity College Dublin, an elite and ancient Irish university. We describe the development of the TEP and the implementation of its Assessment Framework, which aims to bring diversity into teaching, learning and assessment through the assessment of graduate attributes in a system strongly focused on assessment of learning, examinations and lectures. Reflections on challenges are presented. Discussion centres on the extent to which it is possible, and the best approach, to achieve consensus in an educational system where autonomous disciplinary structures and traditions prevail.*

#### Biography

Dr Michelle Share is a member of the School of Education, Trinity College, Dublin. She teaches on the Master's in Higher Education programme and, in 2016, was appointed a Trinity Education Fellow for the Trinity Education Project. In collaboration with Trinity Teaching and Learning, she also delivers a higher education teaching and learning programme at Thapar University, Patiala, India. Her particular research interest in higher education is in the intersection between higher education pedagogy and institutional policies.

Dr Ciara O'Farrell is the Senior Academic Developer at the Centre for Academic Practice and Student Learning, Trinity College Dublin, and Chair of the Assessment Strand of the Trinity Education Project. She also co-ordinates and works closely with the Trinity Education Project Fellows.

## 02D GOOD PRACTICE REPORT RETENTION

### Measuring engagement: an institution-wide implementation of learning analytics to increase retention

**Colin Beer, Celeste Lawson, Gemma Mann, Damien Clark**  
CQUniversity

*To address the ever more complex issues of student engagement, retention and success, CQUniversity has developed and implemented a learning analytics system. The EASI system was implemented in 2014, and by 2016 had been used to facilitate interactions with over 78% of students. As an optional tool for academics, the uptake is indicative of the value of the system and its perceived usefulness by staff. A more compelling metric is student engagement, where heightened Moodle activity is statistically linked to interventions directed from the EASI system. The challenges of EASI's implementation included both design and organisational issues, and have resulted in a number of lessons for other higher education institutions following a similar path. These lessons include a bottom-up approach; working with academics; and considerations of ethics and privacy.*

#### Biography

Colin Beer is a Lecturer, Educational Technology within Learning and Teaching Services at CQUniversity. Colin's educational development duties mean that he works with a large number of academic and professional staff across the university on a daily basis. This exposure to a range of learning, teaching and technical contexts affords Colin a broad perspective on how technology can be harnessed to benefit student outcomes at CQUniversity.

Dr Celeste Lawson is the Head of CQUniversity's Professional Communication degree. She has extensive practical experience in journalism and policing. Celeste became a full time academic in 2011 at Central Queensland University, allowing her to complete her PhD studies in the field of crime prevention and communication. She currently researches in social media, communication and public relations, with a focus on pedagogy and learning. Celeste coordinates undergraduate public relations and communication units. She also supervises PhD and Masters students in the field of communication.

Dr Gemma Mann is a lecturer in the STEPS course at CQUniversity, teaching mathematics and physics. She is also the Access Coordinator for the Rockhampton campus, providing academic advice and support to students. With a background and PhD in physics and engineering, Gemma's current research interests centre on mathematics education and student engagement. Gemma is passionate about equity in education and has worked in student support roles to enhance the access and experiences of all students across higher education.

Damien Clark has worked in academia for 15 years, and is presently a Lecturer with Learning & Teaching Services at CQUniversity. Damien is responsible for academic professional development and teaches into CQUniversity's Graduate Certificate in Adult & Tertiary Education course. Damien also has a special interest in learning technologies and their real-world application to learning and teaching. He has received numerous awards for his contributions to Learning and Teaching including an Australian Citation for Outstanding Contributions to Student Learning (2016).

## 02E GOOD PRACTICE REPORT SUCCESS

### The CSU Outreach Team: Building confidence, success and persistence amongst online learners

**Peter Greening, Diane Middleton, Emma Gersbach**  
Charles Sturt University

*The orientation and support of online learners are key issues for many institutions with large online cohorts. The tyranny of distance combines with a range of demographic, behavioural and cultural aspects to make orientation and support of online learners more complex than it is for traditional internal cohorts. Students from low socio-economic backgrounds, students who are the first in family to experience university study, mature age students and other non-traditional university students present unique challenges to university support services. The Outreach Team at Charles Sturt University seeks to overcome these problems by providing face-to-face orientation for online students via a series of visits to cities and towns across Australia. These visits are supplemented by telephone and email support throughout the remainder of a students' candidature. Data analysis suggests that interaction with the Outreach Team has a positive impact on students' confidence, achievement, persistence and timely completion.*

#### Biography

Peter Greening is the 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 online. 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.

Diane Middleton is a Student Liaison Officer (Outreach) within the Office for Students at Charles Sturt University. She is interested in the experiences of online students from low socio-economic backgrounds, first-in-family and mature age. She has a strong background in education, obtaining her Bachelor of Education (Primary) on campus; Graduate Diploma in Vocational Education and Training, and Masters of Education, online. Through similar experiences and further education, Diane has developed a sound understanding of the distance education student experience.

Emma Gersbach is a Student Liaison Officer (Outreach) in the Office for Students at Charles Sturt University. She is passionate about assisting online students to develop their study skills to succeed at university whilst juggling obstacles such as work and family life. Emma has a Bachelor of Business (Management), a Diploma of Educational Studies and is currently studying a Masters of Leading Online, Open and Distance Education.

## 02F EMERGING INITIATIVE SUCCESS

### The Succeed at La Trobe Program: A University-Wide Early Intervention and Developmental Advising Initiative

**Bret Stephenson, Sarah Cox**

La Trobe University

*The Succeed at La Trobe Program is a central part of La Trobe's Student Success and Retention Strategy. In 2016 the program was made a University-wide strategic priority that sought to combine a number of evidence-based success and retention interventions into a more singular coordinated effort. These include: (1) a newly established professional student contact centre for the purpose of conducting proactive early interventions with students believed to be 'at-risk'; (2) an emerging learning analytics program for the early identification of students 'at-risk' of academic disengagement, failure, and/or attrition; and (3) the creation of a new Student Developmental Advising initiative to provide one-to-one advising to students, but particularly those believed to be 'at-risk'. This Emerging Initiative session outlines the operational challenges and limitations encountered in the implementation of the program while also sharing key insights that may be applicable across institutions involved in similar initiatives.*

## PARALLEL SESSION 3

### 12:20PM – 12:50PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 3	3A - EI - STUDENTS	3B - RP - TRANSITIONS	3C - GPR - ACHIEVEMENT	3D - RP - RETENTION	3E - RP - SUCCESS	3F - EI - SUCCESS
12:20pm - 12:50pm	<p>Students enabling students in a Student Partnership Project: a case study emerging from the OLT Transforming Practice Project on Student Partnership</p> <p><i>Megan Kek, Lindy Kimmins, Jill Lawrence, Lindy Abawi</i></p> <p><i>University of Southern Queensland</i></p>	<p>Transition pedagogies and the neoliberal episteme: What do academics think?</p> <p><i>Kate Hughes</i></p> <p><i>Monash College</i></p>	<p>Intensive mode teaching good practice report</p> <p><i>Sally Male, Caroline Baillie, Phil Hancock, Jeremy Leggoe, Cara MacNish, Stuart Crispin</i></p> <p><i>The University of Western Australia, University of Tasmania</i></p>	<p>Distributed and collaborative: Experiences of local leadership of a first year experience program</p> <p><i>Jo McKenzie, Kathy Egea</i></p> <p><i>University of Technology Sydney</i></p>	<p>First year student conceptions of success: What really matters?</p> <p><i>Ryan Naylor</i></p> <p><i>La Trobe University</i></p>	<p>Effective teaching of critical thinking - how do we do it?</p> <p><i>Sandra Egege</i></p> <p><i>Flinders University</i></p>

03

## 03A EMERGING INITIATIVE STUDENTS

### Students enabling students in a Student Partnership Project: a case study emerging from the OLT Transforming Practice Project on Student Partnership

**Megan Kek, Lindy Kimmins, Jill Lawrence, Lindy Abawi**  
University of Southern Queensland

*This emerging initiative stemmed from an Office of Learning and Teaching Project (OLT) project, Transforming Practice Programme 2016: Student Engagement: Students as Partners in Teaching and Learning. The initiative, trialed in semester 2, 2016, involved the selection and training of two experienced students to be leaders of a Closed Facebook 'students-only' community which provided advice and triaged queries to appropriate channels. The evaluative processes comprised a participatory action research methodology. Two student leaders who facilitated the Closed Facebook and four academic staff of the project were the participants. The findings demonstrate that the Facebook site provided a safe space, outside the formal learning/classroom environment, where student participants were able to ask and share knowledge. The student-for-student learning community complemented the formal structure by facilitating the opportunity for students to become 'experts' as university students as they move-through their studies.*

#### Biography

Dr Megan Kek is a senior lecturer and Associate Director, Student Learning and Development with Scholarly Information and Learning Services at the University of Southern Queensland (USQ). Her specialisation is in problem-based learning, student development, student approaches to learning, and educational environments. She has published a number of papers in influential and high ranking journals. In 2017 she published a co-authored book with Springer entitled "Problem-based Learning into the Future: Imagining an Agile PBL Ecology for Learning", with a foreword written by Professor Ronald Barnett.

Ms Lindy Kimmins is Peer Learning Coordinator and lecturer in the Student Learning and Development Section of Scholarly Information and Learning Services at USQ. She has a wealth of experience with peer-assisted learning and has published in the Journal of Peer Learning. She also has experience in student learning advising, and is a member of the Association for Academic Language and Learning. She is currently pursuing a PhD on student leadership and development in higher education.

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

Dr Lindy Abawi is the Associate Dean for Learning and Teaching in BELA, USQ. She has worked across multiple educational sectors and is a member of the Leadership Research International (LRI) group. She is driven by the desire to build the capacity of educators in order for them to reach their full potential thus ensuring positive outcomes for all learners. She researches in the fields of school improvement, institution-wide alignment, and the development of inclusive educational institutions and class contexts.

## 03B REFEREED PAPER TRANSITIONS

### Transition pedagogies and the neoliberal episteme: What do academics think?

**Kate Hughes**  
Monash College

*There has been much discussion of the massification of Higher Education and its impact on contemporary universities in terms of increased demands on academic staff in the context of neoliberal managerialism, and the power regimes which govern the sector. Less is written about the pedagogies used under neoliberalism. Many academics view tertiary education as both an individually and socially transformative process, and there is a sense that the current discursive environment engenders an inertia wherein this commitment is lost. This paper focusses on a small qualitative study of staff working in two universities at the bottom of the league tables. Their perceptions of pedagogical work and their views of their transformative potential under neoliberalism is discussed. The argument is made that there is the potential for building a space for critical education in contemporary universities. This article explores these issues, arguing that the use of transition pedagogies can create a transformative education.*

#### Biography

Dr Kate Hughes publishes in the areas of Higher Education policy, disadvantage and pedagogy. She is currently Associate Director – Learning, Teaching and Innovation at Monash College in Melbourne. Her latest book is entitled 'Encouraging Diversity in Higher Education: Pedagogies for Student Success', published in 2017 by Routledge. She is the Immediate Past President of the Australian Sociological Association.

## 03C GOOD PRACTICE REPORT ACHIEVEMENT

### Intensive mode teaching good practice report

**Sally Male, Caroline Baillie, Phil Hancock, Jeremy Leggoe, Cara MacNish,**  
The University of Western Australia,

**Stuart Crispin**  
University of Tasmania

*Intensive mode teaching involves classes on fewer days and for longer on each day than is traditional in the discipline. The mode is used increasingly in universities in Australia. In a national research project, we developed an Intensive Mode Teaching Guide based on a survey of 105 coordinators of intensive mode units at 26 universities, and investigations in 8 intensive mode units at 4 universities. The guide was reviewed by 161 university staff members at 10 workshops, and 27 students in a survey. Threshold capability theory and threshold concept theory were used. We found that intensive mode offers opportunities including a retreat-like focus; development of learning communities; and time and flexibility for interactive, practical, and authentic activities that provide exposure to practice and/or practitioners. However, intensive mode also increases risks such as students falling behind. We recommend that teachers intentionally design to optimise the benefits and mitigate the risks.*

#### Biography

Sally Male is a Senior Research Fellow and Senior Lecturer with The University of Western Australia. Her research focuses on engineering education, women in engineering, and curriculum development in higher education. Male has particular expertise in engineering employability development, and gender inclusivity in engineering. She teaches electrical & electronic engineering design project units and is a Fellow of Engineers Australia. Publications appear at Academia.edu

Caroline Baillie has been Chair of Engineering Education for the Faculty of Engineering, Computing and Mathematics at UWA since 2009 and has recently been appointed as Professor of Praxis in Engineering and Social Justice at USD San Diego. Baillie has also held Faculty positions at Queens University, Canada, Imperial College, UK and the University of Sydney and has worked across a wide variety of teaching, educational development and research roles within engineering education and engineering and social justice.

Phil Hancock is Associate Dean – Education in the Faculty of Arts, Business, Law, and Education with The University of Western Australia. Hancock led the projects, 'Accounting for the future: More than numbers' and 'Achievement matters: external peer review of accounting learning standards'. Hancock has taught and oversees intensive mode units. He has chaired the Australian Business Deans Council's Associate Deans Teaching and Learning Network.

Jeremy Leggoe is the Director of Cooperative Education for Enterprise Development (CEED) in the Faculty of Engineering, Computing and Mathematics and a Senior Lecturer in the School of Mechanical & Chemical Engineering, with The University of Western Australia. Leggoe has taught in the Chemical Engineering Department at Texas Tech University, where he was voted most outstanding professor in the school by the student body on three occasions. He has delivered intensive mode courses to industry professionals and to engineering students.

Cara MacNish is Chair of Academic Board and Council at The University of Western Australia, where she is also Professor in the School of Computer Science and Software Engineering. MacNish oversaw the introduction of intensive mode teaching in the Master of Professional Engineering at The University of Western Australia. MacNish has a PhD from Cambridge University and is a Senior Member of the Institute of Electrical and Electronic Engineers.

Stuart Crispin is the Associate Dean Learning and Teaching with the Tasmanian School of Business and Economics at the University of Tasmania and teaches in the areas of marketing, strategy, and entrepreneurship. Crispin has taught undergraduate and postgraduate business units in intensive modes for over ten years. His research focuses on marketing and entrepreneurship education, as well as value creation in agricultural supply chains.



## 03D REFEREED PAPER RETENTION

### Distributed and collaborative: Experiences of local leadership of a first year experience program

**Jo McKenzie, Kathy Egea**  
University of Technology Sydney

*The first year experience (FYE) is a domain in which local level leadership is critical for engaging academics in taking a whole of curriculum focus on student transition and success, and working collaboratively with professional staff. This paper describes ways in which local leadership is experienced at the faculty level in an institutional FYE program, based on interviews with faculty coordinators and small grant recipients. Initial analysis using the distributed leadership tenets described by Jones, Hadgraft, Harvey, Lefoe and Ryland (2014a) revealed features, such as collaborative communities, that enabled success, as well as differences across faculties. More fine grained analysis indicated further themes in engaging others, enabling and enacting the FYE program: gaining buy-in; being opportunistic; the need for evidence of success and recognition; the need for collegial support for coordinators and self-perceptions of 'leadership' being about making connections, collaboration, trust and expertise.*

#### Biography

Jo McKenzie is Associate Professor and Director of the Institute for Interactive Media and Learning at the University of Technology Sydney. She has used distributed leadership approaches in a range of strategic university learning and teaching initiatives, including graduate attributes and the first year experience. She has been a leader or team member on eight ALTC/OLT projects, and her research focuses on learning and change in university learning and teaching.

Dr Kathy Egea is the First Year Experience coordinator in the Institute for Interactive Media and Learning at the University of Technology Sydney. She has led the team of faculty coordinators for six years and engages widely with colleagues inside and outside UTS. She has a background in teaching large first year classes in IT. Kathy is the coordinator of the STARS First Year Experience Network.

In 2016, Kathy, Jo and the faculty coordinators won an AAUT citation for distributed leadership of the UTS FYE program.

## 03E REFEREED PAPER SUCCESS

### First year student conceptions of success: What really matters?

**Ryan Naylor**  
La Trobe University

*Success at university is a complex idea, with evidence that what "counts" as success is conceived differently by students and academics. This study contrasts two methodologies ("Likert-type" ordered response and quadratic voting, which does not appear to have been applied to education research previously) to identify which factors are important in university success to first year health science students. Completion (passing subjects and obtaining qualifications) and achievement (getting good grades) were the most important factors in both methodologies, but important differences were found between the two in the relative importance of 4 factors, particularly in the importance of a sense of belonging and personalisation of study options. Contrasting data from the two methods potentially separates factors students think are vital from those that are important but not essential—a distinction which is concealed using Likert-type instruments alone.*

#### Biography

Ryan Naylor is the Core First Year Coordinator for the Health Sciences at La Trobe University. His current research focuses primarily on student equity and the student experience. He has published widely on issues of access to higher education, equity interventions and their evaluation, and student experiences and expectations. Ryan was previously at the University of Melbourne's Centre for the Study of Higher Education, and Visiting Fellow at the National Centre for Student Equity in Higher Education at Curtin University.

## 03F EMERGING INITIATIVE SUCCESS

### Effective teaching of critical thinking: how do we do it?

**Sandra Egege**

Flinders University

---

*Whilst there is a long-standing debate about how critical thinking is defined, there is a more pressing pedagogical issue. Is our teaching of critical thinking effective in improving critical thinking capacities in students? According to a series of reports conducted in the 1990s in America (Willingham: 2007) there has been little improvement in critical thinking capacities in university graduates, despite a national focus on teaching critical thinking skills. Abrami et al's more recent reviews (2008; 2015) support that finding. Using Abrami et al's meta-analyses as a framework, I want to propose some ways that the effectiveness of critical thinking instruction can be improved. I put forward the idea that 1) instruction should be made available to academics on how to teach CT and/or on how their CT teaching can be made more effective. Part of that proposal includes the more controversial idea of adopting a standard critical thinking teaching rubric.*

#### Biography

Dr Sandra Egege currently works in the Transition Office where she helps develop academic transition programs. Sandra has taught critical thinking to all levels of students since 2002 and produced a companion critical thinking booklet in 2008. In 2014, she received a T & L grant to develop a generic critical thinking topic designed for students with minimal academic/critical thinking skills. Her current research interests include the application/integration of critical thinking across the disciplines, and improving the effectiveness of critical thinking instruction.

# LUNCHTIME SPECIAL INTEREST GROUPS 1:05PM – 1:45PM

## MEETING 1 BALLROOM 3

### Enhancing Self-Disclosure of Equity Group Membership: Developing National Guidelines for Best Practices

Many students in tertiary institutions who are eligible for equity consideration and accommodations decide not to disclose their equity status. Discussions of equity disclosure consider fears of stigma, questions of purpose, students' relationship with and the relationship between visibility of equity status and disclosure. This group will consider the factors that encourage domestic students who are in a recognised equity group to self-disclose this information to higher education providers.

The project will consider three key equity/disadvantaged groups:

- Students with disabilities
- Students from non-English speaking backgrounds (domestic)
- Indigenous students

There is evidence that students are reluctant to disclose membership of equity groups, perhaps because of perceived prejudice from staff or students, stigma around certain disabilities or fears of racism. This tendency may prevent students from accessing targeted support to which they are entitled or hamper effective intervention when support is required. This is part of a project to estimate the true proportion of these students from surveys and interviews with equity students and others.

The STARS Self-Disclosure SIG will discuss strategies used by Australian universities to encourage disclosure by members of equity groups and examine the reasons for non-disclosure. The participants will have the opportunity to contribute to HEPPP guidelines to help universities plan equity support measures, allocate appropriate resources and train staff.

#### Convenors



**Rita Kusevskis-Hayes**  
Student Life Equity Team at UNSW

Rita Kusevskis-Hayes has previously been employed in a number of organisations, such as the NSW Department of Education, Vision Australia, University of Sydney, the University of New South Wales and TAFE NSW. Her current position is Senior Project Manager with the Student Life Equity Team at UNSW. She is an experienced manager of Disabilities Services. Rita has been actively involved in education for more than 20 years in a range of educational contexts.



**Colin Clark**

Dr. Colin Clark has been involved in tertiary education in academic and support roles for over 20 years, teaching business communication and English for academic purposes. He has published research on business and professional communication using multimethod qualitative and quantitative methods in the Journal of Business and Technical Communication and Journal of Asian Business, and has a paper currently in second stage of review in Academy of Management Discoveries. His doctoral thesis on the communication strategies of call centre agents in Singapore won the 2012 Association of Business Communication Outstanding Dissertation award.



**Matthew Wilkinson**  
PhD candidate at the University of New South Wales and a researcher in the UNSW School of Social Sciences and at UNSW Disabilities Services

Mr Matt Wilkinson is a PhD candidate at the University of New South Wales and a researcher in the UNSW School of Social Sciences and at UNSW Disabilities Services. Matt's research interests span a wide variety of disciplines and methodologies, including disabilities and equity research in Sydney, research focused on peacebuilding in Bangladesh, contested politics in India, biosecurity in India, and state-making in Afghanistan. Overall, Matt employs qualitative methodologies and an emancipatory position as the foundation of research, where research is focused on highlighting and resolving vulnerabilities and bringing to light personal experiences and perspectives.

## MEETING 2 BALLROOM 4

### Refugee Education Special Interest Group

“An immigrant leaves his homeland to find greener grass. A refugee leaves his homeland because the grass is burning under his feet...” (Law & Eckes).

While the journey through education towards employment is challenging for every young Australian, it can present additional difficulties for students from refugee backgrounds, given that they have often experienced years of instability, trauma and disrupted schooling.

Between 2015-16, the largest proportion of humanitarian visa applications in Australia were from 15–19 year olds (UNHCR Global Trends 2015). Education is key to effective resettlement, leading to better employment and health outcomes for individuals and economic benefits for society as a whole. However, schools often struggle to provide resources to fully support this very motivated and academically able cohort, and the social and cultural capital needed to navigate education and career pathways is missing. In particular, there is very limited support to students from refugee backgrounds in their transition into higher education.

The STARS Refugee Education SIG seeks to enhance the emerging community of practice among academics and practitioners working to explore major issues in this field, and ultimately to better support students from refugee and asylum-seeker backgrounds to access and succeed in Australian higher education.

During the networking session we will discuss major topical issues impacting the education of students from refugee and asylum seeker backgrounds, exchange research findings and best practice initiatives, and explore effective ways of working together moving forward.

#### Convenor



#### Ruth Tregale

Director, Widening Participation, Macquarie University Executive Committee Member, Equity Practitioners in Higher Education Australasia (EPHEA) Advisory Committee Member, National Centre for Student Equity in Higher Education (NCSEHE)

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.

## MEETING 3 BALLROOM 5

### Student Transition and Enrichment SIG

The STARS Student Transition and Enrichment (STaE) Special Interest Group is a knowledge-sharing group for academics and professional staff who are involved in programs and initiatives focused on facilitating and enriching the transition of students towards, into, through and out of (or back to) university.

Undertaking higher education is an intentional journey of change. Students choose further education to transform their identity in alignment with a particular career or professional role, however, not all students are equally prepared to navigate change and may not have contemplated the number or variety of transitions necessary. Enabling student transition requires a whole-of-institution approach that is informed by the unique needs of that institution's student population. It serves to not only improve student retention and progression, but also enables students to reach their full academic performance potential and enriches the student learning journey.

The STaE SIG provides opportunities for student transition and enrichment practitioners and researchers to share knowledge and best practices on topics such as:

- Pre-enrolment skill development and expectation management
- Orientation best practices
- Holistic institutional transition support planning
- Encouraging and enabling student transition planning
- Understanding psychological correlates of academic performance
- Enabling well-being and coping strategies
- Embedding transition pedagogy and creating holistic curriculum design
- Effective use of student analytics
- Student enrichment programs and initiatives
- and much more

#### Conveners



#### Christopher Watson

Coordinator, Student Transition and Enrichment  
University of Southern Queensland

Chris joined the University of Southern Queensland in 2009 and began coordinating the university's approach to student orientation in 2010. Since then, he has reinvigorated the university's Orientation Strategy, and successfully created a whole-of-institution approach to orientation and transition activities.

In 2012, Chris spearheaded the creation of USQ's 'Office of Student Life', a student support department that is dedicated to enriching the personal, academic and professional growth of USQ Students through providing co-curricular and extra-curricular programs and events. While leading this department he also continues to develop the universities orientation strategy and performs research into institutional student transition planning.



**Professor Jill Lawrence**

Associate Dean (Students)  
Faculty of Business, Education, Law and Arts  
University of Southern Queensland

Jill's motivation is to enhance the capacities of academic and professional staff to better support students in transition. In learning and teaching she role models this in curriculum design and delivery in first year undergraduate and postgraduate courses across USQ. In research she partners with colleagues at institutions across Australia to enhance individuals' transition capabilities across a range of professional, academic and discipline contexts. This exchange of ideas has strengthened her capacity to disseminate best practices institutionally and nationally. In the service domain she has built on the strong foundation of her roles as Associate Dean (Learning and Teaching) (2008-2013) and as Associate Dean (Students) (2014-present). In both roles she has promoted a consistency of approach and purpose to enhance students' experiences in the domains of diversity, communication and resilience to facilitate their professionalism and lifelong learning capabilities.

## PARALLEL SESSION 4

### 1:50PM – 2:20PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 4	4A - EI - STUDENTS	4B - EI - TRANSITIONS	4C - EI - ACHIEVEMENT	4D - GPR - RETENTION	4E - RP - SUCCESS	4F - EI - STUDENTS
1:50pm - 2:20pm	<p>Live, Learn, Grow: A praxis informed way of supporting young people with a care experience through higher education</p> <p><i>Louise Rak, Emily Fuller</i></p> <p><i>University of Newcastle</i></p>	<p>Monitoring engagement and progress: towards a systematic strategy of communicating a message of care</p> <p><i>Jacques van der Meer, Stephen Scott</i></p> <p><i>University of Otago</i></p>	<p>A social initiative aimed at challenging and extending the top students in a large first-year business course</p> <p><i>Parizad Mulla, Michelle Kilkolly-Proffit, Douglas Carrie, Richard Brookes, Tom Agee, Herbert Sima</i></p> <p><i>The University of Auckland</i></p>	<p>First Year Champions in Health and Biomedicine: a three year partnership with Academic Support &amp; Development</p> <p><i>Fiona Henderson, Karen Lawrence</i></p> <p><i>Victoria University</i></p>	<p>The flipped classroom: a learning model to increase student engagement not academic achievement</p> <p><i>Masha Smallhorn</i></p> <p><i>Flinders University</i></p>	<p>An innovative approach to training student volunteers using Forum Theatre techniques</p> <p><i>Ali Davies, Tamsyn Richards</i></p> <p><i>University of New South Wales</i></p>

# 04

## 04A EMERGING INITIATIVE STUDENTS

### Live, Learn, Grow: A praxis informed way of supporting young people with a care experience through higher education

**Louise Rak, Emily Fuller**  
University of Newcastle

*Developed through research and community collaboration with the OOHHC sector, including people with lived experience and local providers, Live, Learn, Grow aims to address some of the barriers faced by care leavers in learning about, accessing and engaging in higher education. Over 40,000 children and young people in Australia are currently in Out of Home Care. Research shows Australians who have a previous Out of Home Care experience are less likely to commence and complete tertiary education, and more likely to be unemployed, or employed in low paid, low skilled roles. Through collaboration with local agencies, Live, Learn, Grow has provided information about higher education pathways to young people in care, as well as on-campus experience days. The Navigator/Linker role has also provided support for first-year university students, with participants highlighting this support as a key factor in their decision to remain engaged in university study past their first month.*

#### Biography

Louise Rak is Widening Participation Programs Manager for the Centre of Excellence for Equity in Higher Education. In addition to managing stakeholder relationships and the strategic development of programs, Louise is also Program Developer for the Live, Learn, Grow project that supports students from an out of home care experience to access higher education.

Louise's extensive experience in community services has driven her commitment to equity and social justice within the higher education sector.

Emily Fuller is a Learning Community Partnership Officer for the Centre of Excellence for Equity in Higher Education. As Program Facilitator for the Live, Learn, Grow project, Emily works closely with the out of home care sector to support students with a care experience to access and engage in higher education. Emily has worked in a variety of roles in the out of home care sector, and has a deep commitment to working within this community to support higher education access.

## 04B EMERGING INITIATIVE TRANSITIONS

### Monitoring engagement and progress: towards a systematic strategy of communicating a message of care

**Jacques van der Meer, Stephen Scott**  
University of Otago

*The University of Otago is committed to enhancing student retention and academic success over the next few years through the development a systematic programme of interventions. It seeks to do this through research-informed approaches and evidence-based evaluation. To this end, a first pilot was undertaken to test the utility of some of the possible indicators of first-year students' non-engagement in the first semester and their possible impact on the first semester academic performance. The findings of this pilot suggest that there are indeed some indicators that predict Grade Point Average at the end of the first semester. Further pilot interventions are planned for this year. The overarching principle in our approach is to avoid the discourse of blaming students, but to communicate a message that "At Otago we care". This presents both challenges and opportunities.*

#### Biography

Assoc. Prof. Jacques van der Meer is the Associate Dean (Academic & Research) at the University of Otago College of Education. He has also worked in the Student Learning Centre (part of the Higher Education Development Centre). Jacques' research areas relate to student transition and induction into higher education, student engagement, student leadership and peer-learning. He also has an interest in student retention and achievement, especially of under-represented minorities.

Dr Stephen Scott is of Ng ti Wh tua and English descent. He taught Zoology, developed courses and assessment to enhance learning in this area. He has also worked at the Divisional level to support the recruitment, retention and success of M ori students. Has now uses this knowledge to develop initiatives to support all first-year students. He also worked, with a number of caring staff, to develop the Locals Programme which support students living in the local community, flatting or at home.

## 04C EMERGING INITIATIVE ACHIEVEMENT

### A social initiative aimed at challenging and extending the top students in a large first-year business course

**Parizad Mulla, Michelle Kilkolly-Proffit, Douglas Carrie, Richard Brookes, Tom Agee, Herbert Sima**

The University of Auckland

*Aligning with our experiences as educators, studies show that the most gifted and talented students benefit from program enrichment beyond the traditional classroom. This paper discusses the proposed extension to the large and complex first-year team-based learning program at The University of Auckland Business School. Our proposal is to select the top 30 of approximately 1700 first-year students to participate in a project that integrates academic content and high performance teamwork in a real-world context. This is not normally experienced by students until final year studies if at all. Given the scale of the program, this unique study contributes to the literature by furthering our understanding of gifted and talented students performing in teams while completing a highly challenging task. An extension of this project will be to monitor this cohort of students throughout their studies and into future job opportunities.*

#### Biography

**Dr Parizad Mulla:** Parizad is currently Course Coordinator for Business 101 and Business 102 at The University of Auckland Business School. Parizad has a background in law and commerce, with a specialisation in employment relations. She has worked as both a commercial solicitor and a criminal barrister. Her current research interests lie in broader impression management studies with a focus on youth identities and online social networking in workplace contexts.

**Michelle Kilkolly-Proffit:** Michelle is a Professional Teaching Fellow. She co-coordinated the Business 101 and 102 courses for two years and has been involved in critical evaluation and redevelopment of the courses across this period. Michelle enjoys working with first year students and delights in the fresh energy and enthusiasm that they bring into the Business School each year. Michelle has an undergraduate background in the biological sciences, but her masters and PhD research examined entrepreneurial mother-daughter family business teams.

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

**Associate Professor Richard Brookes:** Richard is a winner of both the Business School and The University of Auckland Excellence in Teaching Awards. He is closely involved with Post-Graduate Executive education. His involvement with flipped classroom innovations in Undergraduate learning is driven to some extent by his interest in its implications for the Business School's Executive programs. His major research involves what is termed the Contemporary Marketing Practices (CMP) project, an international study into the changing nature of marketing practices.

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

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



## 04D GOOD PRACTICE REPORT RETENTION

### First Year Champions in Health and Biomedicine: a three year partnership with Academic Support & Development

**Fiona Henderson, Karen Lawrence**  
Victoria University

*Initiated in 2012, Victoria University's "First Year Champions" (FYC) Project has operationalised a coherent, strategic and adaptable "whole-of-university" approach to improving first year student experience (FYE), learning, retention and success. The Project comprises a network of College-based academics as FYCs, working with Academic Support and Development (ASD) and Transition and Retention staff to develop and facilitate customised First Year Experience plans within each of the Colleges. Informed by transitions pedagogy (Kift, 2009) and First Year Experience in Higher Education (FYHE) literature, these targeted plans combine the strengths of a "whole-of-university" approach with the flexibility of College-based approaches. The FYCs have become their own network enabling a supportive community of practice within which FYCs can work independently, but also collaboratively, sharing ideas, strategies and innovations, to improve FYE.*

#### Biography

Dr Fiona Henderson is Associate Professor & Manager Academic Support & Development at Victoria University. She has worked in the field for over 20 years and is committed to collaborative partnerships that empower student learning. She has received several grants and awards and resulting from over 10 years researching into the Scholarship of Teaching and Learning and internationalisation of the curriculum with Vietnamese and Chinese partners, now regularly mentors international Visiting Scholars.

Karen Lawrence has been employed with Victoria University for over 15 years undertaking multiple roles during this time, most recently as the Director Learning & Teaching. Karen completed a Doctor of Education with a thesis title: Enhancing student learning through an innovated flexible delivery model of clinical experience. Karen has a strong interest in the experience of commencing students and has presented internationally on the first year champion work she has been involved in over the past three years.

## 04E REFEREED PAPER SUCCESS

### The flipped classroom: a learning model to increase student engagement not academic achievement

**Masha Smallhorn**  
Flinders University

*A decrease in student attendance at lectures both nationally and internationally, has prompted educators to re-evaluate their teaching methods and investigate strategies which promote student engagement. The flipped classroom model, grounded in active learning pedagogy, transforms the face-to-face classroom. Students prepare for the flipped classroom in their own time by watching short online videos and completing readings. Face-to-face time is used to apply learning through problem-solving with peers. To improve the engagement and learning outcomes of our second year cohort, lectures were replaced with short online videos and face-to-face time was spent in a flipped classroom. The impact of the flipped classroom was analysed through surveys, attendance records, learning analytics and exam data before and after the implementation of the flipped classroom. Results suggest an increase in student engagement and a positive attitude towards the learning method. However, there were no measurable increases in student learning outcomes.*

#### Biography

Masha Smallhorn is an education-focused Academic in the College of Science and Engineering at Flinders University. As a PhD-trained scientist and a trained educator, Masha has learned that for students to be inspired and motivated they must be provided with the opportunity to take risks, to be challenged and to direct their own learning. Masha has used these principles to guide her teaching in Biology. Masha's research interests focus on inquiry-based learning and flipped classrooms.

## 04F EMERGING INITIATIVE STUDENTS

### An innovative approach to training student volunteers using Forum Theatre techniques

**Ali Davies, Tamsyn Richards**  
University of New South Wales

*This emerging initiative showcases an innovative and dynamic training method through the use of a technique known as 'Forum Theatre'. Pioneered by Brazilian radical Augusto Boal, Forum Theatre is a participatory training style that encourages improvisation and interaction amongst participants. The presentation will introduce practitioners to how this method has been used with student volunteers as an alternative, practical and engaging training strategy. ASPIRE Ambassadors are UNSW student volunteers who support widening participation outreach activities with school students from low socio-economic backgrounds. Following a rigorous recruitment and application process, ASPIRE Ambassadors are trained to facilitate and lead workshops and events in school and on campus. To prepare Ambassadors for this important and varied role, ASPIRE staff have created a training strategy that breaks down and enables participants to try out courses of action in a training environment before undertaking their role.*

#### Biography

Ali Davies works within the Higher Education Widening participation sector at UNSW. In her current role as Senior Project Officer with ASPIRE, Ali has developed community theatre practices to support current volunteer students in their role as Ambassadors, and to provide these volunteers with the skills and understanding to better engage LSES students in ASPIRE partner schools. Programs include the ASPIRE Ambassador volunteer program, the SMART START Orientation program for ACCESS students and the UNSW Leadership program.

Tamsyn Richards is a Senior Project Officer with ASPIRE, UNSW Sydney. She is currently developing a number of mentoring programs that will build upon and compliment the current suite of ASPIRE outreach work across Sydney and regional NSW. Tamsyn is an experienced widening participation practitioner with over 8 years' experience of working in the equity and widening participation sector with a passion for developing innovative approaches to social inclusion in higher education.

## PARALLEL SESSION 5

### 2:30PM – 3:00PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 5	5A - GPR - STUDENTS	5B - EI - TRANSITIONS	5C - EI - ACHIEVEMENT	5D - GPR - RETENTION	5E - RP - SUCCESS	5F - GPR - STUDENTS
2:30pm - 3:00pm	<p>"Aren't they going to cheat the system?"; Tackling academic integrity and writing using a Turnitin practice site</p> <p><i>Vivien Silvey, Katharina Freund, Tess Snowball</i></p> <p><i>Australian National University</i></p>	<p>Using threshold learning outcomes to benchmark first year English assessment in Australian universities</p> <p><i>Joy Wallace</i></p> <p><i>Charles Sturt University</i></p>	<p>Engaging Professional Staff in the Discourse of Engagement</p> <p><i>Rhonda Leece, Alison Jaquet</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>First in Family Project (Phase One and Two), 2015-2016</p> <p><i>Belinda Cameron, Clare Schonfeld, Nancey Hoare</i></p> <p><i>University of Southern Queensland, University of Southern Queensland</i></p>	<p>Student interest as a key driver of engagement for first year students</p> <p><i>Ella R Kahu, Karen Nelson, Catherine Picton</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>Facilitating Student Equity in Australian Higher Education</p> <p><i>Sue Trinidad</i></p> <p><i>National Centre for Student Equity in Higher Education</i></p>

05

## 05A GOOD PRACTICE REPORT STUDENTS

### “Aren’t they going to cheat the system?”; Tackling academic integrity and writing using a Turnitin practice site

**Vivien Silvey, Katharina Freund, Tess Snowball**  
Australian National University

*Since 2014, we have run a Moodle site where students can upload drafts to Turnitin to check their originality reports. A common response to this practice site is concern that students will “cheat the system”, by simply changing words to avoid text matches. This response overlooks evidence that poor academic practice frequently occurs when students transition to unfamiliar academic integrity practices (Gullifer and Tyson, 2010; Newton, 2016). It also overlooks the educational value that text-matching software offers. At STARS 2015, we presented research demonstrating that students can use Turnitin to improve their writing and academic integrity. In 2016, we developed a self-paced, online module in which students learn to write with academic integrity using Turnitin. We also developed training resources for staff. We argue that our resources assist students to transition successfully into academic integrity practices, and to achieve confidence in their work. Here, we share our resources and showcase their wide impact.*

#### Biography

Dr Vivien Silvey has over 6 years teaching in higher education, as an academic and in her current Learning Adviser role at the Australian National University’s Academic Skills and Learning Centre. She has particular interest in academic integrity including developing online resources which assist students to build their confidence with academic writing conventions.

Dr Katharina Freund is a Senior Learning Designer in ANU Online, at the Australian National University in Canberra. She is a researcher on education technology, advises academics on eLearning design and initiatives, researches innovative solutions in education technology, creates digital media resources, and trains staff on Wattle (Moodle) learning management system and other digital tools for teaching and learning.

Tess has over 25 years’ experience teaching, 15 years of those in higher education including as an academic, a learning adviser and in her current role as Manager of the Academic Skills and Learning Centre. Her teaching experience has involved designing, delivering and evaluating teaching in Information Technology, Marketing and academic literacies in a variety of contexts. Additionally, Tess has a keen interest, and extensive background in, a range of student support areas particularly around transitioning to university.

## 05B EMERGING INITIATIVE TRANSITIONS

### Using threshold learning outcomes to benchmark first year English assessment in Australian universities

**Joy Wallace**  
Charles Sturt University

*This paper describes an emerging initiative to use peer review to benchmark the assessment of the foundation subject in the English major in the Bachelor of Arts in Australian universities. It contextualises this work within existing projects in standards and in peer review of assessment, explaining how it will lever off them in practical ways to maximise the chances of success.*

#### Biography

Joy Wallace is Senior Lecturer in English at Charles Sturt University, Bathurst. She was for seven years Associate Dean Learning and Teaching in the Faculty of Arts. She was a member of a project team that in 2012 won an Office for Learning and Teaching grant to investigate the design of First year curricula in the Arts, Social Sciences and Humanities in the context of Discipline Threshold Standards (TLOs) and leads the national project to establish TLOs for English.

## 05C EMERGING INITIATIVE ACHIEVEMENT

### Engaging Professional Staff in the Discourse of Engagement

**Rhonda Leece, Alison Jaquet**

University of the Sunshine Coast

*The shift in Higher Education, away from traditional, transactional service models and toward innovative, transformational approaches, has led to a reframing of professional identities. At USC, the creation of the Student Engagement team in 2015 took a learner-centred, theory driven and evidence based approach. However, the new team has been drawn from diverse backgrounds and is building a new, shared identity. To create a common language and understanding of practice in the team, the theory and scholarship of higher education was integrated into team leader discussions. These staff participated in a series of discussions, were encouraged to apply this learning to their daily practice in work with students and in communicating and contextualising their work among staff. The participants have shared their perspective on this new approach and results indicate that while we are successfully achieving some objectives, the initiative can be adapted to become more effective.*

#### Biography

Ms Rhonda Leece is the Associate Director (Student Engagement) at the University of the Sunshine Coast. She has almost two decades of experience in the Student Engagement field and her current interests are focused on realizing the potential of an emerging integrated and holistic model of student engagement at USC.

Dr Alison Jaquet is the Manager, Support for Learning at USC and leads a team who are passionate about engaging students to develop employability, leadership and academic skills. She takes a partnership approach to embedding support for learning within the curriculum.

## 05D GOOD PRACTICE REPORT RETENTION

### First in Family Project (Phase One and Two), 2015-2016

**Belinda Cameron, Clare Schonfeld, Nancey Hoare**

University of Southern Queensland

*The necessity for Australian universities to offer sustainable support to First in Family (FiF) students is paramount, with over 50% of Australian university students being the first person in their family to attend university (Spiegler & Bednarek, 2013). In 2015, 60% of the University of Southern Queensland's (USQ) student population identified as FiF students, increasing from 56% in 2013 (Higher Education Information Management Systems data, Department of Education and Training, 2015). In an effort to enhance FiF students' learning journeys and to combat the higher attrition rates experienced by FiF Australian university students (Coates & Ranson, 2011; McMillan, 2005), the First in Family Project team extended upon work conducted and insights gained during the First in Family Project (Phase One) in 2015. Market research and subsequent online initiatives implemented to reduce the disparities faced by the FiF cohort are discussed in this report.*

#### Biography

Belinda Cameron is the Online Outreach Manager in Online Marketing at the University of Southern Queensland (USQ). Belinda led the First in Family Project (Phase 1 and 2) during 2015 and 2016, and can personally relate to the unique challenges faced by the first in family cohort. Belinda strives to make a difference to student engagement, retention and success through various online initiatives developed and implemented at USQ.

Clare Schonfeld is the Online Campaign Coordinator in Online Marketing at the University of Southern Queensland (USQ). Clare has previously worked within Marketing coordinating recruitment campaigns and has experience working with Education students and schools through the USQ Professional Experience Team. In 2016 Clare's work focused on coordinating the First in Family Project (Phase 2) and this was executed through her passion for First in Family students and experience in the wider USQ Marketing Team.

Dr Nancey Hoare is a registered Psychologist, endorsed Counselling Psychologist, and Member of the Australian Psychological Society. She currently works full-time as a Psychology Lecturer at the Toowoomba campus of the University of Southern Queensland. Nancey has over 14 years' experience in the psychology profession and has a keen interest in researching the application of psychological theories and interventions, such as Acceptance and Commitment Therapy, within educational and career counselling contexts.

## 05E REFEREED PAPER SUCCESS

### Student interest as a key driver of engagement for first year students

**Ella R Kahu, Karen Nelson, Catherine Picton**

University of the Sunshine Coast

*Much has been written about the challenges faced by first year students at university. This paper adds to that literature by exploring student interest, known to be associated with persistence and learning. Using data from a qualitative study following 19 students through their first year at a regional Australian university, the paper examines the antecedents and consequences of student interest. Findings show the students' existing individual interests and goals interact with the teaching environment to trigger situational interest. Situational interest then enhances behavioural and cognitive engagement and leads to better learning and grades. Perceived relevance of the learning task is shown to be a particularly important determinant of student interest. Students' emotions, self-efficacy, and their sense of belonging are also important factors in explaining the links between student interest, the teaching environment, and student engagement.*

#### Biography

Dr Ella Kahu is a Lecturer in psychology at Massey University in Wellington, with research interests in social psychology and education. Her recently completed PhD examined the engagement of mature-aged distance students in the transition to a New Zealand university. Until recently she held a postdoc position at the University of the Sunshine Coast, extending her research and thinking on student engagement. The research project is ongoing, following a group of 18 years olds through their first year at university.

Professor Karen Nelson is Pro Vice-Chancellor (Students) at USC. She is the senior academic overseeing enhancement of the student experiences at USC, through her portfolio and also as chair of University Learning and Teaching Committee. Her research and practice focuses on student engagement in higher education and she has led a series of large national research projects in the area. Her work has been recognised by three national awards and in 2016 she was made a Principal Fellow of the UK HEA. Karen is the Editor of the Student Success Journal and the Co-chair of the STARS Conference.

Dr Catherine Picton is a Post-Doctoral Research Fellow at the University of the Sunshine Coast currently researching the experiences of students throughout their first year at university. With a background in education, she has research interests in student engagement, disability and Pacific policy development. Her recently completed doctoral thesis explored conceptualisations and experiences of disability in Samoa, including traditional perceptions of disability and recent global political influences.

## 05F GOOD PRACTICE REPORT STUDENTS

### Facilitating Student Equity in Australian Higher Education

**Sue Trinidad**

National Centre for Student Equity in Higher Education, Curtin University

*Equity in higher education is vital to promote social inclusion and social justice. It is therefore imperative that current knowledge is reflected in policy and practice. This body of work is innovative in that a diverse range of knowledge, approaches and discussions including gaps in research, policy and practice have been compiled. The 'Facilitating Student Equity in Higher Education' compendium provided to participants at this session makes a contribution to a reinvigorated public policy dialogue for equity in higher education in three ways: by summarising some of the key lessons learned from 24 research reports sponsored by the National Centre for Student Equity in Higher Education (NCSEHE); demonstrating the achievements of future equity leaders emerging from the Equity Fellows Program; and taking the 'Ten Conversations' in equity in Australian higher education to progress a process for coalescing different perspectives on equity into more focussed narratives in which all stakeholder have shared ownership to influence equity research, policy and practice.*

#### Biography

Professor Sue Trinidad is the Director of the National Centre for Student Equity in Higher Education (NCSEHE) which is the Federally funded research centre hosted at Curtin University. As an established scholar and researcher in the area of higher education Sue currently leads the NCSEHE team and various research projects aimed at assisting in closing the gap between research, policy and practice in student equity in higher education.

## PARALLEL SESSION 6

### 3:10PM – 3:40PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 6	6A - RP - STUDENTS	6B - EI - TRANSITIONS	6C - RP - ACHIEVEMENT	6D - GPR - RETENTION	6E - EI - SUCCESS	6F - GPR - STUDENTS
3:10pm - 3:40pm	<p>Building a sense of belonging among tertiary commuter students: The non-residential colleges program.</p> <p><i>Adam Fernandes, Allie Ford, Gerry M. Rayner, Lynette Pretorius</i></p> <p><i>Monash University</i></p>	<p>LEAPing into the Digital Future: Increasing digital literacy for teachers and students in low SES regional and remote schools</p> <p><i>Maimuna Musarrat, Carolina Morison, Ruth Tregale, Rebecca Turnbow</i></p> <p><i>Macquarie University</i></p>	<p>The power of peer learning in repositioning first year students' expectations and in engaging them in successful learning</p> <p><i>Jill Lawrence</i></p> <p><i>USQ</i></p>	<p>Every student counts: individualised pathway support by an academic Access Coordinator through the STEPS enabling course</p> <p><i>Gemma Mann, Nell Salem</i></p> <p><i>CQUniversity</i></p>	<p>BASE+: An emerging initiative for supporting BA students</p> <p><i>Margaret Forster, Heather Aguilar, Evangeline Dunn, Murray Kirk, Tali Lavini</i></p> <p><i>Massey University</i></p>	<p>Facilitating the success of students from low SES backgrounds at regional universities: Findings from a national study</p> <p><i>Jade McKay, Marcia Devlin</i></p> <p><i>Federation University</i></p>

# 06

## 06A REFEREED PAPER STUDENTS

### Building a sense of belonging among tertiary commuter students: The Non-Residential Colleges program.

**Adam Fernandes, Allie Ford, Gerry M. Rayner, Lynette Pretorius**  
Monash University

*Student engagement at university is significantly influenced by the students' sense of belonging. At our university we developed a novel extra-curricular program designed to foster a sense of belonging in students who commute to university – the Non-Residential Colleges (NRC) program. This study examines whether participation in the NRC program changed students' perceptions about their university experience and their sense of belonging to the university community. We show that the NRC program appears to be effective in fostering a more positive university experience for students when compared with non-NRC students. Additionally, we demonstrate that the NRC program influenced students' sense of belonging through increased interaction with peers and staff as well as greater reported attendance on campus.*

#### Biography

Adam Fernandes is the Coordinator of Orion, Centaurus, and Ursa colleges at Monash University. He was responsible for setting up the first Non-Residential College in 2013 and has since grown the community to three Clayton-based colleges. Adam has qualifications in Science and Professional Communication, and he is currently undertaking a Masters in International and Community Development. His passions include volunteer management, participatory approaches to youth and community development, and mental health literacy.

Dr. Allie Ford is a Learning Skills Adviser at Monash University Library, the iSAP Project Officer for the Faculty of Medicine, Nursing and Health Sciences, as well as the Deputy College Head for Orion College. She develops online learning objects that encourage students to reflect on expert approaches to clinical scenarios. Allie has qualifications in Astrophysics, Chemistry and Education and her research interests include reflective practice, transition, curriculum design, and contributors to self-efficacy.

Associate Professor Gerry Rayner is an education-focussed academic whose scholarly interests include the development, integration and evaluation of work-integrated learning (WIL), professional development of academic staff, curriculum design and renewal, enhancement of student communication skills, and peer-assisted learning (PAL). He has gained National (OLT), University and Faculty grants to support his research and received Dean of Science Excellence in Teaching Awards, a Vice Chancellor's Commendation for Teaching Excellence, and a Vice Chancellor's Award for Social Inclusion.

Dr. Lynette Pretorius is the Academic Language Development Advisor for the Faculty of Education at Monash University and the College Head for Centaurus College. She works with both undergraduate and postgraduate students to improve their academic language proficiency and literacy skills. Lynette has qualifications in Medicine, Science, Education and Counselling and her research interests include experiential learning, reflective practice, doctoral education, curriculum design, self-efficacy, and cardiovascular physiology.

## 06B EMERGING INITIATIVE TRANSITIONS

### LEAPing into the Digital Future: Increasing digital literacy for teachers and students in low SES regional and remote schools

**Maimuna Musarrat, Carolina Morison, Ruth Tregale, Rebecca Turnbow**  
Macquarie University

*As technology becomes increasingly ubiquitous in societal and educational settings, digital literacy capabilities are acknowledged as essential for students to successfully engage in community, and develop key skills for future employability. However, students from schools in low socioeconomic status (SES) regional and remote areas are disadvantaged in this key aspect, reflecting limitations to their access to resources and the fact that sometimes teachers lack appropriate digital skills essential for 21st century learning. Foundational digital literacy is increasingly regarded as an assumed pre-requisite for students pursuing further learning at universities, at which point equity students often enter higher education underequipped with these key skills. This project aims to identify and remediate areas of inequality by building the digital competencies of teachers engaged with students in low SES regional and remote schools. Thus, students will be equipped with the key digital skills required for future employability and smooth transition to higher education.*

#### Biography

Maimuna Musarrat is the Project Administrator for the LEAP-Links Digital Literacy program for the Widening Participation Unit under the DVC (Academic) at MQU. She is also a part-time off-campus PhD student at Swinburne University of Technology, researching on the adoption of educational technologies by academics. Maimuna moved to Australia in 2011 from Bangladesh, where she worked as an educational administrator for an international University and as consultant author for an educational project funded by the UK government.

Carolina Morison joined Macquarie University's Widening Participation Unit as a Research Officer after a lengthy profession in international financial markets, where she worked many years as an Economist. Carolina holds a Masters of International Relations and a Bachelor of Economics. Carolina is passionate about social inclusion, expression and engagement and seeks to apply her skills as a research analyst to help support higher levels of student participation in education.

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.

Rebecca Turnbow administers the LEAP-Links Digital Literacy program for the Widening Participation Unit under the DVC (Academic) at MQU. Rebecca has over 10 years of experience running state-wide educational programs in secondary schools and has managed multiple state and federal grant-funded projects in the public education and public health realm. She holds a Bachelor of Science degree from Texas A&M University and postgraduate certificate in Public Health from University of Texas Health Science Center Houston.



## 06C REFEREED PAPER ACHIEVEMENT

### The power of peer learning in assisting first year students' engagement in successful learning

**Jill Lawrence**  
USQ

*To make a successful transition to university, first year students need to reposition their expectations and to fine tune their learning approaches to meet those required by the university. To assist students to achieve these outcomes, peer learning opportunities were integrated into a first year course at a regional university. These opportunities were not only designed to prompt students to engage in peer learning but also to encourage them to reflect on that learning. To investigate the effectiveness of the peer learning activities, a longitudinal, mixed method research study was conducted with 669 first year students. The findings confirm that the activities enhanced students' learning and engagement, inspiring them to value peer learning as a viable, user friendly and accessible study approach. The peer learning opportunities also familiarised students with, and expanded, their sources of support, assisting them to gain perspective about their study, facilitate their reflective capabilities and augment their personalised problem solving strategies.*

#### Biography

Jill Lawrence is Associate Dean (Students) in the Faculty of Business, Education, Law and Arts at USQ. Jill's professional profile radiates from her leadership in collaborating across divides to support students and to be explicit about informing them about their professional responsibilities. In her learning and teaching role this translates in her interdisciplinary work to build student capacity and enhance students' learning outcomes. Her nationally and internationally recognised research emanates from a range of collaborative projects crossing disciplines, programs and institutions.

## 06D GOOD PRACTICE REPORT RETENTION

### Every student counts: individualised pathway support by an academic Access Coordinator through the STEPS enabling course

**Gemma Mann, Nell Salem**  
CQUniversity

*An enabling course gives students a comprehensive transition to higher education, increasing their knowledge, skills, confidence and resilience. A vital part of the Skills for Tertiary Education Preparatory Studies (STEPS) course at CQUniversity is the role of the Access Coordinator (AC) at each study location and mode. Analysis of feedback from students revealed very positive responses. It showed that the ACs are approachable and friendly, and help with student preparedness and expectations, from before enrolment, and right through the STEPS journey. The consistent and timely support demystified the processes and helped students feel engaged with the university, and to overcome challenges such as anxiety and interruptions to education.*

#### Biography

Dr Gemma Mann is a lecturer in the STEPS course at CQUniversity, teaching mathematics and physics. She is also the Access Coordinator for the Rockhampton campus, providing academic advice and support to students. With a background and PhD in physics and engineering, Gemma's current research interests centre on mathematics education and student engagement. Gemma is passionate about equity in education and has worked in student support roles to enhance the access and experiences of all students across higher education.

Nell Salem is a lecturer in Preparation Skills for University in the STEPS course at CQUniversity and the Access Coordinator for the Distance cohort providing academic guidance and pastoral support. Nell's background is in Environmental Science, Geography, and Food Sociology. Her current research focuses on good practice in distance education, student engagement and retention in Enabling. Nell is passionate in promoting education for women and has worked to improve the access and positive experiences of at 'risk students' in higher education.

## 06E EMERGING INITIATIVE SUCCESS

### BASE+: An emerging initiative for supporting BA students

**Margaret Forster, Heather Aguilar, Evangeline Dunn, Murray Kirk, Tali Lavini**  
Massey University

*In 2016 at Massey University, New Zealand a BA student engagement project, BASE+, was delivered for the first time to facilitate the first year experience, student success and retention. The initiative was part of a wider project to refresh the BA and ensure that it remains relevant to the 21st century. This paper reports on the emerging initiative particularly the strategic vision, goals and importance of relationships for delivering support services to BA students. Key questions emerge as to how to capitalise on the momentum of the project and how to expand the project beyond the first year experience.*

#### Biography

Dr Margaret Forster is the Director of BA (Programmes).

Heather Aguilar is the coordinator of BASE+, the BA Student Engagement project.

Evangeline Dunn, Murray Kirk and Tali Lavini are BASE+ Facilitators.

## 06F GOOD PRACTICE REPORT STUDENTS

### Facilitating the success of students from low SES backgrounds at regional universities: Findings from a national study

**Jade McKay, Marcia Devlin**  
Federation University

*This presentation will report on the findings from a national study which set out to explore how best to facilitate the success of students from low SES backgrounds at regional universities. The project entailed involvement from all universities involved in the Australian Regional Universities Network (RUN). Interviews with 69 'successful' students from low SES backgrounds at regional universities, and 26 stakeholders experienced in supporting these students were carried out across the six RUN universities. The study identified eight major, high-level factors and approaches that contribute to the retention and completion of students from low SES backgrounds who are studying at regional universities. This presentation will focus on six of these factors, specifically: financial security and sustainability; reliable technology; understanding and responding to students' particular circumstances and needs; facilitating students being and feeling connected to university; student preparedness for the realities of university study; an inclusive approach to learning and teaching.*

#### Biography

Jade McKay is a leading inter-disciplinary Research Fellow at Federation University. Dr McKay has extensive experience in both nationally and internationally funded competitive research projects. She played an integral role in the recent OLT-funded national study into facilitating the success of students from low socioeconomic status backgrounds. Dr McKay's research is guided by a focus on minority and disadvantaged groups in both higher education and western culture in general.

Professor Marcia Devlin is a Professor of Learning Enhancement and the Deputy Vice-Chancellor (Learning and Quality) at Federation University Australia. She is a strong and vocal advocate for the transformative role of tertiary education, as both a mechanism for social justice and a driver for regional and national innovation and has held leadership and capacity development positions across the tertiary sector for 25 years. Marcia is an active researcher with a long history of Commonwealth and other grants, her research informs and produces new higher education policy and practice and she is well known for her writing which includes more than 320 publications, including refereed academic outputs; commissioned reports for government, universities and professional associations; and newspaper articles.

## PARALLEL SESSION 7 - WORKSHOPS

### 4:10PM – 5:40PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Workshop Sessions*	WS1 - STUDENTS	WS2 - TRANSITIONS	WS3 - STUDENTS	WS4 - TRANSITIONS	WS5 - SUCCESS	WS6 - SUCCESS
4:10pm - 5:40pm	Embedding evaluation into higher education programs  <i>Liam Downing</i> <i>Charles Sturt University</i>	Supercharging Employability: How to harness the power of your graduates  <i>Jessica Vanderlelie</i> <i>Innovative Research Universities</i>	The invisible cohort? Investigating strategies for remote students' success  <i>Louise Pollard</i> <i>National Centre for Student Equity in Higher Education</i>	Institutional and Pedagogical Approaches towards supporting student resilience  <i>Michelle Picard, Jaime Hunt</i> <i>The University of Newcastle</i>	Perspectives on good practice: Publishing in academic journals  <i>Tracy Creagh</i> <i>Queensland University of Technology</i>	Thinking reading and writing: the role of critical thinking in developing student literacy  <i>Sandra Egege, Karen Orr Vered</i> <i>Flinders University</i>

\*Workshop attendance is included in your registration. Please attend the workshop of your interest.

# 07

## WS1 COLLABORATIVE WORKSHOP STUDENTS

### Embedding evaluation into higher education programs

#### Liam Downing

Charles Sturt University

*With a seemingly diminishing pool of funds, STARS practitioners are acutely aware of the need to have and demonstrate impact to maximise the likelihood of ongoing funding streams. While research can provide support to assertions of impact, evaluation provides a more holistic framework through which the complexities of program activities, outputs and outcomes can be accurately reported and acted upon. This workshop will outline applied learnings from the successful implementation of an embedded evaluation model into an effective outreach program. It will provide STARS practitioners with knowledge around differences between evaluation and research, program theory and logic, and how evaluation can be embedded within programs and institutions. Participants will exit the workshop with the necessary knowledge and skills to develop their own program logics and solid evaluation frameworks in their own contexts.*

#### Biography

Liam is an evaluation specialist at Charles Sturt University (CSU). With CSU's Dean of Students, he is currently building an evaluation framework which will cover the entirety of the Office for Students portfolio, informing university practice more broadly.

Liam has published work on evaluation in the higher education space and won the Rosalind Hurworth Award for best paper at the 2015 Australasian Evaluation Society (AES) International Conference. He is the chair of the AES Evaluation Capacity Building Special Interest Group.

## WS2 COLLABORATIVE WORKSHOP TRANSITIONS

### Supercharging Employability: How to harness the power of your graduates

#### Jessica Vanderlelie

Innovative Research Universities

*Are you struggling to get your students to buy-in to your employability curriculum? Your greatest asset has potentially already left the institution. This collaborative workshop will explore approaches for the establishment of strong alumni communities that draw upon the strength of the student experience and relationship to the discipline. Strategies for the establishment of online networks and the use of social media will also be discussed, with simple tools for getting started. This session will provide you with easy to use techniques to build your network and a framework for the integration of graduate perspectives into the curriculum to supercharge your student's employability and support graduate transitions.*

#### Biography

As the Innovative Research Universities Vice Chancellors' Fellow, Jessica leads a collaborative approach to research, design, innovate and disseminate scalable, practices to improve student outcomes across all demographics. Jessica is a passionate academic that has demonstrated sustained leadership in learning and teaching in Australian Higher Education with a key focus on supporting student and graduate success. In her role as an Australian Learning and Teaching Fellow, Jessica is leading a program of activities to 'Revision Alumni Engagement for Graduate Success'.

## WS3 COLLABORATIVE WORKSHOP STUDENTS

### The invisible cohort? Investigating strategies for remote students' success

#### Louise Pollard

National Centre for Student Equity in Higher Education

*2017 Equity Fellow Louise Pollard is investigating how universities and the Australian Government Department of Education and Training can more effectively support remote students to thrive and succeed at university. In this interactive workshop, Louise will share never before extracted data to formulate a comprehensive summary of remote students engaged in university. The data summary shared will challenge our assumptions about remote students and will lead to a robust discussion about the cohort and the common challenges faced by students. Louise will share lessons learnt from a recent study tour to visit Canadian universities, and highlight Canadian good practice examples in the support of remote students' university success.*

*In the workshop participants will discuss broad principles of good practice in support of remote student success; and will consider how new and existing strategies and programs can be refined to enhance outcomes for remote students.*

#### Biography

Louise is a 2017 Equity Fellow with the National Centre for Student Equity in Higher Education. Prior to this, she managed Aspire UWA, The University of Western Australia's nationally recognised widening participation program that works with 63 schools across Western Australia. Louise is a qualified and experienced teacher with 18 year's community development and education program management experience in Australia and internationally; and is a member of the Executive Committee for Equity Practitioners in Higher Education Australasia.

## WS4 COLLABORATIVE WORKSHOP TRANSITIONS

### Institutional and Pedagogical Approaches towards supporting student resilience

#### Michelle Picard, Jaime Hunt

The University of Newcastle

*This workshop explores lecturers' perspectives on the experiences that contribute to the educational resilience of students in enabling programs and their subsequent studies while working towards approaches for pedagogy and institutional structures to enhance student persistence, retention, and success. Work on developing educational resilience often places the onus on the individual student and their development or lack of personal qualities. However, research suggests that the bond/support that university teachers provide their students is vital to student success and the development of academic resilience; and that the effectiveness of these two elements is largely context dependent. Equally, wider institutional factors (e.g. policy and resourcing) affect the students' lived experience and ability to employ their innate resilience in the higher educational context. Through an exploration of narratives of academic resilience, participants will draw together those pedagogical and institutional factors that potentially influenced their own and their students' success.*

#### Biography

Dr Michelle Picard has been the Deputy Director and Associate Professor within the English Language and Foundation Centre (ELFSC) at the University of Newcastle since July 2016. She has been involved in equity teaching and research for 26 years teaching in foundation studies and English language programs. Her university work has spanned enabling/foundation programs, ELICOS, Academic Language and Learning, and lecturing within the School of Education. She is interested in all levels of student transition, online/blended learning and academic literacies.

Dr Jaime Hunt is an Associate Lecturer in Linguistics in ELFSC at UON. He has over 15 years' experience in the education sector. His research interests include measuring the engagement of students from low SES backgrounds and other equity groups, belonging and engagement of students in online learning, and embedding academic literacies in the enabling and research higher degree curricula. Along with colleagues, he has conducted two mixed-methods surveys measuring the engagement of students in equity groups within enabling education.

## WS5 COLLABORATIVE WORKSHOP SUCCESS

### Perspectives on good practice: Publishing in academic journals

#### Tracy Creagh

Queensland University of Technology

*Publishing is an integral part of scholarly research and a strong publication record underpins a successful research career. For people and institutions alike, publications form the most important measure of research output and they are a critical means of achieving impact from the research. The aim of this workshop is to provide an informal session to hear from those involved in publishing practices who can assist in clarifying the publishing process and provide various perspectives on scholarly publishing, including insights into editorial decision-making and the peer-review process. The session is aimed primarily at early-career academics and those practitioners taking steps to disseminate their research and practice in a public sphere*

#### Biography

Tracy is a senior project officer in the Strategic Intelligence Unit at QUT. The Unit is part of Chancellery and provides leadership and expertise in institutional research, benchmarking and data analytics to guide university decision making. Over the last decade Tracy has worked as a research and project officer on numerous teaching and learning projects focused on the student experience and the development of resources for academic and professional staff responsible for student engagement. Tracy is also the Journal Manager for Student Success, manages the FYHE Centre and is co-editor of the AAIR eNewsletter.

## WS6 COLLABORATIVE WORKSHOP SUCCESS

### Thinking reading and writing: the role of critical thinking in developing student literacy

#### Sandra Egege, Karen Orr Vered

Flinders University

*Research indicates that we have not been very effective in teaching critical thinking, even when we explicitly set out to do so (Willingham, 2007). While most academics would agree that critical thinking is an essential component of university education, they are less clear about how it is incorporated in their own teaching practice. Rather than something that should be explained and purposefully taught, critical thinking is often implied and left for students to intuit. Identifying the concept by including the term 'critical thinking' in a course guide or assignment sheet does not guarantee that students will have the skills or be able to apply them (Abrami et al, 2015).*

#### Biography

Associate Professor Karen Vered is the recipient of a 2016 Australian Awards for University Teaching citation for "Leadership in pedagogy that moves literacy development from the margins to the core of student learning experience and teaching practice - making writing 'everyone's business'." She publishes and teaches in Media Studies and Student Writing Development. She recently hosted a national symposium, From the Margins to the Centre: The Future of University Literacy Development and Writing Across the Curriculum that discussed the practice and future of writing and literacy development at university.



# TUESDAY

## PLENARY PANEL 8:30AM – 9:30AM

### Disruptive influences in a mass HE system: preparing students for success in an unknown future.

Senior Executives from the three South Australian Universities are joined by Doug Cole Head of Global Employability and Enterprise at the UK Higher Education Academy to discuss disruption and the impact on learning and teaching and the student experience. The panel will use the new HEA Student Success Framework as a common reference point and will be facilitated by STARS Fellow Professor Ron Oliver.

#### Facilitator



**Ron Oliver**  
STARS Fellow

Ron Oliver has recently retired from Edith Cowan University where he served as the Deputy Vice-Chancellor (Teaching & Learning and International) and Pro Vice-Chancellor (Learning and Teaching) from 2007 to 2016. Ron's background is in education and he has taught (and enjoyed himself thoroughly) in Schools, VET and higher education. Throughout his teaching career he has pioneered the use of learning technologies to enhance student learning outcomes. He has researched widely in e-learning and has shared his work and ideas at many national and international conferences and forums across the years.

Recognition for his innovative teaching, research and leadership includes an Australian Award for University Teaching (1997), a Carrick Institute Fellowship (2006), Fellowship of the Association for the Advancement for Computers in Education (2007), Fellowship ASCILITE (2009) and Foundation Fellow of STARS (2015).

#### Panel Members



**Doug Cole**  
Head of Global Employability and Enterprise  
Higher Education Academy

Doug is a Senior Fellow of the Higher Education Academy and a Fellow of the Chartered Institute for the Management of Sport & Physical Activity with over fourteen years industry experience and ten years in

Higher Education. Doug was recently awarded Honorary Fellowship of the Institute for Enterprise and Entrepreneurs, the highest accolade the institute can award. Previously Doug spent seven years working in Asia, including China, Hong Kong and Thailand, returning to England in 2007.

Doug joined the Higher Education Academy as their Head of Academic Practice in June 2015, moving into the role of Head of Global Employability and Enterprise in April 2017. Prior to this Doug was Head of Employability and Enterprise at Northumbria University.

In 2012 Doug developed the concept of a framework for employability to support institutions in developing more consistent approaches to this important area of work, with a particular focus on curriculum design. In 2013 Doug went on to develop this work further and co-authored the Higher Education Academy publication *Defining & developing your approach to employability: A framework for higher education institutions* with Maureen Tibby and both then led on the refresh of this framework in 2015.

Doug has spent the last five years supporting institutions to embed this framework both in the curriculum design process, working with Senior Management, Academic Registry, Faculties, departments and programme teams and more broadly across institutions through engagement with other key stakeholders such as Student Unions' and Careers Services.

Doug is currently studying part-time for a PhD with Northumbria University focused on institutional employability policies and practice in Higher Education and is in his final year.



**Professor Philippa Levy**  
Pro Vice-Chancellor - Student Learning  
The University of Adelaide

Philippa joined the University of Adelaide as Pro Vice-Chancellor (Student Learning) in April 2015. She was previously Deputy Chief Executive, and Director of Academic Practice, of the UK's Higher Education Academy (HEA). At the HEA she led national enhancement strategy and services, including commissioned educational research, across all academic disciplines and in a range of thematic areas such as employability, internationalisation, student retention and success, flexible learning, online learning and 'students as partners'.

Prior to joining the HEA in 2012, Phil was Professor of Learning and Teaching Enhancement in Higher Education at the University of Sheffield, where she held a number of academic management roles including Head of the Information School (iSchool) and Director of a National Centre for Excellence in Teaching and Learning also based at the University of Sheffield.

Phil's academic career began in 1989 at Sheffield where she taught in areas including: educational informatics; information and digital literacies; educational/learning issues in information/library systems and professions; aspects of information and knowledge management including leadership and management of information services; professional learning in knowledge-intensive environments.

Phil's professional activities include numerous invited presentations, a number of personal consultancies and, in 2009, time spent in New Zealand as a Visiting Fellow sponsored by HERDSA (Higher Education Research and Development Society of Australasia). She is a member of the editorial board of the journal *Teaching in Higher Education* and served as Deputy Convenor of the Education panel for the Hong Kong Research Assessment Exercise, 2014.



**Professor Clare Pollock**  
Deputy Vice Chancellor (Students)  
Acting Deputy-Vice Chancellor (Academic)  
Flinders University

Professor Clare Pollock is the Deputy-Vice Chancellor (Students) and Acting Deputy-Vice Chancellor (Academic) with responsibility for strategic leadership and oversight of student-related and academic services.

Clare joined Flinders in 2016, following an extensive and diverse career at Curtin University where she held a number of significant leadership roles including Associate Provost, Dean of Students (Health Sciences) and Head of School of Psychology and Speech Pathology.

A PhD graduate of the University of London, Professor Pollock's distinguished research career includes research into behavioural aspects of safety and people's interaction with technology, together with extensive supervision of research students. Clare has been an investigator on research grants worth over \$2M, including five NH&MRC and ARC grants and has published over 100 scholarly works, and is an editorial board member for international peer reviewed journals.

Clare has extensive experience providing service and leadership to both the University and the Community through her many positions on boards and from her time on the Australian Psychology Accreditation Council and the Universities Australia Clinical Placement Advisory Group.



**Professor Marie Wilson**  
Pro Vice Chancellor (Business and Law)  
University of South Australia

Marie Wilson is Pro Vice Chancellor of Business and Law, and Professor of Management, at the University of South Australia (UniSA). She has over twenty years of University leadership experience, including senior roles at Griffith University and The University of Auckland, New Zealand.

She is the former managing director of a multinational medical relief agency, and has been a senior manager in strategy and HRM for seven public companies, including one of the world's largest IT companies. She also has extensive experience in start-up and high technology ventures. She is a Graduate of the Australian Institute for Company Directors, and a Fellow of AIM and ANZAM.

Professor Wilson holds a JD in contract and employment law, and a PhD in management of higher education, as well as other postgraduate degrees in science and rehabilitation. Her speciality areas in research, teaching and practice are the management of performance, with a focus on professionals and knowledge work. She has over 20 years high level experience in consultancy and executive development for both public and private enterprises.



## PARALLEL SESSION 8

### 10:00AM – 10:30AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 8	8A - RP - STUDENTS	8B - EI - TRANSITIONS	8C - EI - ACHIEVEMENT	8D - EI - RETENTION	8E - EI - SUCCESS	8F - INVITED SPEAKER WORKSHOP
10:00am - 10:30am	<p>Friendship supported learning – the role of friendships in first-year students' university experiences</p> <p><i>Catherine Picton, Ella R. Kahu, Karen Nelson</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>Been there, done that: Scaling-up a pilot alumni mentoring program for business students</p> <p><i>Daniel Smith, Monica Vanderkley, Nadia McDonagh</i></p> <p><i>University of Sydney</i></p>	<p>Developing a multi-campus STAR Community of Practice</p> <p><i>Anthony T Baker, Tania M Blanksby</i></p> <p><i>La Trobe University</i></p>	<p>Curtin Volunteers! - A strategic approach to improving student retention through student-driven student-engagement</p> <p><i>Marc Phillips</i></p> <p><i>Curtin University</i></p>	<p>Student success in large undergraduate subjects: A pilot study embedding self-management development</p> <p><i>Jacquelyn Cranney, Vik Nithy, Sue Morris, Peter Baldwin, Rebecca LeBard, Leela Cejnar, Tom Beesley, Kate Hutton-Bedbrook, Luke Hunter, Steve Yannoulatos</i></p> <p><i>The University of New South Wales</i></p>	<p>Creating a National Framework for Student Partnership in University Decision-Making and Governance</p> <p><i>Sally Vamham</i></p> <p><i>University of Technology Sydney</i></p>

# 08

## 08A REFEREED PAPER STUDENTS

### Friendship supported learning – the role of friendships in first-year students' university experiences

**Catherine Picton, Ella R. Kahu, Karen Nelson**  
University of the Sunshine Coast

*The student experience at university is impacted by student and institutional factors that combine to influence student wellbeing and engagement. This paper contributes to existing literature on student engagement by exploring friendships that are formed with other students. The qualitative study followed students at an Australian regional university throughout their first year of study. Drawing on Kahu and Nelson's framework of student engagement, this paper reports findings on the influence of friendships on students' psychosocial experiences, and on learning engagement outcomes. Findings indicated that students establish friendships with people with common interests, increasing a sense of belonging. Friendships also improve student wellbeing through increasing comfort in attending class, reducing stress, and providing opportunities to relax. Through initiating student supported learning opportunities, friendships also lead to opportunities for students to deepen their engagement: enhance student interest, develop positive learning behaviours, and increase cognitive understanding.*

#### Biography

Dr Catherine Picton is a Post-Doctoral Research Fellow at the University of the Sunshine Coast currently researching the experiences of students throughout their first year at university. With a background in education, she has research interests in student engagement, disability and Pacific policy development. Her recently completed doctoral thesis explored conceptualisations and experiences of disability in Samoa, including traditional perceptions of disability and recent global political influences.

Dr Ella Kahu is a lecturer in psychology at Massey University in Wellington, with research interests in social psychology and education. Her recently completed PhD examined the engagement of mature-aged distance students in the transition to a New Zealand university. Until recently she held a postdoc position at the University of the Sunshine Coast, extending her research and thinking on student engagement. The research project is ongoing, following a group of 18 years olds through their first year at university.

Professor Karen Nelson is Pro Vice-Chancellor (Students) at USC. She is the senior academic overseeing enhancement of the student experiences at USC, through her portfolio and also as chair of University Learning and Teaching Committee. Her research and practice focuses on student engagement in higher education and she has led a series of large national research projects in the area. Her work has been recognised by three national awards and in 2016 she was made a Principal Fellow of the UK HEA. Karen is the Editor of the Student Success Journal and the Co-chair of the STARS Conference.

## 08B EMERGING INITIATIVE TRANSITIONS

### Been there, done that: Scaling-up a pilot alumni mentoring program for business students

**Daniel Smith, Monica Vanderkley, Nadia McDonagh**  
University of Sydney

*The Business Alumni Mentoring Program, which pairs alumni mentors with business students, is discussed. After contextualising the program within the work- integrated learning and mentoring literature, this paper will describe the program and the challenges faced in scaling it up from 10 mentor-mentee pairs in 2015 to an expected 50 pairs in 2017. While successful overall, we faced challenges in terms of advertising and student selection, expectation management, mentor selection, and resourcing of labour-intensive practices. As the program continues to expand, we must carefully plan to ensure that the personal touch and program quality is not lost with increased numbers.*

#### Biography

Daniel Smith is a Student Experience Programs Coordinator at the University of Sydney Business School, where he coordinates a number of extra-curricular programs including the career-focused Alumni Mentoring Program. Daniel has worked in various student support roles since 2009 at the University of Sydney, where he completed his studies in history and psychology. He is passionate about supporting students in their transition to university and beyond, by providing programs that develop help-seeking behaviour, resilience and a sense of self-efficacy.

Monica is Manager of Alumni Engagement at the University of Sydney Business School. She attained a Bachelor of Commerce and Law and has held various roles, predominantly in the corporate sector. Monica's current position focusses on the development and maintenance of mutually beneficial relationships between the Business School and our 60,000+ strong alumni community – in Australia and overseas. Monica enjoys balancing stakeholder management, strategy, project management, communication and events to help graduates succeed and ultimately create a stronger community and a better world.

Nadia McDonagh is a Student Experience Programs Coordinator at the University of Sydney Business School. Her current and previous roles have all included management and coordination of student mentoring programs which has influenced her thinking across her programs. She is interested in supporting and creating opportunities for students to reach and exceed their goals.

## 08C EMERGING INITIATIVE ACHIEVEMENT

### Developing a multi-campus STAR Community of Practice

**Anthony T Baker, Tania M Blanksby**

La Trobe University

*In a multi-campus university we have developed a Student Transition, Achievement and Retention (STAR) community of practice that involves participants at several campuses. This has been achieved through video-conferencing. A further dimension of the community of practice is the wide range of academic fields represented by the membership. Managing the community of practice meetings is challenging because of reliance on technology to mediate the meetings and the development of appropriate hosting skills and participant behaviours to help the community feel connected.*

#### Biography

Professor Anthony Baker is the Associate Pro Vice Chancellor (Coursework) in the College of Science, Health and Engineering at La Trobe University. His PhD is in inorganic chemistry / crystallography from UNSW. Prior to his current appointment, he was Head, School of Chemistry and Forensic Science at University of Technology Sydney. His interests in learning & teaching include professional development of sessional staff, the development of the professional identity of undergraduate students and developing communities of practice in higher education settings.

Tania Blanksby is the Transition Coordinator, managing the STAR team in the College of Science, Health and Engineering at La Trobe University. She has extensive experience, understanding and skills in the higher education system that have been developed through more than 20 years working at La Trobe University. Tania has worked as a lecturer, subject and course coordinator, first year coordinator in the faculty, centrally in Student Engagement and is committed to facilitating students' successful transition through university.

## 08D EMERGING INITIATIVE RETENTION

### Curtin Volunteers! - A strategic approach to improving student retention through student-driven student-engagement

**Marc Phillips**

Curtin University

*Student retention is a major challenge facing Australian universities, and research has shown that socialisation and connection with campus life is an important element in addressing student attrition (Clark, 2008). This paper explores a student-driven student-engagement approach to retention through Curtin Volunteers! (CV!), a volunteer hub based at Curtin University. Whilst we, as staff, are ultimately responsible for ensuring its success, student volunteer leaders take up key operational roles and drive many of CV!'s initiatives. We have observed that this approach benefits the University by enabling it to scale-up its extracurricular offering at a relatively low cost and also benefits students by offering opportunities to engage with campus life and connect with their peers, staff and the community. The positive impacts of this approach far outweigh the challenge faced in balancing the need to give student leaders autonomy in their roles and the need for staff to meet University targets.*

#### Biography

Marc Phillips is the Manager of Curtin Community Programs at Curtin University in Western Australia. He is responsible for overseeing initiatives such as Curtin Volunteers! and Curtin Community Projects, which aim to enhance the student experience by providing opportunities to engage in campus and community life.

## 08E EMERGING INITIATIVE SUCCESS

### Student success in large undergraduate subjects: A pilot study embedding self-management development

**Jacquelyn Cranney, Vik Nithy, Sue Morris, Peter Baldwin, Rebecca LeBard, Leela Cejnar, Tom Beesley, Kate Hutton-Bedbrook, Luke Hunter, Steve Yannoulatos**  
The University of New South Wales

*Self-management is the capacity to work effectively toward achieving meaningful goals, and to be flexible in the face of setbacks (Cranney et al., 2016). Self-management capacity is essential both to the successful completion of higher education studies, and to the type of graduate that the future needs. University students experience numerous stressors which, if not adequately self-managed, can lead to distress. Thus, this program sought to embed opportunities for the development of self-management capability in the context of professional development, within the formal curriculum of primarily first- and second-year large undergraduate subjects (in biology, chemistry, psychology, and business law). Overall evaluation by staff and students across the subjects is positive; quantitative data is yet to be analysed. Resources will be demonstrated ([thefridge.org.au](http://thefridge.org.au); <http://unistudentsuccess.com/the-fridge/>). Lessons learned, and questions remaining, will be discussed.*

#### Biography

Jacky Cranney, OLT/UNSW/APS Fellow and Associate Professor of Psychology UNSW, has delivered recognised tertiary sector outcomes, particularly regarding psychological literacy (the intentional application of psychological science to meet personal, professional and societal needs), accreditation standards, and evidence-based self-management for all university students.

Vik Nithy is CEO of Sometime, a mindful technology company focused on combating procrastination, and co-director of One Can Grow, a non-profit social enterprise that empowers young people to pursue fulfilling careers. Vik works with young adults to foster self-management skills and resilience in order to overcome psychological barriers to achieving their goals.

Dr. Sue Morris, Psychology UNSW, has a passion for enhancing students' success and psychological literacy, with an emphasis on positive psychology, wellbeing, and resilience. Her extensive collaboration with J. Cranney, on developing innovative and engaging learning experiences for students at inwards and outwards university transition stages, has received recognition both at a university and national level.

Dr. Peter Baldwin is a clinical researcher at UNSW Sydney, whose research focuses on the psychological and neurocognitive mechanisms of hoarding behaviour. Peter is also an experienced university educator with a keen interest in how cognitive behavioural strategies can be adapted to enhance self-management and well-being in university students.

Dr. Rebecca LeBard is a lecturer in molecular biosciences at UNSW. She takes a scholarly approach to engaging students in "being a scientist" and addressing difficult areas of learning science, particularly quantitative skills. She received an Australian University Teaching citation in 2016.

Dr. Leela Cejnar is a Senior Lecturer at the Thomas More Law School, Australian Catholic University, Sydney. Leela contributed to the development of the ACCC online tertiary education program, and has published and presented about her teaching, including her work on self-management development in first year business law undergraduates. Leela has received citations for her contributions to student learning (eg with UNSW Business School MOOC team).

Dr. Tom Beesley, Senior Lecturer at the School of Psychology, UNSW Sydney, has been involved in curriculum development focussed primarily on research skills such as teaching computer programming to psychology undergraduates.

Kate Hutton-Bedbrook (PhD candidate and GCULT graduate, UNSW), has implemented significant changes, focused on personalised learning and digital resources, to a number of psychology undergraduate courses. These changes have led to increased student engagement and satisfaction.

Dr Luke Hunter is a Senior Lecturer and First-Year Academic Coordinator in the UNSW School of Chemistry. He has overseen several innovations in the way that first year chemistry is taught and assessed, including a "basic"/"expert" style of lecture delivery, and skills-based assessment in the laboratory. Luke received a Vice-Chancellor's Award for Teaching Excellence in 2016.

Steve Yannoulatos's research focus involves Chemistry education and educational psychology, particularly in the field of Cognitive Load Theory. His qualifications are in Chemical Science and Science Communication, and he is enrolled in a Master of Education by Research. He was recently awarded the 2016 UNSW Science Staff Excellence Award in Educational Quality.

## 08F INVITED SPEAKER WORKSHOP

### Creating a National Framework for Student Partnership in University Decision-Making and Governance

#### Professor Sally Varnham

University of Technology Sydney

---

As a National Senior Teaching Fellow, Sally Varnham is pursuing an Australian national framework for student partnership in university decision making. Her inclusive collaborative approach involves all stakeholders – students, senior management and policy makers, student engagement staff and academics. She has completed a series of workshops in main centres and the aim of this session is to continue the conversation focussing on the principles for student partnership identified in discussion and online input from these workshops.

The Fellowship builds on the momentum developed in the OLT Strategic Commissioned Priority Project: ‘Student Engagement in university decision making and governance’ (2014-2016). This involved comparative international research, a national survey of student engagement in university decision-making within Australia, and development of a number of case studies of partnership processes here as many Australian universities take up the challenge to engage in student partnerships. The project built a strong case for a sector-wide national collaboration which is being undertaken through this Fellowship.

## PARALLEL SESSION 9

### 10:40AM – 11:10AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 9	9A - GPR - STUDENTS	9B - EI - TRANSITIONS	9C - RP - SUCCESS	9D - EI - RETENTION	9E - EI - SUCCESS	WORKSHOP CONT...
10:40am - 11:10am	<p>Applying theory, experiential learning and cultural knowledge to improve outcomes for Indigenous tertiary students. Reflections from half a century in Aboriginal education</p> <p><i>Bill Buckley</i></p> <p><i>University of Technology Sydney</i></p>	<p>USC Starting@USC Toolkit - engaging new students early</p> <p><i>Kath Hughes, Rhonda Leece</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>NavigateMe: A personalised online tool bridging students to success</p> <p><i>Rita Kusevskis-Hayes, Colin Clark, Jessie Lui, Jessica Leigh Luquin, Jeffrey Meesterman</i></p> <p><i>University of New South Wales</i></p>	<p>The Impact of motivated volunteerism on peer-mentoring educational programs: evidence from Western Australia</p> <p><i>Kwadwo Adusei-Asante</i></p> <p><i>Edith Cowan University</i></p>	<p>Assessing Resilient Agency with CLARA: Empirical Findings from Piloting a Visual Analytics Tool at UTS</p> <p><i>Georgina Barratt-See, Mingming Cheng, Ruth Deakin Crick, Simon Buckingham Shum</i></p> <p><i>University of Technology Sydney</i></p>	<p>Creating a National Framework for Student Partnership in University Decision-Making and Governance</p> <p><i>Sally Vamham</i></p> <p><i>University of Technology Sydney</i></p>

# 09

## 09A GOOD PRACTICE REPORT STUDENTS

Applying theory, experiential learning and cultural knowledge to improve outcomes for Indigenous tertiary students.

Reflections from half a century in Aboriginal education.

### Bill Buckley

University of Technology Sydney

*This paper is a reflection of fifty-three years in Aboriginal Education. It suggests a range of skills and knowledge that will result in improved learning outcomes for tertiary level Indigenous students. The use of interactive learning and working in small cooperative groups are shown to achieve enhanced performance, increased confidence and improved retention and rates of completion. Practices used in small group learning are based on guiding philosophy, education theories and experiential learning. Outcomes of facilitated interactive learning are demonstrated and implications considered.*

### Biography

Bill Buckley is a lecturer in communication at Jumbunna Indigenous House of Learning at the University of Technology Sydney.

Bill has been involved in Indigenous Education since 1963 as a class room teacher, Head Teacher and School Principal. For the past Thirty years Bill has worked with Indigenous Students at three universities in Sydney.

Included in Bill career were period of teaching in Malaysia, China and Tanzania.

In 2010 Bill was awarded an OAM for education and mentoring Indigenous students.

## 09B EMERGING INITIATIVE TRANSITIONS

USC Starting@USC Toolkit - engaging new students early

### Kath Hughes, Rhonda Leece

University of the Sunshine Coast

*In 2016, the University of the Sunshine Coast partnered with the Regional Universities Network to review and recalibrate its Starting@USC Toolkit and create a User Manual as a shared resource for member institutions. The Toolkit is designed as a simple on-line self-assessment tool to assist students to connect with relevant information and support as they get started with their studies at USC. It is an integral component of USC's multi-faceted transition strategy that aims to engage with students as early as possible in their learning journey. Toolkit responses are available to form the basis for personalised follow-up contact from the Student Success team. The responses also provide an invaluable source for the on-going development of timely and relevant orientation and transition-related information, communications and Support for Learning activities.*

### Biography

Ms Kath Hughes is the Senior Coordinator, Student Tracking and Intervention at USC and leads a student success team who are passionate about engaging students to support their transition in, through and out of USC. Kath's expertise is in early identification and intervention for students 'at risk' of disengagement. Her work is the lynchpin of the USC Support, Monitoring and Intervention for Learning Engagement (SMILE) strategy.

Ms Rhonda Leece is the Associate Director (Student Engagement) at the University of the Sunshine Coast. She has almost two decades of experience in the Student Engagement field and her current interests are focused on realizing the potential of an emerging integrated and holistic model of student engagement at USC. This model incorporates Support, Monitoring and Intervention for Learning Engagement (SMILE).

## 09C REFEREED PAPER SUCCESS

### NavigateMe: A personalised online tool bridging students to success

Rita Kusevskis-Hayes, Colin Clark, Jessie Lui, Jessica Leigh Luquin,  
Jeffrey Meesterman

University of New South Wales

*NavigateMe is an online self-help tool that provides immediate and personalised information based on students' responses. It encourages students to reflect, and assists them to seek ways to achieve their greatest potentials. Students use the tool for various reasons at different times throughout their academic year, however there is a need to further empower students to take action and continually reflect on their situations for improvements. A personalised dashboard that visualises student progress and future actions will be included in 2017. It aims to assist students identify their gaps in performance and empowers them to reflect and take actions to achieve better educational outcomes. The tool is continually reviewed and enhanced through feedback, surveys and web analytics. Further discussions on ways to engage with students at the right time with relevant information, and the use of evidence-based approach to evaluate services will be valuable to services.*

#### Biography

Ms. Rita Kusevskis-Hayes (team leader) has previously been employed in a number of organisations, such as the NSW Department of Education, Vision Australia, University of Sydney, University of New South Wales and TAFE NSW. Her current position is Senior Engagement Coordinator, co-ordinating projects and various support services for HEPPP-funded students offered by Student Life at UNSW Sydney. Rita has been actively involved in education for more than 20 years in a range of educational contexts.

Dr. Colin Clark has been involved in tertiary education in academic and support roles for over 20 years. He has published research using multimethod qualitative and quantitative methods in the Journal of Business and Technical Communication, Journal of Asian Business and has a paper currently in second stage of review in Academy of Management Discoveries. His doctoral thesis won the 2012 Association of Business Communication Outstanding Dissertation award.

Ms Jessie Lui holds bachelor degrees in Psychology and Law, with experience working with people with special needs. She has assisted in research projects and published a paper in the Frontiers in Human Neuroscience. She is experienced in the use of SAS Enterprise Guide, Excel and Tableau for data analysis, data visualisation and reporting.

Ms. Jessica Luquin is a qualified social worker with experience working with students from disadvantaged backgrounds and in data analysis. She has worked with the Student Life and Learning online tool NavigateMe since 2014.

Mr Jeffrey Meesterman has a bachelor's degree in International Marketing from the University of Utrecht. He has experience of designing surveys and recruiting participants for focus groups and fostering collaboration across departments.

## 09D EMERGING INITIATIVE RETENTION

### The Impact of motivated volunteerism on peer-mentoring educational programs: evidence from Western Australia

Kwadwo Adusei-Asante

Edith Cowan University

*Volunteerism is a longstanding practice, known to provide benefits to both the volunteer—in terms of skills acquisition, employment opportunities and general life satisfaction—and the host institution. However, the sustainability of volunteerism is being questioned in the face of evidence that people seem to be losing interest. Within the context of social exchange theory, this paper discusses the impact of motivated volunteerism on the outcomes of a peer-mentoring programme aimed at improving retention and educational outcomes for domestic African undergraduate students in higher education at Edith Cowan University, Western Australia. We argue that peer-mentoring educational programmes modelled on paid volunteerism achieve good outcomes for mentors and their mentees.*

#### Biography

Dr Kwadwo Adusei-Asante is a Senior 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, Western Australia.



## 09E EMERGING INITIATIVE SUCCESS

### Assessing Resilient Agency with CLARA: Empirical Findings from Piloting a Visual Analytics Tool at UTS

**Georgina Barratt-See, Mingming Cheng, Ruth Deakin Crick, Simon Buckingham Shum**  
University of Technology Sydney

*University graduates are entering an increasingly complex and fragmented job market and graduates are expected to bring both subject discipline knowledge and the ability to manage complex and changing environments. To help students reflect on and develop their resilient agency in learning, the Crick Learning for Resilient Agency (CLARA) survey tool was trialled across a number of discipline areas at the University of Technology Sydney. There were significant positive changes in students' learning power after the interventions, and patterns of learning dispositions amongst different types of students suggest there are different 'archetypes' in the population. We describe the qualitative and quantitative data that this emerging initiative is generating, illustrative analyses, and preliminary findings covering both the strengths and weaknesses of deployments in different disciplinary contexts.*

#### Biography

Professor Ruth Deakin Crick started in teaching and school leadership and in 2000 she moved into academia. Ruth is one of the originators of a self-assessment tool for strengthening self-directed change in learning power: the CLARA (Crick Learning for Resilient Agency profile). Ruth divides her time between the Institute for Sustainable Futures, in UTS Sydney and the University of Bristol, UK, where she works in teaching, engagement and research around the CLARA and other processes of learning, adaptation and feedback.

Mingming Cheng is a final stage PhD student who worked at the University of Technology Sydney but is now a lecturer at the Department of Tourism at the University of Otago. His core research interests and expertise deal with Chinese generation Y, outbound Chinese tourists, tourism marketing, sharing economy and inter-disciplinary research. He has a particular interest in big data and got involved in the CLARA project after doing the CLARA as a student.

Simon Buckingham Shum is Professor of Learning Informatics, and Director of the Connected Intelligence Centre (CIC). CIC works at the intersection of research and teaching/learning, to break new ground in the use of data and analytics within UTS to improve the student experience.

Georgina Barratt-See manages the UTS U:PASS (UTS Peer Assisted Study Success) program, which assists students in 60 first and second year subjects with study sessions run by trained student facilitators. Georgina has over 17 years' experience in the Higher Education sector with interests in student leadership, mentoring, first year experience, teaching and learning. Since 2014, she has enjoyed doing training and assisting with research in the CLARA project.

## PARALLEL SESSION 10

### 11:20AM – 11:50AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 10	10A - EI - STUDENTS	10B - EI - TRANSITIONS	10C - EI - STUDENTS	10D - EI - RETENTION	10E - EI - SUCCESS	WORKSHOP CONT...
11:20am - 11:50am	LEO: an emerging initiative in student leadership  <i>Rebecca Johnke, Ehssan Sakhaee</i>  <i>The University of Sydney</i>	Virtual Work Integrated Learning to Support Engineering Student Transitions  <i>Sally Male</i>  <i>The University of Western Australia</i>	Enhanced demographic and impact reporting of equity cohorts  <i>Smitha Mandre-Jackson, Mary Kelly</i>  <i>Queensland University of Technology</i>	My First Year: A program designed to increase first year students' engagement by extending orientation  <i>Georgina Heath, Lorraine Overton, Cenz Lancione</i>  <i>University of South Australia</i>	Do you hear me? Student voice, academic success and retention  <i>Jennifer Allen, Catherine Nicholls</i>  <i>University of Newcastle</i>	Creating a National Framework for Student Partnership in University Decision-Making and Governance  <i>Sally Varnham</i>  <i>University of Technology Sydney</i>

# 10

## 10A EMERGING INITIATIVE STUDENTS

### LEO: an emerging initiative in student leadership

**Rebecca Johnke, Ehssan Sakhaee**

The University of Sydney

*This Emerging Initiative paper will report on a new offering underway at the University of Sydney that is part of a major curriculum transformation project. The team presenting this paper secured a Strategic Education Grant to work on this initiative with students and they are in the process of devising an Open Learning Environment (hereafter OLE) on student leadership. The OLEs will offer foundational knowledge, concepts, skills and experiences and will be available in multiple modules from zero to six credit points and in a flexible mode combining online and face-to-face environments. The student leadership OLE will bring together existing transition, retention and leadership programs (for example those available in student mentoring and representative positions) and offer students the opportunity to substantiate their volunteering experience and have it recognised on their transcripts.*

#### Biography

Rebecca Johnke is a Senior Lecturer in the Department of English, The University of Sydney. She is currently Associate Dean Student Affairs in the Faculty of Arts and Social Sciences. Her interests include writing and rhetoric (creative nonfiction, print and digital magazines), Australian film and popular culture, and street cultures, and she has a specific interest in walking narratives. She also conducts research about the Scholarship of Teaching and Learning (assessment and feedback, student support, and the first year experience).

Ehssan Sakhaee is currently the Director of the Undergraduate Leadership Program at the Faculty of Engineering & IT and Scholarly Teaching Fellow in Project Management and Leadership at the University of Sydney. He is also an online instructor at UCLA Extension teaching in the areas of leadership and human factors in Project Management. Ehssan holds a B.E. and Ph.D in Engineering, and a Grad. Cert. in Educational Studies and Exec. Cert. in Positive Psychology Coaching.

## 10B EMERGING INITIATIVE TRANSITIONS

### Virtual Work Integrated Learning to Support Engineering Student Transitions

**Sally Male**

The University of Western Australia

*An important part of engineering education is learning about engineering practice. For engineering programs to be accredited by Engineers Australia, students must be exposed to practice. The most common way that this criterion is met is through compulsory engineering-related employment - traditionally 12 weeks. Due to increasing student numbers, a downturn in employment, and changes in engineering employment practices, it can be difficult for students to secure placements. We are currently developing a suite of work integrated learning modules in which engineering students across Australia will gain exposure to practice through virtual rather than real placements. Engineers, university staff members, and engineering students participated in planning forums in three cities early in 2016. Based on participants' reviews of hypothetical modules and consultation with other stakeholders, requirements for the modules were identified. This paper reports on the planning phase and how the modules will support student transitions.*

#### Biography

Sally Male is a Senior Research Fellow and Senior Lecturer with The University of Western Australia. Her research focuses on engineering education, women in engineering, and curriculum development in higher education. Male has particular expertise in engineering employability development, and gender inclusivity in engineering. She teaches electrical & electronic engineering design project units and is a Fellow of Engineers Australia. Publications appear at Academia.edu.

## 10C EMERGING INITIATIVE STUDENTS

### Enhanced demographic and impact reporting of equity cohorts

**Mary Kelly, Smitha Mandre-Jackson**

Queensland University of Technology

*QUT's Student Equity Reporting Project was successfully implemented in mid- 2016. The main objective of this project was to integrate information from multiple data sources, in order to make access, participation and success data of equity cohorts readily available to the QUT community. The data informs QUT interventions in the areas of access (outreach to schools and communities, recruitment, selection and marketing), participation (transition with the first year cohort and retention by reducing attrition) and success (progress, success and GPA). This enables capturing meaningful and in-time data about commencing and continuing students from disadvantaged backgrounds to enable them to have a successful and positive student lifecycle at QUT.*

*The reporting infrastructure facilitates effective operational and strategic reporting, evaluation and impact tracking, and facilitates discovery of new knowledge and provides insight to users via a self-service approach.*

#### Biography

Mary Kelly spent 20 years in the schooling sector in industrial and professional roles at state and federal level, before moving to higher education in 1997 as Equity Director at QUT - a role she still occupies. Her portfolio covers social justice issues for both staff and students

Smitha Mandre-Jackson has worked in the Equity Services Department since 2009 and has 18 years higher education experience. Smitha's areas of responsibility include equity scholarships, gender equity and diversity, compliance, data analysis and reporting. Smitha has undergraduate qualifications in journalism, english literature and psychology and a Master of Education (Career Guidance major).

## 10D EMERGING INITIATIVE RETENTION

### My First Year: A program designed to increase first year students' engagement by extending orientation

**Georgina Heath, Lorraine Overton, Cenz Lancione**

University of South Australia

*The first year of university is a challenging year and many students withdraw from their studies during this time. Quality orientation programs can assist with engagement and retention. However, attendance is typically not compulsory and numbers at orientation sessions are decreasing. This paper discusses a transition program designed to extend orientation activities into the first six tutorials of four core first year courses. Tutors will play a key role in ensuring this project is successful. Training will be provided to tutors and they will be given the opportunity to provide ongoing feedback. It is expected that a team of specialist first year tutors will be developed that along with the weekly tutorial activities will assist with engagement and retention of first year students.*

#### Biography

Dr Georgina Heath is a Psychology Lecturer and First Year Coordinator at the University of South Australia (UniSA). She has been teaching at UniSA since 2010 whilst completing her PhD (conferred in 2015). In her role as First Year Coordinator Georgina has been working on a project to assist with student engagement and retention. Georgina is also interested in the area of shift work and health which was the focus of her PhD titled 'Shift work and Eating Behaviour'.

Lorraine Overton is the Orientation and Transition co-ordinator at the University of South Australia. She is nearing completion of a PhD looking into the social and emotional challenges faced by students during the transition process from primary to secondary school. She coordinates a number of mentoring programs and has a focus on retention in higher education and the first year experience. Lorraine is also a primary school teacher and has tutored in the School of Education.

Dr Cenz Lancione's teaching career has been in the University, Institute, College and Schools sectors. I have taught undergrads in Social Work, Human Services, Education and Nursing and Masters of Teaching students at the University of South Australia, Flinders University, South Australian Institute of Technology and the South Australian College of Advanced Education. My teaching has been in Policy, Politics, Sociology and Education. From mid-2016 I was the co -First Year Coordinator at the School of Psychology, Social Work and Social Policy.

## 10E EMERGING INITIATIVE SUCCESS

### Do you hear me? Student voice, academic success and retention

**Jennifer Allen, Catherine Nicholls**

University of Newcastle

---

*The place of student voice, whilst present in the evaluation of the teaching and learning process in higher education institutions is limited in the planning, provision and ownership of student support services that promote student success and retention. This project seeks to recognise that students have an active role and partnership in constructing their own success and their voice is integral to this partnership. To promote the importance of the student voice at the University of Newcastle (UON) this initiative has established: the Office of Student Advocacy (OSA); a collaborative enterprise between university staff and student associations; a communication strategy for student elected representatives on university committees; and a reporting mechanism for student concerns to be communicated to the relevant decision makers at UON. The project repositions students as co-creators of student support to inform student success.*

## PARALLEL SESSION 11

### 12:00PM – 12:30PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 11	11A - EI - STUDENTS	11B - RP - TRANSITIONS	11C - EI - SUCCESS	11D - EI - RETENTION	11E - GPR - SUCCESS	
12:00pm - 12:30pm	<p>Students as partners: Raising the student voice in the evaluation of learning and teaching</p> <p><i>Maxine Mitchell, Kylie Readman, Amanda Henderson, Geoff Lovell, Sarah Glencross, Kelly Chambers</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>A cohesive Student Support model provides integrated support to at risk students at a regional Australian university</p> <p><i>Elena Konovalov, Rebecca Sealey, Suzy Munns</i></p> <p><i>James Cook University</i></p>	<p>Flipping a Library Class for Undergraduate Nursing Students</p> <p><i>Peter Sondergeld, Kate Derrington, Sarah Howard, Tanya Harden, Carol Reid</i></p> <p><i>Queensland University of Technology, Griffith University</i></p>	<p>Addressing the 'R' in STAR: a Deakin case study</p> <p><i>Clare Binek, Jan M West, Janine McBurnie, Kelly K Miller</i></p> <p><i>Deakin University</i></p>	<p>Feedforward: a student-centred approach to bridge the feedback gap and improve student engagement and success</p> <p><i>Theresa Wyborn</i></p> <p><i>Western Sydney University</i></p>	

11

## 11A EMERGING INITIATIVE STUDENTS

### Students as partners: Raising the student voice in the evaluation of learning and teaching

**Maxine Mitchell, Kylie Readman, Amanda Henderson, Geoff Lovell, Sarah Glencross, Kelly Chambers**

University of the Sunshine Coast

*An outcome from a sectoral benchmarking review of the University of the Sunshine Coast's (USC) approach to the evaluation of learning and teaching recognised the need to change practice related to engaging students in evaluation processes. This paper provides an account of USC's in-progress design of an alternative student feedback process that espouses a Students as Partners mindset. The premise of this mindset is a partnership approach to engage staff and students in the process of student learning and teaching enhancement. Such a mindset offers the possibility for transformative learning experiences that empowers all those involved to be in control of their learning. The challenges to a Students as Partners institutional vision are concerned with creating a shared language of partnership, fostering partnership learning communities, and sustaining transformative learning experiences. Fundamental to this vision is a shift in institutional processes and policies that recognise, promote and reward responsive partnership learning communities.*

## 11B REFEREED PAPER TRANSITIONS

### A cohesive Student Support model provides integrated support to at risk students at a regional Australian university

**Elena Konovalov, Rebecca Sealey, Suzy Munns**

James Cook University

*Australian Universities have developed programs to improve the retention and success of students with traditionally low participation rates. This study describes the role of the student support officer (SSO). This non-teaching position links the academic and non-academic support roles in targeted first year subjects. SSOs monitored students' attendance and performance and used a learning management system to identify students at risk of attrition or failure. 51% of targeted students had contact with an SSO, with contact initiated by the SSO 86% of the time. Not attending classes was the most common trigger for SSO initiated contact. Student feedback on the SSO role was very positive, with most students finding the services important and helpful and stating that they would recommend the services to a friend. We show that the SSO role provides an easily accessible, integrated and holistic referral service which delivers support to at risk students.*

#### Biography

Dr Elena Konovalov is currently a Student Support Officer for the first year students at the Division of Tropical Health and Medicine, JCU. In 2016 she completed her PhD and this research was focused on tourism and its impacts on social aspects of community well-being. Additionally she participated in preparation of State of The Tropics report and researched issues faced by tropical communities. Her research interests include students' tertiary experience and success, and tourism and its impacts on community well-being.

Associate Professor Rebecca Sealey has worked in the JCU Sport and Exercise Science discipline for over a decade prior to her fulltime appointment to Associate Dean Learning and Teaching, College of Healthcare Sciences. She currently holds the position of Deputy Chair of the National Clinical Exercise Education Group (ExEd) and is the Chair of the QLD HERDSA branch and a Fellow of Exercise and Sports Science Australia. Her research interests include enhancing human health and performance (educational and sporting).

Associate Professor Suzy Munns has worked in Biomedicine, JCU for over 10 years and is the Associate Dean of Learning and Teaching in the College of Public Health, Medical and Veterinary Sciences. She is widely published in comparative respiratory physiology. Her pedagogical publications include teaching critical thinking and research skills, and the impact of e-learning on student performance. Current research interests include biomarkers for chronic airway disease, transitions into and out of University, and integrating career development skills into curriculum.

## TIC EMERGING INITIATIVE SUCCESS

### Flipping a library class for undergraduate nursing students

**Peter Sondergeld, Kate Derrington, Sarah Howard, Tanya Harden**

Queensland University of Technology

---

#### **Carol Reid**

Griffith University

---

*Flipping a classroom is not a new idea, nor is a flipped information literacy class taught by librarians. Documented examples of the flipped classroom model being used for an information literacy class in a university environment are, however, less common. This paper reflects upon a flipped library class for a large cohort of second-year Bachelor of Nursing students at the Queensland University of Technology (QUT). Developed in collaboration with academic staff and delivered by a team of library staff, Liaison Librarians (LLs) and Academic Skills Advisers (ASAs) across two campuses, within a constantly changing higher education environment, the flipped classroom provided an opportunity for library staff to explore a blended learning model. The aim of documenting these experiences is to illustrate the model to any university staff interested in exploring the flexibility of this pedagogy.*

#### **Biography**

**Peter Sondergeld:** A Liaison Librarian who collaborates with academic staff to provide support for learning and teaching, as well as supporting HDR students and research staff. Peter is a subject-specialist Librarian with specific responsibilities for the School of Biomedical Sciences, the School of Exercise and Nutrition Sciences, and cross-disciplinary research groups, such as the Institute of Health and Biomedical Innovation (IHBI). He was the Liaison Librarian for the QUT School of Nursing from 2007 to 2015.

**Kate Derrington:** An Academic Skills Adviser who provides learning services and resources to assist the development of academic literacy. Kate works with teaching staff and course design teams to embed academic literacy into content and assessment tasks, and to design and deliver discipline-situated lectures, tutorials and workshops within courses and units to facilitate academic concepts and skills. Kate's position has recently been moved from the Library to the newly established Student Success Group which consolidates QUT's support for learning services.

**Sarah Howard:** A Liaison Librarian who collaborates with academic staff to provide support for learning and teaching, as well as supporting HDR students and research staff. Sarah is a subject-specialist librarian with specific responsibilities for the School of Nursing, the School of Optometry and Vision Science, and cross-disciplinary research groups, such as the Institute of Health and Biomedical Innovation (IHBI). She is the current Liaison Librarian for the QUT School of Nursing, and is a Fellow of the Higher Education Academy.

**Dr Carol Reid:** A Senior Lecturer at Griffith University who contributes to teaching within the School of Nursing and Midwifery in undergraduate and postgraduate courses; develops unit/course materials; assists in the administration of the School's academic programs which includes unit coordination; assists with the development and support of less experienced academic staff; and, maintains scholarly and research activities relevant to nursing and health care. Carol was a Lecturer and Unit Coordinator with the QUT School of Nursing until mid-2016.

**Tanya Harden:** A Liaison Librarian (until 2017) with specific responsibilities for the library and information requirements of the QUT Caboolture campus, including students and staff from the Faculty of Business, the Faculty of Creative Industries, the Faculty of Education, and the School of Nursing. Tanya is currently a Strategic Intelligence Officer in the Strategic Intelligence Unit and is responsible for citation analysis activities and reporting.



## 11D EMERGING INITIATIVE RETENTION

### Addressing the 'R' in STAR: a Deakin case study

**Clare Binek, Jan M West, Janine McBurnie, Kelly K Miller**

Deakin University

*Internationally there are proportionally more tertiary graduates within the humanities (social science, law and education) compared to those within the disciplines of Science, Technology, Engineering and Mathematics (STEM). While initiatives to improve retention of higher education students have been heavily invested in, the deficit of STEM graduates has affected labour markets, with the supply not meeting the demand for jobs. Thus is it imperative to identify how to best support tertiary STEM students throughout their degrees, in order to produce graduates who will fulfil the requirements of the future workforce. This emerging initiative report outlines a 3-year project to longitudinally track a cohort of STEM students throughout their degrees. This will provide an opportunity to identify the factors influencing retention at each year level and inform the development of a framework aimed at improving retention in STEM graduates.*

#### Biography

Clare Binek is a PhD candidate in Science, Technology, Engineering and Mathematics (STEM) higher education research at Deakin University. Her research focusses on improving retention and persistence of STEM students through the life of their courses, and improving and implementing intervention strategies related to STEM student retention and persistence. In addition to pursuing her PhD, she actively teaches environmental science within the School of Life and Environmental Science, and is a part of a STEM WIL project team.

Assoc Prof Jan West is the Associate Head of School (Teaching & Learning) in the School of Life and Environmental Sciences. Jan's contribution to teaching and learning spans curriculum renewal and design, student recruitment, transition, academic progress, research supervision, induction for new staff, mentoring and professional development for academic and sessional staff. In teaching Jan assists her students in tackling complex, messy and challenging scientific real world problems that result in learning that lasts and produces work of value.

Janine McBurnie is a Senior Lecturer in Environmental Management and Sustainability at Deakin University. Her research and teaching has focussed on assessing how to best communicate complicated environmental issues to students, as well as providing students with opportunities to practice interdisciplinary learning skills that they can use within their professional lives. Incorporating interdisciplinary learning and collaboration has underpinned teaching practice throughout her career, but more formally over the past decade.

Dr Kelly Miller is an Environmental Social Scientist and Senior Lecturer in the School of Life and Environmental Sciences at Deakin University, Melbourne, Australia; and Course Director for the Bachelor of Environmental Science (Environmental Management and Sustainability). Her teaching and research focus on the human dimensions of wildlife management and environmental sustainability, environmental planning, environmental education, and education for sustainability.

## 11E GOOD PRACTICE REPORT SUCCESS

### Feedforward: a student-centred approach to bridge the feedback gap and improve student engagement and success

**Theresa Wyborn**

Western Sydney University

*Access to higher education is meaningless if support is not provided to engage, retain and promote lifelong learning attributes. Students, especially those who are first in their family to attend University, require a range of supports as they navigate their way through unfamiliar territory and become independent, lifelong learners. This presentation draws on recent literature which argues for the need to align approaches to assessment feedback with the concept of student-centred learning (Nicol and McFarlane-Dick, 2006; Evans, 2013; Carless, 2006). In so doing, the presentation conceptualises assessment feedback as a continuous dialogue between student and academic, rather than a simple transmission process from expert to novice. Drawing on the findings of an action research project, the presentation outlines the introduction of a feedback/feedforward tool at Western Sydney University, The College to demonstrate what a dialogic approach to feedback might look like in practice and its impact on students and staff.*

#### Biography

Dr. Theresa Wyborn is the Associate Director of Learning and Teaching at Western Sydney University, The College. In this capacity, Theresa leads the learning and teaching team, promoting a culture of teaching excellence, continuous improvement and innovation.

Theresa has worked in tertiary pathways education for twenty years and is particularly interested in explicit, scaffolded, and transitional pedagogies which aim to develop life-long learning skills, build self-confidence, and acculturate students within a higher education context.

## PARALLEL SESSION 12

### 1:30PM – 2:00PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 12	12A - EI - STUDENTS	12B - RP - TRANSITIONS	12C - RP - TRANSITIONS	12D - EI - RETENTION	12E - GPR - SUCCESS	
1:30pm - 2:00pm	<p>'Let's Chat'- A fresh take on the invaluable role of peer-to-peer conversation in student engagement, participation and inclusion</p> <p><i>Marta Spes-Skrbis, Anne Taib, Rosalind McFarlane</i></p> <p><i>Monash University</i></p>	<p>How do they know – how do we know? Using a SWOT analysis to support first year Medical Laboratory Science students transitioning to university.</p> <p><i>Frances Breen, Anne-Marie Christensen</i></p> <p><i>Queensland University of Technology</i></p>	<p>Student Perceptions of Generic Skills and Attributes Development</p> <p><i>Ellen Lynch, Chris Browne</i></p> <p><i>The Australian National University</i></p>	<p>Engaging with the student at risk of disengaging: The need for a narrative</p> <p><i>Jacinta Richards, Miguel Gil, Yolanda Evagelistis, Danielle Borlovan</i></p> <p><i>Victoria University</i></p>	<p>STIMulating success: An institutional approach to support for learning in STEM-based disciplines.</p> <p><i>Therese Wilson, Ian Lightbody, Christine Devine, Hayley Moody, Richard Medland, James Brady, Sharmila Gamlath, Yulin Liu, Dulip Herath</i></p> <p><i>Queensland University of Technology</i></p>	

# 12

## 12A EMERGING INITIATIVE STUDENTS

### 'Let's Chat' - A fresh take on the invaluable role of peer-to-peer conversation in student engagement, participation and inclusion

**Marta Spes-Skrbis, Anne Taib, Rosalind McFarlane**  
Monash University

*This session reports on Monash University's recently developed 'Let's Chat' program, delivered at three campuses as a modularised, peer learning opportunity for students from first year to PhD. Involving 3591 student participants and facilitators in 2015 and 2016, the program responds directly to student feedback and recommendation. Let's Chat maximises opportunities for peer-to-peer interaction with the aim of increasing participants' confidence and competence in spoken English and intercultural communication. Informed by current trends in student-centred and peer-assisted learning theory, TESOL and intercultural communication, 'Let's Chat' is quickly establishing itself as an effective approach to supporting student participation, engagement and sense of belonging in diverse teaching and learning contexts and communities. The session presents a snapshot of the genesis of the program; an evaluation of its implementation, and a summary of emerging outcomes. The session also engages participants in a conversation about how this model might be replicated in other settings.*

#### Biography

Marta Spes-Skrbis is the Senior Manager of English Connect at Monash University. She has been working in International Education for 18 years and has a range of experience in private and public sector in secondary and tertiary settings from teaching, cross-cultural competency training, compliance, management, internationalisation of a curriculum and English language proficiency development.

Anne Taib is a Learning Skills Adviser at Monash University Library. Anne has more than 25 years of experience as a teacher of academic writing and communication skills at Monash University and other tertiary institutions.

Rosalind McFarlane is the Program Coordinator of English Connect at Monash University. She coordinates peer to peer programs relating to English language proficiency and cross-cultural communication across multiple Melbourne campuses. Rosalind's doctorate is from literature, focusing on cross-cultural poetry and depictions of the environment.

## 12B REFEREED PAPER TRANSITIONS

### How do they know – how do we know? Using a SWOT analysis to support first year Medical Laboratory Science students transitioning to university

**Frances Breen, Anne-Marie Christensen**  
Queensland University of Technology

*This paper reports a four-year study to investigate and evaluate the effectiveness of a student-informed strategy that identifies need and supports first year transition in the Bachelor of Medical Laboratory Science (BMLS). Timetabled 'introduction to Support Services' Sessions' and a personal Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis comprised an integrated approach to raise students' self-awareness of need for support and the services available to meet this need. Data from 2013-2016 SWOT analyses revealed a range of factors affecting students' learning for which support services were available, including psychological, medical, financial and English as second language (ESL) learning issues. The SWOT analysis provided a mechanism for personal and class feedback that reinforced information provided by support services' partners. Student and staff feedback was overwhelmingly positive, recognising the value of this strategy in identifying and supporting students' transition needs.*

#### Biography

Frances Breen is the First Year Experience Coordinator and unit coordinator in the Bachelor of Medical Laboratory Science course at QUT and has taught across multiple disciplines within the life sciences at ANU, University of Canberra and QUT. She has a Graduate Certificate in Higher Education and research interests in supporting transition, digital technologies, collaborative learning, authentic learning and assessment, and peer-assisted oral tasks and understanding. Frances received a Vice Chancellor's Award for Excellence in 2016 for her work at QUT.

Anne-Marie Christensen is a Senior Lecturer in Haematology in the School of Biomedical Sciences at QUT in Brisbane. Prior to QUT she taught at RMIT and Holmesglen TAFE in Melbourne. From 2010-2015 she was the Course Coordinator of the Medical Laboratory Science program at QUT, leading the design of a new four year accredited program implemented in 2012. Her research interests lie with curriculum design, transition-in and -out, authentic learning and assessment, work integrated learning, digital technologies and academic leadership.

## 12C REFEREED PAPER TRANSITIONS

### Student perceptions of generic skills and attributes development

**Ellen Lynch, Chris Browne**

The Australian National University

*Ten thousand new, accredited engineering graduates seek full-time employment every year in Australia. Similar to other professional qualifications, accredited engineering programs require students to demonstrate the graduate attributes described in the Engineers Australia Stage 1 Competencies. We conducted a pilot study that asked students to evaluate their own development of graduate skills and attributes over the course of their undergraduate degree. We found three key different typologies that describe how students perceive their development: Journey, Sequence and Focused trajectories. Considering these different trajectories during curriculum design provides an opportunity to support student learning at different stages of individual student's degrees and ensure they achieve accreditation requirements.*

#### Biography

Ellen Lynch is a third year engineering student at The Australian National University. Her interests include the social aspects of engineering and co-creating curriculum and facilitating support networks that help students to succeed.

Chris is a Lecturer in the Research School of Engineering at The Australian National University, investigating conceptual models of complex systems, particularly the role of kinaesthetic models in equipping students for the future demand in STEM fields.

## 12D EMERGING INITIATIVE RETENTION

### Engaging with the student at risk of disengaging: the VU Student Link program

**Jacinta Richards, Miguel Gil, Yolanda Evagelistis, Danielle Borlovan**

Victoria University

*This presentation revisits and discusses the implementation of the Student Link four years down the track after its initial launching in 2013. The project comments on a number of significant changes introduced in 2016 which have resulted in a more robust and internally coherent program. While seeking to tap on the wealth of knowledges embodied in the University, the new Student Link program aims to provide a more rounded and immediate response to the varying needs of undergraduate university students, both commencing or new to the university as they quickly move through their student life cycle. The program is then situated in the context of similar Monitoring of Student Learning Engagement programs currently been implemented among Australian universities.*

#### Biography

Jacinta Richards BEd (Deakin), Grad Dip TESOL/Adult Ed (Deakin), Grad Cert Management Vic (Aust), Grad Cert Leadership Vic (Aust), Master of Arts/Education (Deakin) (current). Jacinta in her current position as Manager, Student Learning Pathways at Victoria University has a leadership role in preparing and inducting non-traditional students from diverse educational backgrounds for study in degree courses at Victoria University. She manages the university's Higher Education Participation and Partnership (HEPP) funded Early-Uni Pathways initiative and the Student Link program.

Dr Miguel Gil BA (Navarre), MAPrelim (La Trobe), MA (Monash), Postg. Dipl Translating (Victoria College of the Arts) and PhD (La Trobe). Miguel works as a Retention and Transition Coordinator at Victoria University. He is a co-editor of Strong Starts, Supported Transitions and Student Success (Cambridge Scholars, 2014) He is also interested in the articulation of "global citizenship" as a graduate attribute. Miguel has translated more than sixty books and is currently completing a guide to academic writing.

Yolanda Evagelistis has been working for the past 6 years as Transition Coordinator at Victoria University. She has a wealth of previous experience in all aspects of student services and University systems. Prior to her current involvement in student retention and transition, Yolanda had already spearheaded a number of pilot programs that served as precursors of the current Student Link program.

Danielle Borlovan works as a Coordinator of the Student Transition Mentor Program. A self-confessed craft addict and lover of the 1950's and rockabilly. She recruits, trains and provides ongoing support and guidance to Student Transition Mentors, a peer mentoring program designed to assist and support first-year and commencing Victoria University. She develops data management processes on contacts Student Transition Mentors have had with current VU students. Danielle is passionate about developing collaborative learning activities for training and development workshop.

## 12E GOOD PRACTICE REPORT SUCCESS

### STIMulating success: An institutional approach to support for learning in STEM-based disciplines.

**Therese Wilson, Ian Lightbody, Christine Devine, Hayley Moody, Richard Medland, James Brady, Sharmila Gamlath, Yulin Liu, Dulip Herath**

Queensland University of Technology

*The establishment of Queensland University of Technology's STIMulate program signifies an institutional response to provide integrated and accessible support for learning to enhance student success in maths, science and IT. Drawing on a social justice framework, the program incorporates strategies and experiences to enhance student engagement, access and participation, contributing to the normalisation of help-seeking behaviours. Delivery of the program is distinct in that it brings together peer support by a team of experienced student volunteers and academic support by discipline specialists, complemented by virtual spaces where students can access online learning resources and collaborate with peers. In addition to describing the STIMulate program and its evaluation, this good practice report contextualises the importance of program alignment with institutional goals and collaboration with academic and professional staff across divisional boundaries to enhance visibility and value for all students. The contribution of STIMulate to the learning and success of thousands of QUT students has received national and international acclaim.*

#### Biography

Therese Wilson has been the Learning Support Coordinator for maths in QUT's award winning STIMulate program since its inception in January 2013. She oversees the provision of support for learning in the areas of mathematics, statistics and numeracy across all disciplines with particular interest in supporting Nursing, Education and Exercise Science students. A Senior Fellow of the Higher Education Academy and PhD in Statistics Education, Therese has extensive experience in teaching statistics and mathematics at the introductory tertiary level.

Ian Lightbody coordinates the QUT STIMulate program to provide maths, science and IT learner support. He has a background in teaching, management and working with volunteers. Ian has post-graduate qualifications in education and business, and he has recently commenced doctoral studies studying STEM support-for-learning in higher education. Ian has interests in peer-to-peer approaches, proactive motivational support and collaborative organisational strategies to enhance success for individuals and learning organisations.

Christine Devine is the Learning Support Coordinator (Science) for the STIMulate program and a lecturer in the Science and Engineering Faculty at the Queensland University of Technology. Christine has a PhD from the University of Queensland in the field of Developmental Biology and has held research positions in Australia and overseas in the areas of developmental genetics and neurobiology. She is currently completing a Graduate Certificate in Academic Practice at QUT.

Hayley Moody became an Associate Learning Support Coordinator with the STIMulate program at QUT shortly after completing her PhD in Medical Engineering in 2013. Combined with a background in high school science teaching, she has particular interest in working with students as partners to facilitate learning in the medical sciences and developing opportunities to create a deeper interest in the sciences.

Richard Medland is an Urban Informatics alumni, lecturer with the QUT Information Systems, outgoing director of learning and teaching operations, BIT first-year coordinator, and discipline leader at STIMulate. His work focuses on introducing ICT in developing environments, resource use in homes and office and support for learning best practices. He has co-authored 13 reports and research papers including IEEE and CHI. Richard is a twice recognised recipient of the QUT VC performance fund, and was an Oxford Internet Institute invited scholar.

James Brady is an Associate Lecturer and Associate Science Stream Coordinator at STIMulate at the Queensland University of Technology. He is responsible for providing individual and group support to undergraduate students in Chemistry, along with coordinating the team of student volunteers who provide most of the support. James has research interests in chemical education, student engagement and volunteer motivation.

Sharmila Gamlath currently works as a maths academic in a QUT-wide support-for-learning programme called STIMulate. She has over twelve years of experience as an educator and possesses a PhD in dynamic macroeconomics. Sharmila undertakes research in three distinct areas: learning organisations, human development and macroeconomic theory. In her present role, her research interests include topics such as peer learning practices, the role of the student in the modern university and managing the quality of knowledge sharing practices between students.

Yulin Liu has a PhD in civil engineering. He has been Associate Learning Support Coordinator in the maths stream of STIMulate program since 2016. He also provides support for learning in engineering maths and quantitative methods in various disciplines.

Dulip Herath is an Associate Learning Support Coordinator in IT at STIMulate – a program for support for learning at the Queensland University of Technology. He is also a PhD candidate at the University of Queensland in Biomedical Engineering. Dulip has over 13 years' experience in university teaching and research in machine learning, speech and language processing, and sleep and respiratory engineering. At STIMulate, Dulip is conducting group support sessions for undergraduate programming units and carrying out research in students' learning behaviours in computer programming.

## PARALLEL SESSION 13

### 2:10PM – 2:40PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	BALLROOM 4	BALLROOM 5	MOSELEY ROOM
Parallel Session 13	13A - EI - STUDENTS	13B - RP - TRANSITIONS	13C - EI - STUDENTS	13D - EI - RETENTION	13E - EI - SUCCESS	
2:10pm - 2:40pm	Placing ASPIRE Outreach Officers within remote regional communities: a case study.	Expanding on the evidence of Higher Order Thinking Skills in first year undergraduates	Encouraging the participation of Australian-African students in higher education through community outreach initiatives	Subject Support Tutor Program	Fostering wellbeing, achievement, and lifelong success in a scalable online topic: Implementing evidence-based psychological interventions that improve academic, psychological, and professional outcomes	
	<i>Jaquelyn Lee</i> UNSW	<i>Lynette Faragher</i> University of Southern Queensland	<i>Kwadwo Adusei-Asante</i> Edith Cowan University	<i>Kaled Idris-Said, Tania Blanksby</i> La Trobe University	<i>Lydia Woodyatt, Michelle Arnold</i> Flinders University	

# 13

## 13A EMERGING INITIATIVE STUDENTS

### Placing ASPIRE Outreach Officers within remote regional communities: an interim report

**Jaquelyn Lee**

University of New South Wales

*In 2017, the ASPIRE program will trial the placement of two Outreach Officers within a remote regional NSW community. These Outreach Officers will work with a small cluster of schools and communities to increase their access to information and advice about Higher Education. This pilot is an innovative approach to widening participation work in Australia, and is informed by a modelled trialled in Greater Manchester in England. This pilot has been funded through HEPPP and will be evaluated to inform the sector of the impact this type of engagement can have on increasing access to HE advice and guidance for students from remote, regional LSES backgrounds.*

#### **Biography**

Jaquelyn Lee is a Senior Project Officer at the University of New South Wales. She is the team leader of the Regional ASPIRE outreach program, and has worked in the field of Widening Participation for the last four years. Jaquelyn is a teacher by training and has worked in schools outreach for most of her career.

## 13B REFEREED PAPER TRANSITIONS

### Expanding on the evidence of Higher Order Thinking Skills in first year undergraduates

**Lynette Faragher**

University of Southern Queensland

*All students enter university with a 'virtual uni bag' containing their previous life experience as well as their existing knowledge and skills. If the teachers in the academy know what they bring and what will engage them, they could use that knowledge, when designing curriculum and assessment, to improve pedagogy to enhance the transition process for vulnerable students. This paper reports on innovative research into the Higher Order Thinking Skills present in a sample of pre- service education students' writing in the genre of critical comparative analysis. Interviews were also conducted and analysed. Using analytical descriptors derived from the work of Marzano (2001) and focussing on the two 'top' levels of skills the Self-system and Metacognition it was found that these aspects of the students' skills were well represented. The paper ends with tentative suggestions for the use of this research in planning pedagogical approaches for first year courses.*

#### **Biography**

Lynette Faragher is a semi-retired university educator with a special interest in the relationship between language output and higher order thinking skills and how to recognise and develop them through the curriculum. Her career includes teaching English in African high schools and teacher colleges, UK schools, universities in Brunei and Oman and most recently in Australia. Now a part-time PhD student and antiques dealer.

## 13C EMERGING INITIATIVE STUDENTS

### Encouraging the Participation of Australian-African Students in Higher Education Through Community Outreach Initiatives

**Kwadwo Adusei-Asante**  
Edith Cowan University

*This paper briefly discusses the rationale and outcomes of the Aim Higher Summit, a community outreach initiative that seeks to inspire young people from Sub-Saharan African (SSA) backgrounds living in Western Australia to participate and excel in higher education. The event follows a recent community consultation with SSA high school students and their parents in Perth. The Aim Higher Summit is one component of a two-prong approach devised to address revelations from the consultative exercise that SSA students in Perth high schools were experiencing challenges in their academic pursuits and not making informed choices about their post-high school educational pathways. Highlights of the 2016 event, which brought together successful SSA professionals to inspire young people of African descent through narratives of their life journeys, are shared in this paper.*

#### Biography

Kwadwo Adusei-Asante is a Senior Lecturer (Social Science) within the School of Arts & Humanities, Edith Cowan University, Western Australia. Kwadwo researches equity issues in higher education focusing on students from low socio-economic status backgrounds.

## 13D EMERGING INITIATIVE RETENTION

### Subject Support Tutor Program

**Kaled Idris-Said, Tania Blanksby**  
La Trobe University

*The combination of widening participation and the uncapping of university places has resulted in the increased in diversity in the student cohort attending university. A challenge for universities is how to support the increased proportion of students with little academic collateral. This paper describes a new initiative at La Trobe university designed to embed support within targeted subjects - the Subject Support Tutor (SST) program.*

#### Biography

Kaled Idris-Said is the Transition Advisor at La Trobe University. He studied Psychology and Cultural Anthropology at University of Calgary in Canada. He has 15 years professional experience at a post-secondary institution and with state government supporting education and training. Kaled is a first in family graduate having immigrated to Canada from Eritrea as a teenager. Kaled oversees the development and delivery of student programs and workshops with SHE college. He has a passion in helping students achieve their full potential.

Tania Blanksby is the Transition Coordinator, managing the STAR team in the College of Science, Health and Engineering at La Trobe University. She has extensive experience, understanding and skills in the higher education system that have been developed through more than 20 years working at La Trobe University. Tania has worked as a lecturer, subject and course coordinator, first year coordinator in the faculty, centrally in Student Engagement and is committed to facilitating students' successful transition through university.



## 13E EMERGING INITIATIVE SUCCESS

**Fostering wellbeing, achievement, and lifelong success in a scalable online topic: Implementing evidence-based psychological interventions that improve academic, psychological, and professional outcomes**

**Lydia Woodyatt, Michelle Arnold**  
Flinders University

---

*Student wellbeing declines while at university. Our emerging initiative addressed this problem using the expertise of psychological scientists to develop curriculum that helps students learn and implement evidence-based strategies that increase resilience and the achievement of academic, personal, and professional goals. This curriculum was developed for online delivery to actively engage students in learning the evidence-based tools and practice using them over a semester. Initial results suggest our approach can address the triple concerns of student well-being, attrition, and work readiness within a scalable, adaptable, flexible delivery, elective topic.*

## STARS Q & A PANEL

### 3:10PM

#### An Ecological Approach to Promoting Student Well-Being: Q and A Panel

There is an important correlation between student well-being and student learning success. The well-being of both academic and professional staff is also critically relevant to whether a positive learning environment can be created in Australian universities that supports the important elements of STARS – students, transition, achievement, retention and success.

As part of the final session of the 2017 STARS Conference, this Q and A panel provides an opportunity for delegates to engage with and interrogate diverse perspectives on curricular and co-curricular approaches to promoting student and staff well-being in tertiary environments.

A collegial interactive session, it will be facilitated by Conference Co-Chair Rachael Field, providing a lively opportunity for conference delegates to question some of Australia's foremost experts about issues of student and staff well-being in the tertiary sector.

Questions will be taken from the floor.

# WEDNESDAY

## STARS NETWORK GROUP MEETINGS

### STARS NETWORKS

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3
9:30am - 11:00am	Sharing Ideas, Resources and Experiences Network <i>Ann Luzeckyj</i>		Transitions Out  <i>Nicolette Lee, Trevor Cullen</i>
11:00am - 11:30am	Morning Tea		
11:30am - 1:00pm	First Year Experience  <i>Kathy Egea, Jill Thomas, Sally Kift</i>	Student Equity  <i>Nadine Zacharias</i>	Peer2Peer Alliances Network  <i>Victoria Menzies, Jane Skalicky, Jacques van der Meer, Melissa Zaccagnini</i>
1:00pm - 1:45pm	Lunch		
1:45pm - 3:15pm	First in Family  <i>Sarah O'Shea</i>	STEM Learning  <i>Ian Lightbody, Richard Medland</i>	Psychological Wellbeing  <i>Lydia Woodyatt, Abi Brooker</i>

## SHARING IDEAS, RESOURCES AND EXPERIENCES NETWORK

### 9:30AM – 11:00AM

We are all aware that the requirements and workload of higher education workers (academic and professional staff in universities) have radically changed over the past decade or two. Student numbers have increased alongside expectations that students will have excellent learning experiences while they develop the skills and abilities to prepare them for work (Department of Education and Training, 2016). Previously the Office of Learning and Teaching (and its earlier manifestations) offered support and incentive (through grants, awards and fellowships) to university staff to explore, identify, develop and evaluate a variety of teaching ideas, resources and methods to enhance teaching and learning outcomes.

The intention of the Sharing ideas, resources and experiences network is to bring academic and professional staff together across institutions and provide a space to explore ways to support each other as we strive to help our Students as they Transition into and across university, acquire the skills and abilities to Achieve their desired goals while being Retained so they can Successfully graduate. The network members will therefore be asked to discuss their own approaches to supporting our diverse cohorts; promote any resources they use to assist in enhancing the university experience of their students and share ideas about how they manage their workloads while supporting their students to reach for the STARS.

As it is a new network the first meeting will focus on the following questions:

- What are the group's expectations for the first meeting and beyond?
- What approaches and resources are currently favoured by academic and professional staff?
- What techniques do we use to manage our workloads?

#### Convenor



#### **Dr Ann Luzeckyj**

Senior Lecturer in Higher Education Centre for Innovation in Learning and Teaching, Flinders University

Ann has worked in higher education for over 20 years in both Australia and England, as a lecturer and in libraries (in a range of different roles). She has also tutored and worked as a research assistant on various projects which explored: support for first year students; preparing academics to teach in universities and redeveloping curriculum. In her current role, 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. She also undertakes research; co-facilitates two Communities of Practice; coordinates the Flinders Foundations of University Teaching program for staff new to teaching and/or new to the university and delivers workshops (and other resources).

During the past six years 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).

#### References

Department of Education and Training. (2016). Higher Education. Retrieved from <https://www.education.gov.au/higher-education-0>

## TRANSITION OUT NETWORK

### 9:30AM – 11:00AM

Nearly 180,000 students in Australia graduate with a bachelor's degree every year, 113,000 students graduate from postgraduate coursework degrees, and 10,000 from postgraduate research degrees. These graduates are moving on to a world characterised by rapid and complex change, globalisation and lower graduate employment rates than that experienced by their predecessors. Most will experience multiple occupations over the life of their careers in a degree of discipline mobility not seen in previous generations.

The complexity and uncertainty inherent in graduate futures presents particular challenges for contemporary students. As they near the completion of their course, they are navigating the high stakes assessment that will dictate their degree outcome, and impending major life decisions.

For many students, this is a period of their lives imbued with some anxiety and many questions. Has the course in which they have invested so much time, effort, money and hope provided them with the capabilities they need in the next stage of their lives? What does the world expect of them? What options are available? How big is the step to the next rung on the ladder? How will they manage without the networks and structures that have supported them through their studies?

For universities, too, the pressure to demonstrate the value of higher education and graduate employability in a time of rapid growth is presenting significant challenges. How is graduate employability and value to be defined, measured and recorded? How might the efforts of departments across an institution be marshalled to achieve greater impact? What roles do curriculum, co-curricular activities and support departments play, and how do these interact to effect positive outcomes for large numbers of students?

The focus of this network is on this critical 'transition out' stage of the student career and the journey that follows. It will provide an opportunity to extend the debate regarding strategic and practical approaches to enhancing the 'transition-out' experience and long term outcomes for students at all levels of the higher education experience. Convened by two Australian Government Learning and Teaching Fellows with contributions from international experts in the field, participants will have opportunities to share critical insights, practical evidence-based approaches to improving curricula and co-curricula transition experiences, and to develop research partnerships and programs of national and international importance.

#### Convenors



#### **Professor Nicolette Lee**

Executive Director (Educational Partnerships and Quality)  
La Trobe University

Nicki is the Australian Government Office for Learning and Teaching National Senior Teaching Fellow for Capstones across Disciplines ([capstonecurriculum.com.au](http://capstonecurriculum.com.au)). She is also currently the Executive Director (Educational Partnerships and Quality) at La Trobe University in Melbourne, Australia. Nicki has held numerous senior academic positions in the Australian University sector, including as Acting Pro-Vice Chancellor and Executive Director (Learning and Teaching) at Victoria University and Academic Director, Swinburne Professional Learning. In these roles, she has led a number of large scale institutional change programs, including the implementation of capstone experiences, standards and evaluation frameworks. Over the years she has designed final year programs for more than 30 courses, including the Swinburne Design Centre. Her research outputs span curriculum and the student experience, institutional quality mechanisms, learning and teaching practice, and the design and evaluation of learning environments.



#### **Associate Professor Trevor Cullen**

Head of Journalism and Director of CREATEC Research Centre,  
School of Arts and Humanities, Edith Cowan University

Trevor is Head of Journalism and Director of CREATEC Research Centre in the School of Arts and Humanities at Edith Cowan University in Perth, Western Australia. He has received several university and national teaching and research awards. In July 2015, he was awarded an Australian Learning and Teaching Fellowship to design and develop journalism capstone units for tertiary journalism programs throughout Australia. He is the first journalism educator in Australia to become a National Teaching Fellow. For more information, please visit his website at: <http://www.trevorcullen.id.au>

## FIRST YEAR EXPERIENCE NETWORK

### 11:30AM – 1:00PM

The FYE (First Year Experience) Network is a learning community designed for academics and professional staff involved in FYE initiatives where the focus is on the transition, achievement, retention and success of commencing students into undergraduate programs.

FYE has always been important in ensuring student success. Given that Higher Education providers are required to implement the Higher Education Standards Framework (see <https://www.legislation.gov.au/Details/F2015L01639>) by January 1st 2017, FYE has now become essential in demonstrating how we support students' transition. We can use this NETWORK to share how we provide evidence to address this framework, in particular section 1.3 on Orientation and Progression.

Questions to get the Network discussion started:

- Engagement – How do we engage both academics and professional staff in providing a consistent and connected experience for students new to university?
- Effecting and leading change – How do we influence and effect institutional practice change for FYE? How do we align the work in FYE to the university strategic teaching and learning plans?
- Evaluation and use of DATA – How do we assess the needs and preparedness of commencing students, monitor their success, and evaluate whether our first year practices are working?
- Sustainability through ongoing funding – What practices/arguments have been used to sustain successful practices beyond HEPPP funding into university-funded practices?

We invite you to join the Network online to share and discuss these ideas further.

The online Network discussions will enable us to see what other institutions are doing and learn from each other. By sharing our practices on what's working and what is changing, and how we evaluate the success of FYE practices in FYE, we can help each other to improve our practices and better support the success of our students.

#### Convenors



**Dr Kathy Egea**  
Senior Lecturer, UTS FYE Coordinator  
Institute for Interactive Media and Learning  
University of Technology

Dr Kathy Egea is the coordinator of the STARS First Year Experience Network, and previously of the FYE SIG since its inception at the last FYHE conference in 2014.

Kathy is the inaugural First Year Experience coordinator in the Institute for Interactive Media and Learning (IML) at the University of Technology Sydney. This is a HEPPP funded role. She co-leads the program and implement the UTS FYE strategy, leads the team of faculty coordinators, runs a small scale T&L grant scheme, develops academic resources for casual academic staff, and interrogates

system data on student success. Most importantly, she builds a growing community of practice on first year transition with colleagues inside and outside UTS, creating opportunities for partnerships for both academic and student support staff within UTS and beyond.

Distributed leadership underpins the success of academic and professional staff engagement in UTS FYE strategy. In 2014, the FYE team (FYE coordinator, Director of IML, and faculty FYE coordinators) won the university Teaching and Learning award for Widening Participation, with their work on the FYE strategy published and presented both within Australia and overseas at FYE conferences. In 2016, the FYE team won an AAUT citation for distributed leadership of the UTS FYE program.



**Jill Thomas**  
B.ed, GradDipBusSys, MBus(IT)  
James Cook University

Jill Thomas is the Manager Student Success and lead of the Student Retention Priority Project at James Cook University. Jill's team lead the Learning Analytics, Predictive Analytics and Survey Coordination functions at JCU to provide insights into the student experience, performance, retention and support needs. Jill works with a range of projects, professional and academic staff across the university to maximize student access of existing support services and support the JCU College Student Support Officers who work with academics staff and student data to provide direct support to first year students who are showing signs of being at risk of attrition. Additionally Jill leads evaluation of existing student support programs to support data informed decision making. Based in Cairns, Jill has a background in Education, Business Analysis and is currently completing a Masters in evaluation through Melbourne University.



**Professor Sally Kift**  
Deputy Vice-Chancellor (Academic)  
James Cook University  
President of the Australian Learning and Teaching Fellows (ALTF)  
STARS Fellow

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

## STUDENT EQUITY NETWORK

### 11:30AM – 1:00PM

The implementation of the Higher Education Participation and Partnership Program (HEPPP) since 2010 has fundamentally changed the scale, scope and approach to student equity work in Australian universities. Institutions have contributed to, and drawn on, a rapidly growing evidence base on the nature of the challenge and what works in widening participation for students from low SES backgrounds. Participation rates have increased substantially and there are significantly more students from low SES backgrounds in the system now than ever before. However, these gains have been uneven across the sector and are difficult to attribute to institutional HEPPP programs.

The question is how we sustain and build on the gains made in a time of policy review and reform. The aspiration for the Student Equity network is that discussions will lead to:

- Improved sharing of existing and emerging evidence and strategies of what works to increase participation by students from equity groups
- More strategic and evidence-informed approaches to institutional student equity programs and practice
- Coordinated action to influence public policy
- Collaborations to conduct cross-institutional research, present innovations and disseminate findings from research and practice.

The Student Equity network would be of interest to outreach and equity practitioners who are managing or evaluating institutional programs as well as researchers and institutional analysts with an interest and expertise in student equity programs and initiatives. The network takes a broad approach to the student lifecycle, spanning students' journeys from first considering university as their path to realising (desired) career and life outcomes post-graduation while focussing on students who belong to one or intersecting equity groups.

#### Session structure

The networking session is an opportunity to share and consolidate existing evidence of successful student equity strategies with a view to inform future practice and policy. In 2017, the focus will be on financial support to equity students and measures of program success that go beyond the existing indicators of access, participation, retention, success and completion rates.

This discussion will be complemented by a national picture of how Australian universities have responded to HEPPP. The group will be encouraged to explore how the strengths of current approaches can be leveraged and weaknesses addressed in the reform process necessitated by any changes proposed to the program's structure and/or reductions in the funding envelope. Finally, the network offers a platform to consider lobbying efforts to ensure that a national and significant equity program remains post-2017.

#### Convener



#### Dr Nadine Zacharias

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 2017, she is joining the National Centre for Student Equity in Higher Education (NCSEHE) as a Senior Research Fellow. Nadine was an inaugural Equity Fellow sponsored by the NCSEHE to undertake a strategic student equity research project of national significance and was Director, Equity and Diversity at Deakin University from 2010-2016.

Nadine's Fellowship project investigated the sector's response to HEPPP and found that the national equity program provided an opportunity for universities to develop bespoke equity programs and that any assessment of their 'success' should consider what kind of program works best for a specific university in its context. She is currently involved in collaborative research projects which focus on student resilience in higher education as well as the impact of outreach work on school leaver applications to university in urban and regional low SES communities in Queensland. Nadine led an influential 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.

## PEER2PEER ALLIANCES NETWORK

### 11:30AM – 1:00PM

The accelerating pace of change in HE and the learner experience present ongoing challenges for universities in providing targeted peer2peer support designed to meet the needs and expectations of both the institution and those of the learner. While strong connections with peers is recognised as central to student engagement and success, the challenge is how to enable these interactions to happen in ways that meet the learner needs in an environment characterised by diversification, massification and an increasingly online presence of students. Aligned with these challenges is a tightening of resources where universities seek accountability, quality assurance, and strategic alignment directing funds to initiatives that demonstrate high impact and resource efficiencies. Addressing these issues is central to sustainability of peer 2 peer programs and initiatives.

This Peer2Peer Network seeks to create a community of practise for people to share, collaborate and mature our thinking and understanding around best practice in p2p learning engagement.

- Some of the areas that this network can collaboratively explore include:
- Micro programs: Just-in-time and Just-enough peer2peer initiatives
- Evaluation: evidencing impact
- Integrated institutional systems e.g. training, reward & recognition
- Online platforms
- Scalable and sustainable models
- Access, inclusivity and meeting the learner needs
- Peer leader reward & recognition
- Developing the capabilities of peer leaders
- Quality assurance & program design
- Volunteering & the Fair Work Act
- Building staff/institutional capacity for student leadership development and support
- Nexus between Students as Partners & Peer Programs
- Student designed & led programs
- Curriculum aligned and integrated approaches e.g. threshold concepts, academic skills, career considerations

#### Convenors



#### Victoria Menzies

Senior Lecturer and the Coordinator – Peer Programs Strategy,  
Queensland University of Technology

Situated within Student Success & Retention, her work focuses on supporting student engagement and learning success through establishing structures and systems that support best practice and sustainability in peer program design and leader development. Key institutional strategic initiatives include: a university-wide integrated approach to peer leader training and development (online and face-to-face); a central system for promotion and communication of student leadership opportunities; guidelines for volunteer management; a peer leader reward and recognition framework; and, an evaluation framework. The Strategy applies a distributed leadership model that focuses on developing the capabilities of staff and students to independently design and implement initiatives. To ensure peer-to-peer initiatives meet the learner's needs, a partnerships model is applied with staff and students co-designing and leading initiatives. Since instigating the strategy in 2011, QUT has seen a significant expansion in the reach, scale and sustainability of peer programs. This has ensured students now have access to a range of peer support and leadership opportunities that meet their needs and expectations.

Applying a student-staff partnership model, Victoria is particularly interested in exploring high impact 'bespoke' peer-to-peer learning alliances designed to meet the particular needs of the learners while being manageable for both the program coordinator and the peer leaders. She has extensive experience as both an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote inclusivity and student engagement through collaborative learning networks.



#### Jane Skalicky

Director, Student Retention and Success  
University of Tasmania

As Director, Student Retention and Success, Jane leads a team of academic and professional staff, including student leaders, working across all UTAS campuses to provide language and academic skill development, academic transition programs, career development, student advice and support, as well as a range of peer learning and engagement programs. Jane also contributes to strategic initiatives and policy development that advance student learning, engagement and experience within the context of faculties, centres, and institutes and at the institutional level. Jane has held management positions in both education and industry. Jane's teaching and coordination experience spans thirty years and at a tertiary level includes mathematics education for pre-service teachers, academic staff development, and training and supporting student peer leaders.

Peer programs play a key strategic role at the University of Tasmania, forming part of the university's whole of institution Retention and Success strategy; and Jane has led the expansion of peer programs across learning, career, engagement, advice and mentoring spaces. Jane also led the national OLT-funded Developing and Supporting Student Leadership grant with open resources available at [www.dassl.edu.au](http://www.dassl.edu.au)



**Jacques van der Meer**

Associate Dean (Academic & Research)  
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.



**Melissa Zaccagnini**

Head, National Centre for PASS  
University of Wollongong

Melissa leads the Peer Learning team, within the Learning, Teaching & Curriculum Division of the University of Wollongong, which includes 130 peer leaders and engages over 4000 students per year across 8 campuses. With over 10 years' of experience in the design, implementation, management and evaluation of peer led programs (academic, cultural, social and wellbeing), Melissa has great enthusiasm for the value of peer programs in higher education, especially advocating for the strategic inclusion of peer to peer opportunities to complement and enhance traditional teaching and learning environments and support student transition and success.

As Head of the National Centre for PASS and an International Certified Trainer, Melissa has had the privilege of delivering accredited PASS Supervisor training to hundreds of colleagues from Australia, New Zealand, Malaysia, Fiji, Singapore and China. The international success of the PASS model has inspired Melissa to identify key transferable elements which can be utilised to continuously evolve and operationalise peer based offerings to meet institutional and student needs. Melissa enjoys working collaboratively with colleagues to support innovation and sharing of best practice around peer programs, both at UOW and across the Australasia region/ Internationally.



## FIRST-IN-FAMILY STUDENT NETWORK

### 1:45PM – 3:15PM

First-in-family (FiF) 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 FiF status is not currently recognised as an equity categorisation yet these students frequently fall into multiple equity groupings (O'Shea, 2015; O'Shea, May, Stone & Delahunty, 2017).

The first-in-family (FiF) network seeks to develop a community of practice for those who are interested in both supporting and engaging first-in-family students. The network 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.

During the networking session, there will be opportunities for discussion and reflection particularly as this relates to how institutions can: a) implement targeted support strategies that account for the learning contexts of FiF students, including how we might draw upon a 'students as partners' framework in enacting this; b) explore strategies for connecting with families and community of FiF students and c) share plans or future initiatives in this field.

#### Convenor



#### A/Prof Sarah O'Shea

Australian National Learning and Teaching Fellow  
Program Convenor: Adult, Vocational and Higher Education  
University of Wollongong

Sarah has worked in the higher education sector for nearly twenty years; currently she is working in the Faculty of Social Sciences (UOW) as a teaching/research academic. 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.

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, four book chapters and twenty five 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 also leads research in this field and since 2009 has attracted over \$1 million in research grants – this has included leading a multi-institutional OLT grant (with OUA & UON) investigating approaches to engaging and retaining first-in-family learners ([www.firstinfamily.com.au](http://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). During 2016-2017, Sarah has also been invited to be a Visiting Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE), Curtin University

## STEM NETWORK

### 1:45PM – 3:15PM

The advancement of Science, Technology, Engineering and Mathematics (STEM) have been identified as key disciplines for the economic growth and a sustainable future (Adams Becker et al., 2017; Office of the Chief Scientist, 2016). A STEM focus provides an opportunity to equip future generations to create original ideas, design innovative products and services, and solve local and global problems (Office of the Chief Scientist, 2016; Walker, 2016). STEM learning and teaching in higher education plays a critical role in equipping graduates with STEM knowledge and skills necessary for today to create the future they want.

The STEM Network aims to bring educators together to learn about the diverse approaches to STEM learning and teaching among Australian universities, share ideas and explore areas of collaboration.

Areas of interest:

- STEM course design
- women in STEM
- learning STEM in the digital age
- STEM support-for-learning
- STEM learning resources

Participants will be invited to share experiences and ideas. This network event provides an opportunity to develop a community of practice.

#### Convenors



#### **Ian Lightbody**

Coordinator – Maths, Science and IT Learning Support  
Queensland University of Technology

Ian coordinates the QUT STIMulate program to deliver maths, science and IT learner support across QUT (Lightbody et al., 2015). The program is provided by a team of 145 trained volunteer students and nine academic staff, and works in collaboration with faculty teaching staff. STIMulate received a national AAUT program award and two global Wharton Reimaging Education awards in 2016.

Ian has a background in education, management and working with volunteers. Ian was a mathematics and science high school teacher for 23 years and the general manager for a large not-for-profit youth organisation for two years before joining QUT. He has post-graduate qualifications in education and business, and he has recently commenced doctoral studies studying STEM support-for-learning in higher education. Ian has interests in peer-to-peer approaches, proactive motivational support and collaborative organisational strategies to enhance success for individuals and learning organisations.



#### **Dr Richard Medland**

Coordinator – IT Learning Support Lecturer – Information Systems  
Queensland University of Technology

Richard Medland is an Urban Informatics alumni, lecturer with the Information Systems School (ISS) at QUT, the outgoing director of learning and teaching operations (ISS), Bachelor of IT first year coordinator, and learning support coordinator (IT) at STIMulate. His work focuses on developing and introducing ICT in developing environments (Chandra, Polzin, Medland, & O'Farrell, 2016), resource use in homes and office and support for learning best practices (Sankupellay, Niesel, Medland, & Mealy, 2015). He has co-authored over 13 reports and research papers including publications within IEEE Pervasive Computing, CHI, Persuasive, and OZCHI. Richard is a twice recognised recipient of the QUT Vice Chancellor's performance fund, and he was an invited scholar at the Oxford Internet Institute.

He is a discipline leader of STIMulate, an internationally awarded university-wide support for learning service. He works with universities, local partners, and governments in developing nations to introduce ICT into developing nations, having developed and deployed novel learning tools in Fiji, Papua New Guinea, and Malaysia (Chandra et al., 2016). He has worked on various projects with private industry and public sector organisations over the last decade. Key among these are the Queensland state government as part of the Climate Smart Home Service, National ICT Australia, Digital Technology Management at the Technical University of Munich, the Digital Enterprise Research Institute in Ireland, and Lancaster University. Richard teaches regularly in the QUT undergraduate and masters programs for Information Technology.

## PSYCHOLOGICAL WELL-BEING NETWORK

### 1:45PM – 3:15PM

With an estimated 19.2% of Australian University students experiencing elevated psychological distress during their time at university (Stallman, 2010) it is clear that there is a problem. How are our students doing? On average, not well. This pattern of psychological decline begins in the first year but for many continues to decline throughout their undergraduate years (Bewick, Koutsopoulou, Miles, Slaa & Barkman, 2010). There is now a wide range of research to suggest that the problem is widespread, reducing student success and completion, and increasing demand on university support services (Chow, 2007).

This network will bring together researchers and practitioners across the Higher Education sector to tackle three important questions: how do students experience distress and wellbeing at university, why do students experience distress, and, what can be done to students to overcome distress and support their well-being throughout their time at university and for their future?

1. How can we assess and monitor student psychological well-being and distress accurately in university contexts? For whom, when and where does decline occur? For how long do students' experiences of distress and well-being persist? How do these experiences impact students' academic experiences? How can we understand the experience of our students through research on psychological well-being more broadly?
2. Why does the decline in psychological well-being occur at a higher rate compared to the rest of the population? What vulnerabilities and risk factors exist during various stages of the student lifecycle? How do university factors at systemic, academic, and social levels contribute to distress and well-being? This network will identify key factors that impact on the psychological well-being of students uniquely within the context of Higher Education.
3. What strategies are able to be implemented to increase student well-being and buffer against the risks of psychological decline while enhancing students learning experiences? How effective are current interventions targeting students' psychological wellbeing? What are the barriers that need to be overcome in order to improve student well-being? How might we overcome those barriers? We will discuss together current practices (curriculum based, centrally-lead, and co-curricular) that are targeting these factors within our institutions.

The goal of this networks is to develop best practice recommendations for Higher Education aligning the what, why, and how in a way that is scalable and produces guidelines that are useful to students, staff, universities, and the sector as a whole.

#### Convenors



#### Dr Lydia Woodyatt

Director of First Year Studies, School of Psychology  
Flinders University

Lydia Woodyatt's research is focused on the intersection between social and clinical psychology particularly focusing on motivation, identity, and emotion (shame, self-forgiveness, hope, self-compassion, student well-being and engagement). As an educator she combines her knowledge and evidenced based approach as a social psychologist with her prior professional experience in pastoral care, to develop programs that successfully transition first and third year students within the context of the curriculum. She has innovated within curriculum to support psychological well-being of students, through developing online topics focused on resilience, well-being and metacognitive skills at university, the redesign of first year curriculum to meet transition needs, and developing a third-year to first-year peer mentoring program that addresses psychological well-being, academic achievement, and work integrated learning, for which she received several university teaching awards.



#### Dr Abi Brooker

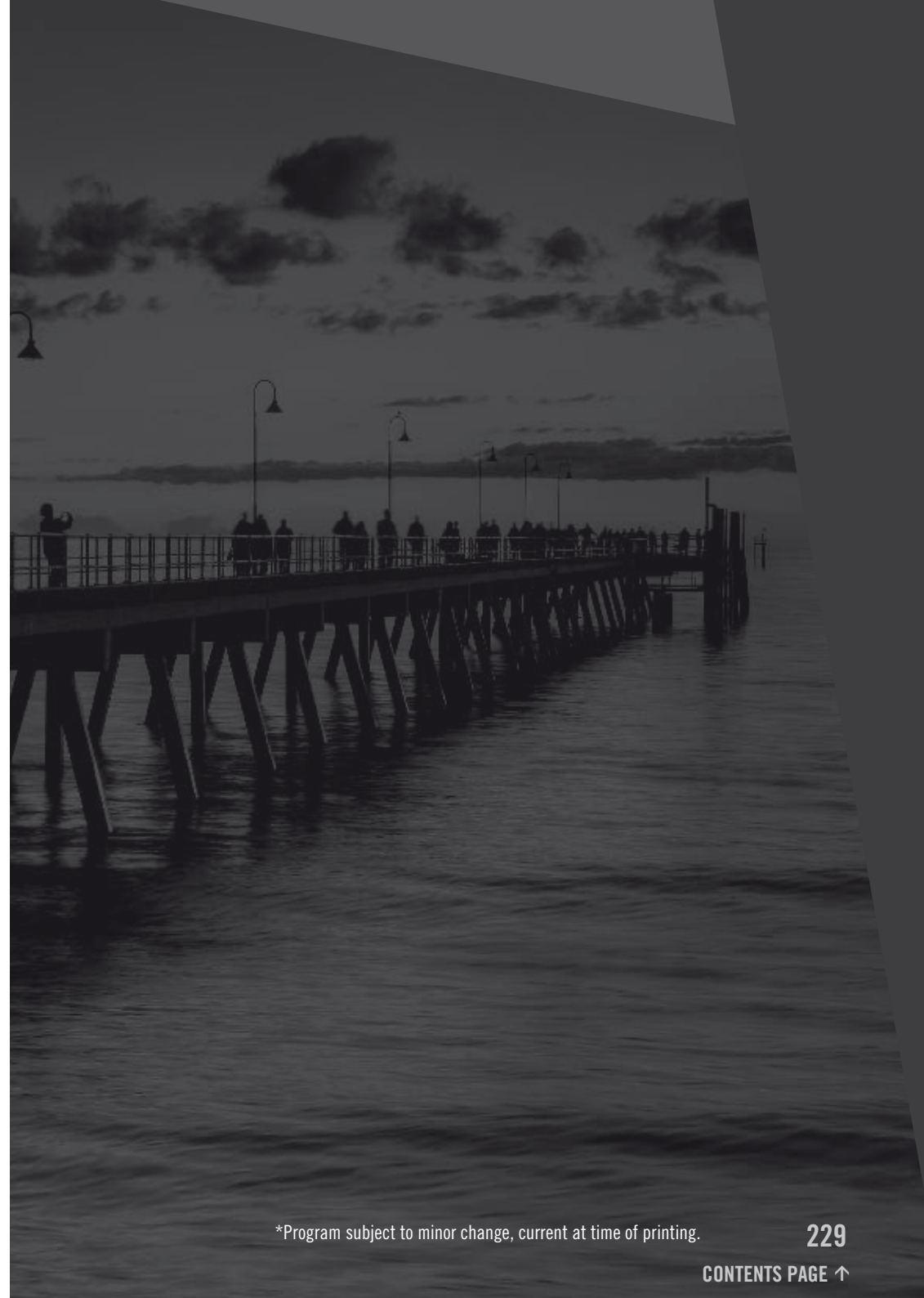
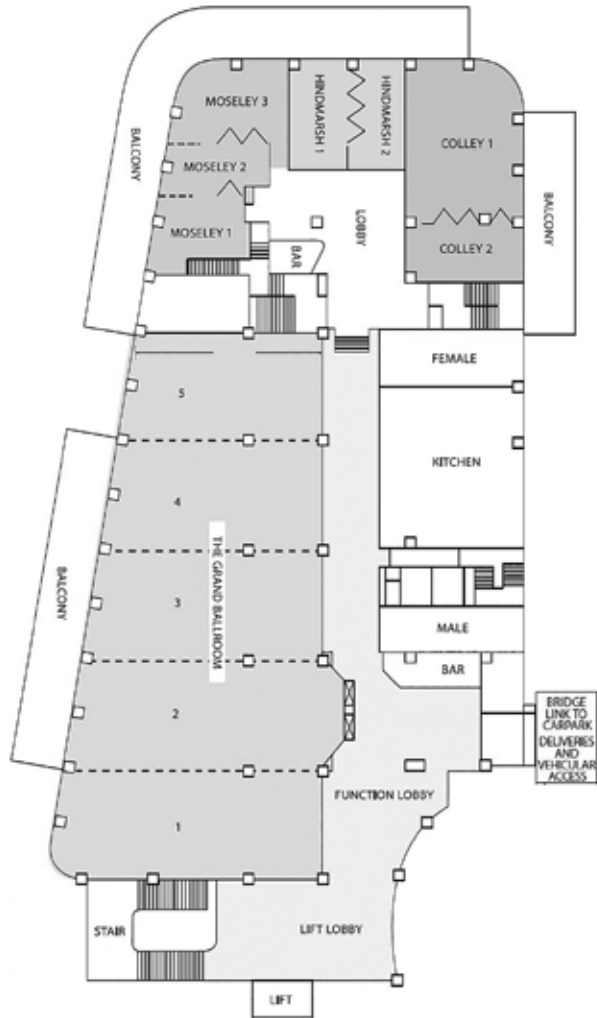
Associate Lecturer, Melbourne School of Psychological Sciences  
University of Melbourne

Abi's research draws heavily from lifespan developmental psychology, positive psychology, and higher education research to promote students' learning experiences and development. Her teaching and research interests focus on student wellbeing, with research projects including the relationship between psychological distress and wellbeing for university students, and academic educators' strengths and needs in supporting student wellbeing. Abi recently project managed a national project investigating curriculum and teaching practices that promote student wellbeing (funded by the Office of Learning and Teaching). She now focuses on her teaching role in the Melbourne School of Psychological Sciences' undergraduate capstone subject, where she developed and coordinates the Graduate Attributes Portfolio for all undergraduate psychology students. She also takes an active role in the capstone subjects' revision working group, which is revising the curriculum with student well-being in mind.

# CONFERENCE VENUE

**Stamford Grand**

2 Jetty Rd, Glenelg SA 5045





**UNISTARS.ORG**

© Copyright 2017 Jason Thomas Events Pty Ltd

**#UNISTARS**