



STARS

STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

8 - 11 JULY 2018

**SKYCITY
CONVENTION
CENTRE**

A U C K L A N D

PROCEEDINGS

UNISTARS.ORG

WELCOME



Karen Nelson
University of the Sunshine Coast



Rachael Field
Bond University

Tēnā koutou, tēnā koutou, tēnā koutou katoa

Haere mai! On behalf of the Organising Committee, our STARS Fellows – Ms Mary Kelly AM, and Professors Sally Kift and Ron Oliver, the STARS Conference Manager Jason Thomas, and the Student Success Journal Manager, Tracy Creagh – it is with great pleasure that we welcome you to the 4th STARS Conference in beautiful Auckland, Tāmāke, Aotearoa. Haere mai!

In welcoming you to this year's Hui we acknowledge the tāngata whenua and local iwi, Ngāti Whātua and their kaiārahi (leaders). We will be respecting Ngāti Whātua tikanga (social protocols) during the conference, which includes abstaining from food or beverages until after the mihi whakatau (welcome) and karakia (prayer or blessing) and ensuring hats are removed and not placed on eating tables. The waiata that will be sung in response to the Mihi Whakatau and to acknowledge the keynote and other times during the conference will be Te Aroha (a Maori song of love and peace).

Te aroha	Love
Te whakaponi	Hope or Faith
Te rangimarie	Peace
Tātou, tātou e.	For us all

The STARS conference is known as a welcoming and collegial opportunity to learn and share knowledge about enhancing students' tertiary experiences. In this way STARS continues the tradition set by its predecessor the International FYHE Conference. Every year we come together as a not-for-profit community to provide an opportunity to collectively focus on exploring excellence in student learning through curricular and co-curricular research and initiatives.

This year as part of our opening session, we are delighted to be recognising the wonderful contributions that two outstanding researcher/practitioners have made to international understandings about the student experience by inducting them as STARS Fellows. Many thanks to the existing Fellows, Sally, Ron and Mary for making this part of the conference so rewarding.

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 attended the 2017 Conference in Adelaide and who responded to the post-Conference evaluation survey. 96% of respondents said that they would be able to apply something learnt at the conference within their institution, and 98% said they thought STARS was helping their institution and the sector enhance the student experience.

The focus of STARS is expressed by its broad and guiding themes of: Students, Transitions, Achievement, Retention, and Success. Over the course of our hui in Tāmāke (Auckland), 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.

Auckland hosts five of Aotearoa's biggest tertiary universities: the University of Auckland, Auckland University of Technology, Massey University, Manakau Institute of Technology and Unitec. This year we have been very well supported in organising this conference by our colleagues in Aotearoa and we very much appreciate the support of all of the New Zealand universities and institutes. We particularly thank Anne-Marie Parsons from the University of Auckland who has been of invaluable support to the organising committee. We also extend our grateful thanks to all senior staff who are making time available to spend with us or who have sponsored staff to attend STARS 2018.

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 – Haere mai, welcome, you are among friends. Thank you for choosing STARS as a

place to share your time and ideas 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: Studiosity and EPHEA. The contributions of volunteers and sponsors allows us to focus on creating opportunities to share scholarship, good practice, inspirational innovations and student-centred knowledge.

Building on the panel format that you told us was a success in 2017, the 2018 STARS Conference offers an exciting mix of plenary sessions (one keynote and three panel sessions) and informative parallel sessions, which include refereed papers, good practice reports, emerging initiatives, workshops and a dedicated poster session. There are also lunchtime special interest groups. The increasingly popular STARS Network meetings are scheduled for Wednesday.

This year we are delighted to welcome our keynote speaker, Professor Martin Carroll who is the Executive General Manager Academic, and Provost, Manukau Institute of Technology. Martin has been a leader in the utilisation of educational technology for many years. With increasing emphasis on learning analytics, augmented reality and big data, we are excited about this timely address and we are looking forward to what we expect will be a thought provoking and entertaining keynote about the Ethics of Artificial Intelligence in Tertiary Education.

The Monday plenary panel session (following lunch) will focus on employability and Professor Shelley Kinash who will chair the panel has brought together a terrific line-up of experts who will bring multiple and varied perspectives about the importance of employability related curriculum and co-curricular activities. Given the increasing recognition of transferrable and essential employability skills and knowledge we are looking forward to increasing our knowledge in this important domain of HE research and practice.

We are very aware of the increasingly scrutiny on post-secondary education and the focus on student outcomes and the overall quality of the education experience. In Australia and New Zealand there is a particular focus on the access, participation and success of Maori students and Pasifika students and in Australia, on Aboriginal and Torres Strait Islander students. So it is appropriate that the opening session on Tuesday morning is a panel focused on Access, Opportunities and Outcomes for Maori students and Pasifika students. And we are very grateful to Professor Sheelagh Matear, Executive Director, Academic Quality Agency for New Zealand Universities who has been instrumental in organising this panel for STARS. Thank you, Sheelagh.

We are also thrilled to reprise our higher education leaders Question and Answer panel as the closing event on Tuesday afternoon. Joining Martin Carroll on the panel we welcome: Professor Adrienne Cleland, Deputy Vice-Chancellor (Operations) and Registrar and Professor John Morrow, Deputy Vice-Chancellor (Academic), both from the University of Auckland. This year we have the opportunity to involve two conference delegates to the panel. If you would like to contribute to the Conference by participating on this panel, please complete the EOI available at the reception desk or talk to Karen or Rachael. This session panel is an opportunity for panellists and delegates to interact on areas of shared interest. This year our panel will focus on the following topics: scaling up good practice innovations, supporting staff in an increasingly complex work environment, and managing technological disruption and the pace of change.

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 these submissions meet the required quality to be 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 STARS Network sessions on Wednesday. The STARS Networks were launched in 2017 and emerged from the successful former special interest groups. STARS has been recognised by the Australian Government's Higher Education Standards Panel as being well placed to support dissemination of good practices focused on improving the student experience and increasing student retention and completion rates. There are nine STARS Networks in 2018. Eight of these are now well established and they are: the First-in-Family Network, the First Year Experience Network, the Peer2Peer Alliances Network, the Psychological Wellbeing Network, the Sharing Ideas, Resources and Experiences Network, the STEM Network, the Student Equity Network, and the Transitions-Out Network. We welcome our new STARS Network, the Employability Network through STARS to be known as the TEN STARS Network, which will provide the opportunity to continue the conversation arising from the Monday panel session on Employability. Sincere thanks to all the willing coordinators of these Networks for their energy, expertise and commitment. The Networks offer conference delegates a special opportunity 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 establish new 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 the welcome drinks on Sunday evening and dinner on Tuesday evening.

Finally, our heartfelt thanks go to Jason Thomas, our incredible Event Manager who we have been working with for more than twelve 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.

Mā te wā



Ngā mihi nui, Karen Nelson and Rachael Field – STARS Conference Co-Chairs

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CONFERENCE INFORMATION

STARS CONFERENCE COMMITTEE



Professor Rachael Field (Co-Chair) SFHEA
Bond University



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



Jason Thomas
Jason Thomas Events

STARS FELLOWS

Mary Kelly



Mary 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. In 2017 Mary was honoured with a Member (AM) in the General Division of the Order of Australia in recognition of her outstanding contribution to education and, in particular, to policy development and advocacy on behalf of teachers in the school system, and students and staff in the university sector.

Mary has been named one of the 50 most influential people in Australian higher education for her work in equity. Mary was made a Fellow of STARS in 2016 to recognise her long career of dedication to education and social justice. Mary's intellectual and practical leadership at institutional, state and national levels has made an undeniable impact on the lives of many students and staff within the education sector.

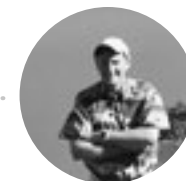
Professor Sally Kift PFHEA



Sally Kift is a Principal Fellow, Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL) and elected President, Australian Learning & Teaching Fellows (ALTF). From 2012-2017, she was Deputy Vice-Chancellor (Academic) at James Cook University. Prior to joining JCU, Sally was Professor of Law at the Queensland University of Technology and QUT's foundational Director, First Year Experience (FYE). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007).

In 2006, she received an ALTC Senior Fellowship to investigate the FYE. She is a Discipline Scholar in Law. In 2017, Sally received an AAUT Career Achievement Award for her contribution to Australian higher education.

Professor Ron Oliver



Ron Oliver recently retired from ECU where he was a successful teacher and researcher. He was appointed a Professor of learning technologies in 2001 and he served the university in various roles including Chair of Academic Board and Deputy Vice Chancellor (Teaching and Learning). He was an active researcher with over 200 refereed publications in learning and teaching.

Ron won several awards for his innovative teaching and research with learning technologies, including an Australian Award for University Teaching (1997), Australian Learning and Teaching Council Fellowship (2006), a Fellowship from the Association for the Advancement for Computers in Education (2007), and a Fellowship of ASCILITE in 2009. In 2015 he was named a Foundation Fellow of STARS.

SOCIAL FUNCTIONS

STARS Welcome

Date: Sunday 8 July
Time: 5:00pm – 7:00pm
Venue: twentyone
 Level 3, SKYCITY Auckland
 Cnr of Federal and Victoria Streets, Auckland
Dress: Smart Casual

Conference Dinner

Dinner with the STARS! Come as your favourite star or a star or anything stellar!

Date: Tuesday 10 July
Time: 7:00pm
Venue: SkyCity Grand Ballroom
Dress: STARS

Mobile Phones

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

Internet Access

Wireless Internet is available throughout the venue.
 The SSID Networking Name is SKYCITY Conventions Free Wifi.
 A username or password is not required to log in.

Lost Property

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

OUR SPONSORS

We are excited to have the support of the following Sponsors for the 2018 Conference and thank them for their support and their valuable contribution towards the success of STARS.



Studiosity is 24/7 core skills support, at scale; because that's the new standard for every quality student experience. For Australian universities that are continually growing student satisfaction and academic performance, Studiosity is the preferred after-hour service, because academic integrity is at the heart of the service, partnerships, and care for students and staff.

Critical learning services like 24/7 academic support aren't just products, they are an investment in student outcomes.

Studiosity understands that the quality of student support is non-negotiable, and that consistent, reliable, personal attention is essential for improving confidence and academic outcomes, especially within the crucial transition period for new students. Education is a long-term game that requires focus, dedication, and commitment. And that's our constant mission at Studiosity: To help you support all your students, at scale. For universities that put students first, there's only one choice.

www.studiosity.com



EPHEA (Equity Practitioners in Higher Education Australasia) is the professional incorporated association for equity practitioners who work in tertiary education throughout Australia, New Zealand and the Pacific region.

Equity practitioners play an essential role to research, develop and implement student and/or staff programs and strategies which improve access, participation, retention and success for under-represented groups in education and employment. Our members work

across both academic and professional roles to widen participation, manage organisational responsibilities under anti-discrimination legislation, promote cultural change within institutions, and foster an environment which values and respects diversity.

EPHEA has two central aims: we are advocates and influencers for positive change, and we aim to strengthen, support and build capacity among equity practitioners to empower their work.


www.ephea.org



FULL PROGRAM

Key

RP – Refereed Paper
GPR – Good Practice Report
IR – Invited Report

EI – Emerging Initiatives
WS – Submitted Workshop
 – Click icon to download paper

SUNDAY 8 JULY 2018

3:30pm	Registration open	
5:00pm - 7:00pm	Welcome Reception	twentyone, Level 3, SKYCITY, Auckland. Sponsored by: Equity Practitioners in Higher Education Australasia

MONDAY 9 JULY 2018

7:45am	Registration Opens
8:45am - 9:00am	Welcome & Conference Opening
9:00am - 10:00am	KEYNOTE ADDRESS - Room: New Zealand 1 & 2 The Ethics of AI in Tertiary Education <i>Professor Martin Carroll, Executive General Manager Academic, and Provost Manukau Institute of Technology</i>

10:00am - 10:50am Extended Morning Tea + Poster Session

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 1	01A - RP - STUDENTS	01B - RP - TRANSITIONS	01C - RP - ACHIEVEMENT	01D - RP - RETENTION	01E - EI - SUCCESS	01F - EI - TRANSITIONS
11:00am - 11:30am	Funded, fed and fit, and academically disadvantaged: First in Family students and cultural mismatch in higher education <i>Kate Wilson, Linda Devereux</i> UNSW Canberra	Expectations of Vietnamese students entering an international university <i>Linda Nguyen, Andrea Chester, Anne Herbert</i> RMIT University Vietnam, RMIT University	Intra-university partnerships improve student success in a first-year success and retention outreach initiative <i>Sarah Cox, Ryan Naylor</i> La Trobe University	Interpreting the first-year experience of a non-traditional student: a case study <i>Judith Kearney, Glenda Stanley, Gina Blackberry</i> Griffith University	Emerging evidence from using an ecological data framework for student learning and development <i>Megan Y.C.A. Kek, Fernando Padro, Henk Huijser</i> University of Southern Queensland, Queensland University of Technology	Making Talk Work for International Students: Communication for Employability <i>Rosalind McFarlane</i> Monash University

10 minute change over

Parallel Session 2	02A - RP - STUDENTS	02B - EI - TRANSITIONS	02C - RP - ACHIEVEMENT	02D - EI - RETENTION	02E - EI - SUCCESS	02F - EI - TRANSITIONS
11:40am - 12:10pm	The influence of involvement in a widening participation outreach program on student ambassadors' retention and success <i>Alison Green</i> Queensland University of Technology	Applying digital storytelling methodology to the field of university student transition and retention <i>Sarah O'Shea, Erica Southgate, Ann Jardine, Shamus Smith, Janine Delahunty</i> University of Wollongong, University of Newcastle, University of NSW	Learning from industry-based mentoring in undergraduate group projects <i>Sojen Pradhan, Marcin Kreglicki</i> University of Technology Sydney	Learning Hubs and the block model approach to retention, transition and success: The VU experience <i>Jo Van Son, Andree Ruggieri, Dr Miguel Gil, Leigh Edwards</i> Victoria University	It makes no sense: University policy, student satisfaction, success and retention <i>Jennifer Allen</i> University of Newcastle	Toolkit for success: The Griffith Health suite of online student support resources <i>Rebecca Eaton, Jacob Sharples, Nicholas Buys</i> Griffith University

10 minute change over

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 3	03A - RP - STUDENTS	03B - RP - TRANSITIONS	03C - EI - ACHIEVEMENT	03D - GPR - RETENTION	03E - EI - SUCCESS	03F - EI - TRANSITIONS
12:20pm - 12:50pm	Development of the Higher Education Belonging Scale (HEBS) <i>James S. Williams, Matthew Farrugia, Glen W. Bates</i> <i>Swinburne University</i>	The long and winding road: Experiences of students entering university through transition programs <i>Theresa Millman, Jacinta McNamara</i> <i>University of Sydney, University of Wollongong</i>	Reporting back on 'accelerate', a pilot 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>University of Auckland</i>	Progressing a whole of institution Retention and Success Strategy <i>Jane Skalicky, Matthew Hingston, Harriet Speed, Casey Crouch</i> <i>University of Tasmania</i>	Students as Partners: developing a culture of co-creation at the University of Adelaide <i>Beth R. Loveys, Hayley McGrice, Catherine Snelling</i> <i>University of Adelaide</i>	Exploring the use of video interviews to prepare students for the transition to employment <i>Amanda White, Nelson Ma</i> <i>University of Technology Sydney</i>
12:50pm - 1:50pm	Lunch					
ROOM	New Zealand 1 & 2					
1:10pm - 1:45pm	LUNCHTIME SPONSOR SESSION - Room: New Zealand 1& 2					
STUDIOSITY Join Studiosity to explore the 2018 student experience in a world where on-demand, 24/7 study help is available for all students, at scale.						
Keynote Session						
1:50pm - 2:50pm	PLENARY PANEL - Employability Room: New Zealand 1 & 2		Higher Education Employability & Careers: OUT with Whether & Why, and IN with When & How			
2:50pm - 3:20pm	Afternoon Tea					
ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 4	04A - RP - STUDENTS	04B - RP - TRANSITIONS	04C - EI - ACHIEVEMENT	04D - EI - RETENTION	04E - EI - SUCCESS	04F - EI - TRANSITIONS
3:20pm - 3:50pm	When is a school leaver not a school leaver? The effect of school leavers entering university via a 'mature age' pathway <i>Melissa Connor, Roger Rajkovic, Caitlin Senior</i> <i>The University of Adelaide</i>	I think I can, I think I can, I know I can: What do students feel is important for successful transition into undergraduate chemistry? <i>Tania van den Ancker</i> <i>CQUniversity</i>	To feedback or not to feedback: that is the question <i>Janet Turvey</i> <i>Eastern Institute of Technology</i>	The Swinburne "Back on Track" program <i>John Schwartz</i> <i>Swinburne University of Technology</i>	An Innovative, Multidisciplinary Staff Member Initiative: Learning Technologies Community of Interest <i>Margot Bowker, Sally Eberhard, Michelle Kilkolly-Proffit</i> <i>The University of Auckland</i>	Learning to lead: Professional development for leaders in the first year experience <i>Sharn Donnison, Kylie Readman</i> <i>University of the Sunshine Coast</i>
	10 minute change over					

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Workshop Sessions*	WS01 - STUDENTS	WS02 - STUDENTS	WS03 - ACHIEVEMENT		WS04 - ACHIEVEMENT	
4:00pm - 5:30pm	Exploring strategies and techniques to support successful learning and teaching in enabling education <i>Carol Carter</i> <i>The University of Newcastle</i>	Utilising the Equity Initiatives Framework for widening participation program design and evaluation: concept and application <i>Nadine Zacharias, Anna Bennett, Elisa McGowan, Louise Pollard</i> <i>Curtin University, University of Newcastle, University of Western Australia</i>	Designing first-year assessment tasks that facilitate students' learning of threshold concepts <i>Theda Thomas</i> <i>Australian Catholic University</i>		What does collaborative learning look like in the classroom and how can I assess it? <i>Georgina Barratt-See</i> <i>University of Technology Sydney</i>	

*Workshop attendance is included as part of a Standard or Student or Day Registration.

Evening at Leisure

TUESDAY 10 JULY 2018

Keynote Session

8:30am - 9:30am	PLENARY PANEL - Students Room: New Zealand 1 & 2	Access, opportunities and outcomes for Māori students and Pasifika students
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9:30am - 10:00am Morning Tea

Parallel Session 5	05A - RP - STUDENTS	05B - RP - TRANSITIONS	05C - EI - ACHIEVEMENT	05D - EI - RETENTION	05E - EI - SUCCESS	05F - EI - TRANSITIONS
10:00am - 10:30am	Deep or Surface? The learning approaches of enabling students in an Australian public university <i>Anibeth Desierto, Carmela De Maio, John O'Rourke, Sue Sharp</i> <i>Edith Cowan University</i>	Support for first year University students in a limited resource environment: Recommendations from an Australian University <i>Elena Konovalov, Rowan Collin, Suzanne L. Munns</i> <i>Central Queensland University, James Cook University</i>	Early identification and support for students in a large first-year health sciences paper who were flagged as unengaged <i>Stephen Scott, Lisa Russell, Kiri Pullar, Jacques van der Meer</i> <i>University of Otago</i>	The Strategic Steering Guide: investigating the critical contexts for cross institutional learning and teaching projects <i>Jill Lawrence, Felicity Lawrence, Lindy Abawi</i> <i>University of Southern Queensland. Executive Education Unit, Graduate School of Management, Business School, Auckland University. Faculty of Business Education, Law and Arts, University of Southern Queensland</i>	Impact of positive education psychology on the first year students experience <i>Anna Golab, Denise Gengatharen, Ferry Jie, Reza Kiani Mavi, Catherine Moore, Magdalena Korecki</i> <i>Edith Cowan University</i>	The UniEdge transition program: developing a more student-centred approach. <i>Leslie Theaker, Martin Ratcliff, Jessica Gill</i> <i>Murdoch University</i>

10 minute change over

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 6	06A - GPR - STUDENTS	06B - GPR - TRANSITIONS	06C - EI - ACHIEVEMENT	06D - EI - STUDENTS	06E - EI - SUCCESS	06F - EI - TRANSITIONS
10:40am - 11:10am	Enhancing Self-Disclosure of Equity Group Membership <i>Rita Kusevskis-Hayes, Colin Clark, Matthew Wilkinson</i> <i>University of New South Wales</i>	Pathways to tertiary education: Studying University enabling programs while still at high school <i>Lynette Vernon, Andrew Taggart, Stuart J. Watson, Sarah Seddon</i> <i>National Centre for Student Equity in Higher Education Curtin University, Murdoch University</i>	The MARS model - enabling coursework students to attain academic, research and professional skills from orientation to graduation <i>Anne Taib</i> <i>Monash University</i>	ARTSS Reimagining Australian Industry attitudes to the skills and value of Humanities graduates <i>Karen Walker</i> <i>Sydney University</i>	A support learning program for first year mathematics <i>Poh Wah Hillock</i> <i>The University of Queensland</i>	PREP: Early intervention, how early is too early? Can a peer-based pre-teaching transition program increase commencing student persistence of online learners beyond Census? <i>Ed Campbell, Matt Krug, Alex Dunn</i> <i>University of New England</i>
10 minute change over						
Parallel Session 7	07A - GPR - STUDENTS	07B - EI - TRANSITIONS	07C - EI - STUDENTS	07D - EI - STUDENTS	07E - EI - SUCCESS	07F - EI - TRANSITIONS
11:20am - 11:50am	Mentoring for Lifetime Success <i>Kate Duyvestyn, Dona Cayetana</i> <i>Monash University</i>	"That's what she said": The role of learning advisers and peers in developing discursive knowledge and academic literacy <i>Lil Hayes, Michael Kilmister</i> <i>University of Newcastle</i>	The UNE 'bespoke' experience: Fortune favours the brave <i>Alicia Pringle, Aliya Steed, Jennifer Lawrence</i> <i>University of New England</i>	Co-creation on campus – students shaping their own student experience <i>Mags Chalecka-Harris</i> <i>Massey University</i>	Implementing a whole-of-curriculum approach to student success and well-being <i>Abi Brooker, Meredith McKague, Lisa Phillips, Geoff Saw</i> <i>The University of Melbourne</i>	Employing a dialogic approach to develop intercultural competence in students <i>Johanna Einfalt</i> <i>Queensland University of Technology</i>
10 minute change over						
Parallel Session 8	08A - EI - STUDENTS	08B - EI - TRANSITIONS	08C - EI - SUCCESS	08D - EI - RETENTION	08E - EI - STUDENTS	08F - EI - TRANSITIONS
12:00pm - 12:30pm	A sustainable model for student voice in institutional quality assurance <i>Sheelagh Matear, Sally Varnham, Alistair Shaw</i> <i>Academic Quality Agency for New Zealand Universities, University of Sydney, Centre for Participation</i>	Mastering transition: exploring postgraduate coursework students' "first experiences" <i>Nicola Parker, Tracey Booth</i> <i>University of Technology Sydney</i>	The use of personal experience as a strategy for critical reading and writing <i>Ella R Kahu, Hannah Gerrard</i> <i>Massey University</i>	Change From Within: a Programme Leader's tale of initiating, developing and implementing academic and personal literacies into a first year programme of study <i>Rachel Russell</i> <i>University of Auckland</i>	Industry driven university teaching: A study of the accounting profession initiative <i>Dorothea Bowyer, Connie Vitale</i> <i>Western Sydney University</i>	Building Social Comfort for Student Success <i>Katie Hughes, Candice Menidis, Nick Collins</i> <i>Monash College</i>

12:30pm - 1:30pm Lunch

12:50pm - 1:30pm **LUNCHTIME STARS INTEREST GROUP MEETING - Room: Marlborough 3**

Co-Curricular Recognition STARS Interest Group

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 9	9A - EI - STUDENTS	09B - EI - TRANSITIONS	09C - EI - STUDENTS	09D - EI - STUDENTS	09E - EI - SUCCESS	09F - EI - TRANSITIONS
1:30pm - 2:00pm	NavigateMe/TestMe: A collaboration with students to enhance digital self-assessment platforms at UNSW <i>Jeffrey Meesterman, Rita Kusevskis-Hayes,</i> <i>University of New South Wales</i>	Rebuilding the First-Year Experience, One Block at a Time <i>Trish McCluskey, John Weldon, Andrew Smallridge</i> <i>Victoria University</i>	Ending with the culture: the UNE-CARE project for student success <i>Jonathan Powles, Alicia Zikan, Ed Campbell, Barb Shaw, Aliya Steed, Julie Godwin, Peter Holford</i> <i>University of New England</i>	Developing and refining a flipped chemistry course for foundation-year in health. <i>Abdullah Karaksha</i> <i>Griffith University</i>	Do same demography mentoring programs make any difference on mentees learning outcomes? Reflections on the Top Up program <i>Kwadwo Adusei-Asante</i> <i>Edith Cowan University</i>	Students guiding students: integrating student peer review into a large first year science subject <i>Renee Dowse, Jacqueline Melvold, Kristine McGrath</i> <i>University of Technology Sydney</i>

10 minute change over

Parallel Session 10	10A - EI - STUDENTS	10B - EI - TRANSITIONS	10C - EI - STUDENTS	10D - EI - SUCCESS	10E - EI - SUCCESS	10F - EI - SUCCESS
2:10pm - 2:40pm	Student Partnership @ UNE - A Holistic Approach to Students as Partners <i>Koady Williams, Penny Leary</i> <i>University of New England</i>	Preparing online postgraduate students for study success <i>Joanne Elliott, Meredith King</i> <i>Deakin University</i>	Teaching the law of property and obligations: incorporating an indigenous perspective <i>Francis Johns</i> <i>University of Technology Sydney</i>	Use of role play and LEGOTM to teach first year physiology- Does active learning really work? <i>Louise Pemberton, Kelly Linden, Lucy Webster</i> <i>Charles Sturt University</i>	Maximising your MQ Experience <i>Lilia Draganov</i> <i>Macquarie University</i>	Co-Curricular Recognition: Building Success Through Collaboration <i>Kylie Ausin</i> <i>The University of Wollongong</i>

10 minute change over

Parallel Session 11	11A - EI - STUDENTS	11B - EI - TRANSITIONS	11C - IR - STUDENTS	11D - EI - TRANSITIONS	11E - EI - TRANSITIONS
2:50pm - 3:20pm	Beyond information to transformation? Student voice, early intervention and changed practices <i>Jennifer Allen, Catherine Nichols, Meghann Smith</i> <i>University of Newcastle</i>	Career Scene Investigation – A creative approach to secondary student engagement <i>Ali Davies, Helen Gardner</i> <i>University of New South Wales</i>	Equity practitioners' Canadian study tour: effective initiatives, learnings and reflections <i>Louise Pollard, Melinda Mann, Nicole Crawford</i> <i>The University of Western Australia, Central Queensland University, University of Tasmania</i>	More than mentoring : The PAL Program in Monash Arts <i>Michael Enticott</i> <i>Monash University</i>	Educational Partnership in Action: Insights from Western Australia <i>Kwadwo Adusei-Asante, Daniel Doh, Isaiah Awidi</i> <i>Edith Cowan University</i>

3:20pm - 3:50pm Afternoon Tea

Keynote Session3:50pm - 4:50pm **PLENARY PANEL - Q&A with Senior University Leaders**

4:50pm - 5:00pm Close / 2019 Announcement

7:00pm - 10:30pm Sit down Conference Dinner

Wednesday 11 July 2018 - Network Meetings Day (additional cost to Standard Registration
- Day pass or Session Pass available)

** included Groups still to be confirmed - the below is an indication only*

	Marlborough 1	Marlborough 2	Marlborough 3
9:30am - 11:00am	First in Family	STEM	Psychological Wellbeing
11:00am - 11:30am	Morning Tea		
11:30am - 1:00pm	First Year Experience	Student Equity	Peer2Peer Alliances Network
1:00pm - 1:45pm	Lunch		
1:45pm - 3:15pm	Sharing Ideas, Resources and Experiences Network	The Employability Network through STARS	Transitions Out
3:15pm - 3:30pm	Afternoon Tea		



MONDAY

KEYNOTE ADDRESS

9:00AM – 10:00AM

The Ethics of AI in Tertiary Education

The time between today and the technological singularity is undeterminable. But the use of Artificial Intelligence (AI) or, at least, sophisticated predictive analytics and associated automated actions, is making an impact on tertiary education now. Recruitment, tuition, assessment and student advice are all being supported through AI and AI-type technologies, and at a rapidly increasing pace. Is this exciting or terrifying? Or both?

This keynote address explores the potential future of AI in education by looking at actual current developments as well as some fanciful predictions. Whichever way things unfold, one clear conclusion is the need for ethical guidance for developers and users of AI and AI-type technologies. Now.

Part realist and part sci-fi, this entertaining and thought provoking address will leave you viewing tertiary education in an entirely new light!

**Professor Martin Carroll**

Executive General Manager Academic, and Provost
Manukau Institute of Technology

Professor Carroll is a multi-award winning international leader on tertiary education quality assurance and technology-enhanced learning and, particularly, on the combination of these two phenomenon. Martin recently returned home to Auckland after 30 years pursuing these interests around New Zealand and the world. He is now the EGM Academic and Provost at Manukau Institute of Technology, a multi-campus tertiary institution providing programmes from Cert 1 to postgraduate qualifications across a broad range of disciplines and industry groups.

Martin served for the last eight years as the Pro Vice-Chancellor Academic at Charles Darwin University, Australia, which is ranked in the top 2% of universities worldwide by Times Higher Education and as a “rising star” by Firetail. A multi-campus, multi-modal and dual-sector institution, CDU has been at the forefront of leveraging technologies to expand and enhance learning opportunities.

































Martin combines technology-enhanced learning with robust attention to academic quality. He is the primary architect of the tertiary education quality assurance systems in the Sultanate of Oman and in the Dubai Free Zones, and is a Founding Member of the Dubai Government’s Universities Quality Assurance International Board. Martin serves as an expert reviewer in numerous countries including Saudi Arabia, Hong Kong and Australia, where he also led the establishment of the national Good Practice Database and the Australian Universities Quality Forum.

In 2017, Martin co-founded with Blackboard a global forum for the Ethical Use of AI in HE.

**POSTER
SESSION**

POSTER PROGRAM

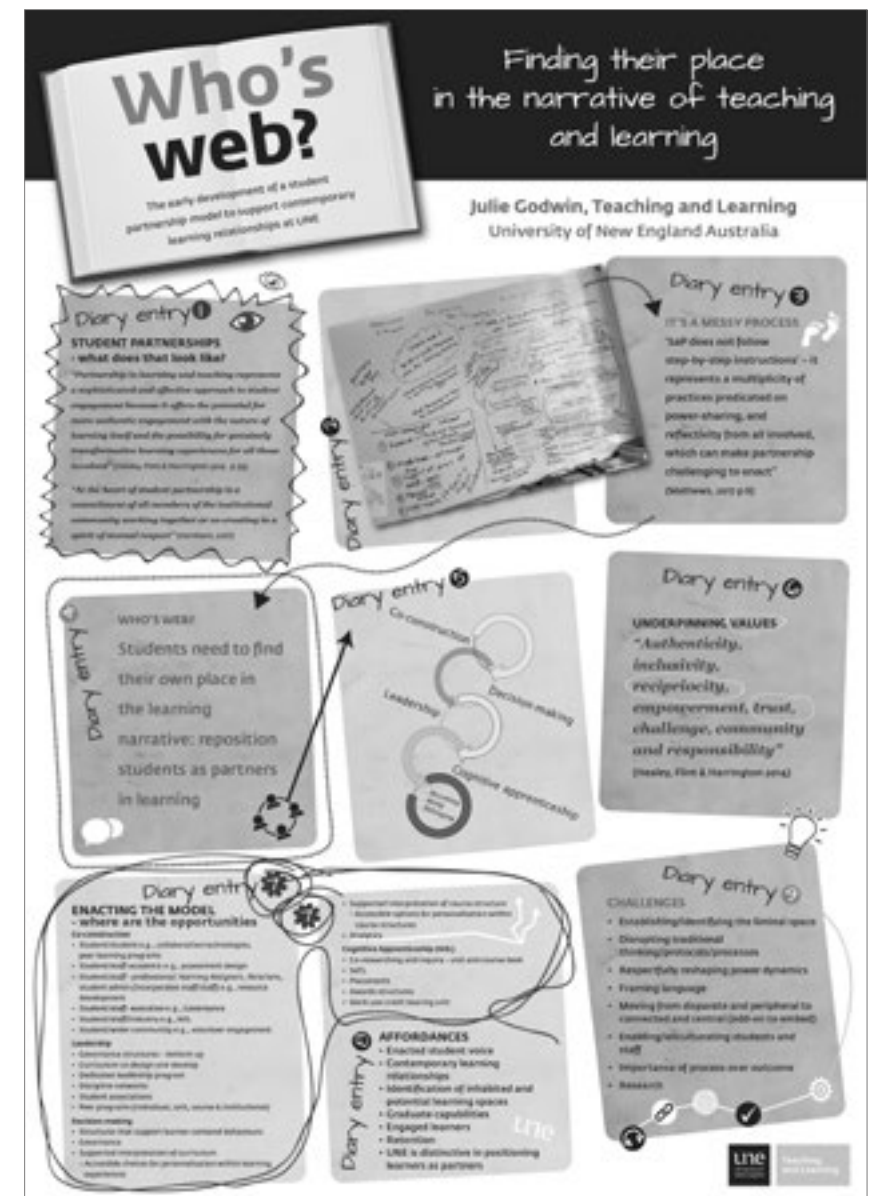
P01 STU	Who's web? Finding their place in the narrative of teaching and learning	 	<i>Julie Godwin</i> <i>University of New England</i>
P02 STU	'Juggling Many Balls': Working and Studying among First Year Nursing Students	 	<i>Belinda McGrath, Angela Christiansen, Ruth Crawford, Mandy Kelly, Lucie Ramjan, David Roach, Yenna Salamonson, Peter Wall</i> <i>Whitireia Community Polytechnic, Edith Cowan University, Murdoch University, Western Sydney University</i>
P03 STU	Values that matter to students in Students as Partners	 	<i>Prasad Chunduri, Benjamin Luo, Kelly Matthews</i> <i>The University of Queensland</i>
P04 STU	Study AGTC – a targeted co-creation project for determining study preferences and creating study resources	 	<i>Angela Joy, Michelle Coulson</i> <i>The University of Adelaide</i>
P05 STU	Student Experience Map	 	<i>Lilia Draganov</i> <i>Macquarie University</i>
P06 STU	NavigateMe/TestMe: A collaboration with students to enhance digital self-assessment platforms at UNSW	 	<i>Jeffrey Meesterman</i> <i>University Of New South Wales</i>
P07 STU	The Ripple Effect: Students Help Keep the Campus Inclusive for Peers with Disabilities	 	<i>Ms Jessie Lui, Ms Rita Kusevskis-Hayes</i> <i>University of New South Wales</i>
P08 STU	An educational approach for the development of students' competency to promote the public policies for solving complex social issues	 	<i>Akinori Yamabe</i> <i>Jichi Medical University</i>
P09 STU	Negotiating membership in different social groups and fields: Study-work-balances of First-in-Family students in Austria	 	<i>Franziska Lessky</i> <i>Vienna University of Economics and Business</i>
P10 STU	Greening a building rooftop - UniSA Community Garden project	 	<i>Shoaib Gill, Jamil Ameen, Jaimee Green, Ryan Parry, Tristana Sidoryn</i> <i>UniSA</i>
P11 STU	LEO: reconceptualising open learning and student leadership	 	<i>Sarah Lewis, Debra Shirley, Amani Bell, Rebecca Johnke, Ehssan Sakhaee, Annette Burgess, Michelle Lincoln, Melanie Keep, Crystal Choi, Ivy Yen</i> <i>The University of Sydney</i>
P12 STU	Campus Co-Lab – Recognising the value of ideas to make 'what ifs' happen and build a better community	 	<i>Mags Chalecka-Harris</i> <i>Massey University</i>
P13 STU	Effectiveness of intensive instructional learning interventions on first year nursing students' self-efficacy in mathematics	 	<i>Annette Stunden, Miranda Daly, Mais Fatayer, Mitch Hughes, Rebecca O'Reilly, Lucie Ramjan, Debra Raymond, Yenna Salamonson, Amy Villarosa, Linda Gregory</i> <i>Western Sydney University</i>
P14 STU	International students integrated into university life through a program of mentoring, and sharing in the preparation and presenting of a weekly evening meal in a multi faith context	 	<i>Marian Martin, Susanne Jones, Daniel Jantos</i> <i>Western Sydney University, South Western Sydney Local Health District</i>

P15 TRS	The critical requirements of the first year experience: "dodging the potholes on the academic road"	 	<i>Mikaël De Clercq</i> <i>Université catholique de Louvain</i>
P16 TRS	"ALL Identities: Responding to Institutional Change"	 	<i>Deborah Nixon, Kerry Hunter</i> <i>University of Technology Sydney</i>
P17 TRS	BioScience Essentials 2BRN: a web-based resource for Enrolled Nurses transitioning in Bachelor of Nursing registration programs	 	<i>David van Reyk, Jennifer L. Cox, Patricia A. Logan, Judith Salvage-Jones, Judith Anderson, Elspeth Hillman, Amy N.B. Johnston</i> <i>University of Technology Sydney, Charles Sturt University, James Cook University, University of Queensland and Princess Alexandra Dept. of Emergency Medicine</i>
P18 TRS	Creating Collegial Communities	 	<i>Jules Lumbers</i> <i>Australian National University</i>
P19 TRS	Exploring the use of video interviews to prepare students for the transition to employment	 	<i>Amanda White, Nelson Ma</i> <i>University of Technology Sydney</i>
P20 TRS	Improving the first-year experience: An online chat and call back service for new commencing domestic students	 	<i>Jessica Luquin</i> <i>University of New South Wales</i>
P21 TRS	Transition to the labour market: Estimating time until first employment	 	<i>Yasir Al Harthy</i> <i>University of Wollongong</i>
P22 ACH	Challenging and extending top students in a large first-year business course: Their views on participating in the Accelerate Programme with a major not-for-profit organization	 	<i>Tom Agee, Richard Brookes, Douglas Carrie, Michelle Kilkolly-Proffit, Parizad Mulla, Herbert Sima, David Sorrenson</i> <i>The University of Auckland</i>
P23 ACH	STEM support for learning models in Australian universities	 	<i>Ian Lightbody</i> <i>Queensland University of Technology</i>
P24 SUC	Promoting and protecting academic integrity at Griffith College	 	<i>Jann Fielden, Mary-Anne Vale, Lucija Boskovic</i> <i>Griffith College</i>
P25 SUC	Engaging At-Risk Students Through Coaching	 	<i>Jude Liew</i> <i>Monash College</i>
P26 SUC	The flipped exam - the benefits of online supervised exams	 	<i>Kylie Day, Greg Winslett</i> <i>University of New England</i>
P27 SUC	The evolution and revolution of STEM support at QUT	 	<i>Ian Lightbody, Therese Wilson, Richard Medland</i> <i>Queensland University of Technology</i>
P28 SUC	A paradigm shift - academics' experiences of first year transition practices	 	<i>Kathy Egea, Jo McKenzie, Neela Griffiths, Keith Heggart</i> <i>University of Technology Sydney</i>
P29 SUC	Fickle flexibility: improving first year student success through redesigned assessment in an online self-paced (FLX-mode) unit	 	<i>Stephanie Kizimchuk</i> <i>University of Canberra</i>
P30 SUC	Students Success Back At The Fore: The Wits Student Biographical Questionnaire	 	<i>Fezile Mdluli, Mxolisi Masango</i> <i>University of the Witwatersrand</i>

Who's web? Finding their place in the narrative of teaching and learning

With a broad initial brief to articulate a distinctive UNE model that positions students as partners in learning, the work of Healey, Flint, and Harrington (2014) linking student partnership with student engagement was considered. This led to reflection on the Learning Partnership Model of Magolda (2008) and also the transactional perspective of learner-centred environments where “there is continual interchange between students’ and teachers’ responsibilities and tasks” (Elen, Clarebout, Léonard, & Lowyck, 2007, p.108). Such reciprocity is fundamental to student partnerships as is an ‘outside in’ approach to meeting students expectations (Lea, Stephenson, & Troy, 2003). Knowing of progress towards a Students as Partners Framework of Governance (Varnham, 2017) and after a scan of the ‘perhaps student partnership’ and engagement activities, project development was inspired by Mathews’ wisdom: ‘SaP does not follow step-by-step instructions’ (2017 p. 6). I also came to the realisation that we had in our efforts to support students and despite our intentions of best practice in transition pedagogy (Kift, Nelson, & Clarke, 2010) trapped students in our web: our institutional narrative of teaching and learning and of student support. I began to seek a way for students, through their own agency, to locate themselves in a more mutually purposeful narrative. This poster chronicles the early development of a student partnership model at University of New England. Using a ‘students as partners’ framework, contemporary learning relationships are conceptualised through four themes: co- construction, decision making, leadership and cognitive apprenticeship.

For many years Julie was the First Year Advisor (Sciences) at the University of New England. Currently she is undertaking a new role at UNE; Manager, Student Partnerships. Julie's research interests include the experiences of high-achieving students, relationships between students' epistemological beliefs, learning environment expectations and persistence, and peer learning.



P02 POSTER STUDENTS

'Juggling many balls': Working and studying among first year nursing students.

Belinda McGrath, Ruth Crawford
Whitireia Community Polytechnic

**Lucie Ramjan, David Roach,
Yenna Salamonsen**
Western Sydney University

Angela Christiansen
Edith Cowan University

Peter Wall
Murdoch University

Mandy Kelly
Murdoch University

With widening participation, nursing programs have higher rates of mature-age students and students with English as an Additional Language (Young, 2016). These students typically engage in university studies while balancing paid work, family and other responsibilities (Goodall & Keyworth, 2016). García-Vargas, Rizo-Baeza and Cortés-Castell (2016) found nursing students working 20hours/week were at a higher risk of failing, particularly in first semester. The qualitative component of this study, across Australia and New Zealand, explored the experiences of 50 first year nursing students, their motivations for working and how they juggled study and other commitments while engaging in paid work. Using inductive thematic analysis, we identified financial reasons underscored students' motivations. While students employed different strategies (i.e. time management, schedules, reducing paid work) to 'juggle the many balls' in their life, they all had a steadfast tenacity and resilience to succeed; prioritising education. Students need to find the 'right balance' for academic success.

Biography

Belinda McGrath is a Principle Lecturer in the Bachelor of Nursing at Whitireia Polytechnic. She has many years of tertiary teaching experience and teaches first year nursing students. She has been a leader in the development of a concept based learning approach, following her interest in nursing education curriculum design.

Angela Christiansen is Associate Professor and Associate Dean Teaching and Learning at Edith Cowan University, School of Nursing and Midwifery. Angela is a Fellow of the Higher Education Academy and has publications in enhancing the student experience, professional education, the development of workforce capabilities and service innovation and evaluation.

Ruth Crawford is a Principal Lecturer in the School of Health at Whitireia Polytechnic in Porirua, New Zealand. Ruth has been involved in nursing education previously and is currently coordinating and teaching in a Postgraduate interprofessional programme. Her research interests include emotional communication in nursing practice and transition into tertiary education.

Mandy Kelly is a Student Advisor in the School of Health Professions at Murdoch University. Focusing on the student holistically she assists them in balancing 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.

Lucie Ramjan is an Associate Professor in the School of Nursing & Midwifery at Western Sydney University. Lucie is committed to educational research, particularly student transition, retention and success. Lucie has co-authored over 50 publications. She received a national teaching award in 2012 for her contributions to student learning.

David Roach worked at Western Sydney University for the three and a half years, managing the University's appropriately named STaRS (Student Transition, Retention & Success) Project. Now managing the University's curriculum renewal program, David aims to embed transition and retention strategies in curriculum across the whole institution.

Yenna Salamonson is a Professor in the School of Nursing & Midwifery at Western Sydney University. She has with over 170 peer-reviewed papers, including those focusing on supporting the academic performance of nursing students. 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. Peter entered academia after 30 years of clinical practice and has received official commendation for his inspiring teaching. His research interests include improving the transition of students into tertiary education and the nursing workforce.



P03 POSTER STUDENTS

Values that matter to students in Students as Partners

Prasad Chunduri, Benjamin Luo, Kelly Matthews

The University of Queensland

Students as Partners (SaP) is a rapidly emerging concept in higher education. Various definitions have emerged to describe SaP, including one by Cook-Sather et al. (2014), which reads "a collaborative, reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis". Clearly, for partnerships to work effectively in practice, students need to engage in the process. However, large-sample studies on student perceptions of SaP as a concept have not been reported. Recently, we undertook this task through a survey developed specifically to explore student views on 18 selected SaP activities. A total of 289 undergraduate Science students participated in the survey (24% response rate), and overwhelmingly supported the view that they would like to get more involved in SaP than they currently have opportunities for. The survey questionnaire and the quantitative results from this study are published (Matthews et al. 2017). In this current poster, qualitative data from the survey will be presented. This data is obtained from the survey prompt: "What values and attitudes do you think are necessary for students and academics to work as collaborative partners on teaching and learning in degree programs?" Thematic analysis (Braun and Clarke, 2006) of 171 student responses allowed us to further explore what 'values' students consider as important for SaP to work. The main themes extracted from student responses included respect, communication, understanding, responsibility/commitment. This presentation will focus on the methodology, emerging themes from the analysis, their frequency, as well as an in-depth look into representative examples within these themes.

Biography

Prasad Chunduri is a lecturer in biomedical sciences and coordinates large, first year courses with enrolments up to 2000 students per year. He has a keen interest in developing and embedding students as partners initiatives into his courses.

Ben Luo is a medical student at The University of Queensland with a passion for learning and teaching psychology and statistics. He is interested in seeing how students as partners approaches can help students in higher education.

Kelly Matthews works in the Institute for Teaching and Learning Innovation at The University of Queensland and is an Australian Learning and Teaching Fellow. She is an inaugural co-editor for the International Journal of Students as Partners.



P04 POSTER STUDENTS

Study AGTC – a targeted co-creation project for determining study preferences and creating study resources

Angela Joy, Michelle Coulson

The University of Adelaide


An undergraduate student and an experienced subject coordinator collaborate to develop effective learning tools for undergraduate science students studying genetics. The project first identified the topics that students have found most difficult or confusing, and also the types of study aids that students would appreciate to help them understand and revise these topics. Priority areas were identified for which to develop learning tools for students to use in 2018.

Biography

Angela is in the middle of her third year of study of a Bachelor of Science and Bachelor of Teaching undergraduate double degree. She enjoys interacting with fellow learners, and the current project is giving her useful insights into how students really learn. She looks forward to sharing her experience with school students.

Michelle is an experienced, teaching-focussed academic who enjoys seeing her passion for genetics shared by undergraduate students. She facilitates students' depth of understanding by eliciting engagement and identifying fundamental misunderstanding that stall learning progression. This has led to her discipline-based education research interest of misconceptions and developing students as partners approaches.

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Study AGTC

A targeted co-creation project for determining study preferences and creating study resources

Angela Joy and Michelle Coulson
School of Biological Sciences, The University of Adelaide

An undergraduate student and an experienced subject coordinator collaborate to develop study aids for Genetics 2 (two) courses

Co-creation¹ project aims:

1. Identify topics that past students report as most difficult or confusing
2. Identify the types of study aids that students would most appreciate
3. Develop study aids for priority areas
4. Implement new study aids for current students
5. Evaluate current students' use and perceptions of the study aids

Staff partner (lecturer)

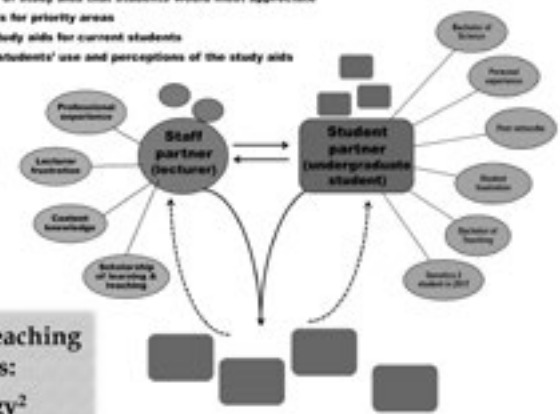
- Professional experience
- Lecturer experience
- Content knowledge
- Scholarship of teaching & learning

Student partner (undergraduate student)

- Background of Science
- Personal experience
- Peer attitudes
- Relevant knowledge
- Relevant of teaching
- Genetics 1 student in 2017

Learning and teaching challenges:


- terminology²
- misconceptions³
- problem-solving



¹ Shady, M., Papp, A., & Hargreaves, M. (2016). Engagement through partnership: students as partners in learning and teaching in higher education (PHE). Retrieved from <https://www.adelaide.edu.au/study-aid/>

² McInerney, L., Sadler, M. R., & Watters, C. (2016). Conceptual change: a targeted approach to improve student understanding of understanding. *Biotechnology and Bioengineering*, 114, 12-20.

³ Smith, M. R., & Hargreaves, M. (2015). Using the University of Adelaide's Learning and Teaching Research Centre to develop a study aid for undergraduate genetics courses. *Genetics*, 175, 35-37.



P05 POSTER STUDENTS

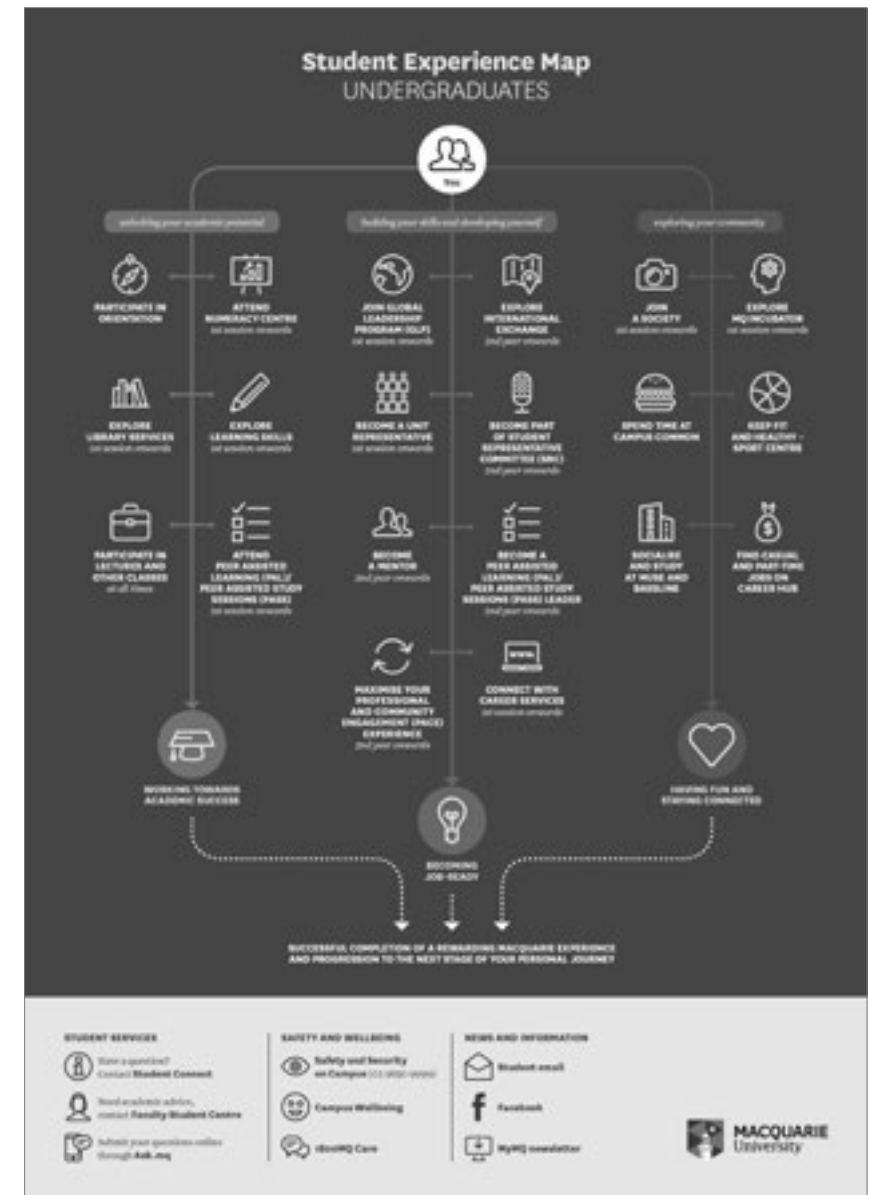
Student experience map

Lilia Draganov
Macquarie University

Supporting students in first year is extremely important as successful transition leads to persistence and success (Tinto, 1998). One of the challenges that first-year students are facing is the ability to adjust to the new and complex university environment. To ensure that students are offered the best support, Macquarie University has developed a 'Student Experience Map' that is designed to give students an overview of the services that are available to them with the intent to help them adjust and navigate the new environment.

Biography

Lilia Draganov is a Senior Project Officer at Macquarie University, where she is leading a variety of student experience projects. She is passionate about student engagement and success and is working on developing tools/programs to help students adjust and persist in Higher Education.



P06 POSTER STUDENTS

NavigateMe/TestMe: A collaboration with students to enhance digital self-assessment platforms at UNSW

Jeffrey Meesterman

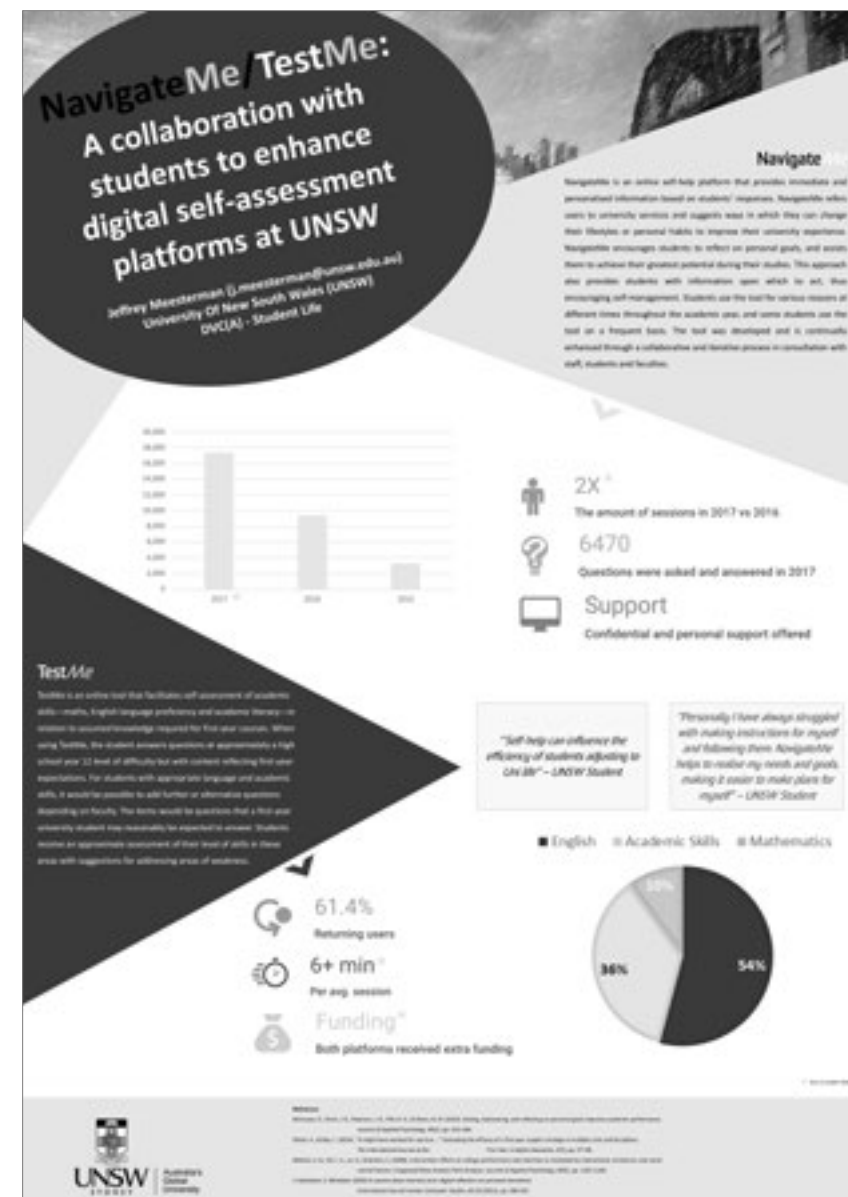
University Of New South Wales

NavigateMe is an online tool used at the University of New South Wales (UNSW). The online platform refers users to university services and suggests ways in which they can change their lifestyles, personal habits or academic achievements to improve their university experience.

TestMe is an online tool that facilitates self-assessment of academic skills—maths, English language proficiency and academic literacy—in relation to assumed knowledge required for first-year courses.

Biography

Mr Jeffrey Meesterman has a bachelor's degree in International Marketing from the University of Utrecht. He has experience of designing digital platforms, unique marketing strategies and recruiting participants for his volunteering program.



P07 POSTER

STUDENTS

The ripple effect: Students help keep the campus inclusive for peers with disabilities

Jessie Lui, Rita Kusevskis-Hayes

University of New South Wales

Student interns with a disability require support to experience university life fully. To promote student engagement among this group, resources were created based on research and experiences of students with disabilities. Disability Awareness Training modules were then developed and run by student interns with disabilities to train other students as Accessibility Ambassadors. The ambassadors provide support for students and visitors on campus throughout the semester and at key university events. This initiative was found to be beneficial to students on multiple levels, including better engagement with students with disabilities, higher disability awareness and more effective disability advocacy.

Biography

Ms Jessie Lui holds bachelor degree in Psychology and Law, and has experience working with students from disadvantage background. She has experience in data analysis, student engagement and volunteer management.

Ms Rita Kusevskis-Hayes (manager) 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 currently coordinates projects and various support services for HEPPP-funded students offered by Student Life UNSW. Rita has been actively involved in education for more than 20 years in a range of educational contexts.



P08 POSTER STUDENTS

An educational approach for the development of students' competency to promote the public policies for solving complex social issues

Akinori Yamabe

Jichi Medical University

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

An educational approach for the development of students' competency to promote the public policies for solving complex social issues

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

Introduction

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

A case study: The Science Communication Program

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

Cross-disciplinary education

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

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

Lectures

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



Students from a wide variety of academic backgrounds discuss topics involving multiple disciplines with diverse interests.



A science reporter by journalists from a major newspaper who operates in writing scientific articles. Students practiced reporting press releases.



A series of lectures on science communication was held in the class teaching how to effectively communicate between a university, or research institution and society.

Workshops

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



A science cafe was held at the university where students created a relaxing environment and talk about scientific topics over tea.



Students visited a number of museums and participated in workshops with professional museum personnel.



Students learned about how risk management is applied in our society through visiting a construction site and learning of the various safety measures.

Research projects

Students develop their core interests through research projects.



Students held a talk session with a museum curator and an artist and studied how the professor treated in the idea of people with a different area of interest.



Students built and designed a museum museum exhibit on their area of expertise and interacted with the children who came to visit it.



Students designed a booklet to communicate the wonders of academic research to the public, incorporating art and design.

Conclusion

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

P09 POSTER STUDENTS

Negotiating membership in different social groups and fields: Study-work-balances of First-in-Family students in Austria

Franziska Lessky

Vienna University of Economics and Business

This poster proposal presents current research on study-work-balances of First-in-Family students (FiF students). The PhD-project is being conducted with European FiF students and is affiliated with the Vienna University of Economics and Business (WU). The poster proposal highlights the relevance of the topic, presents the research objectives, the methodology and (preliminary) findings.

Widening access to higher education is considered internationally as central in creating knowledge-based societies, ensuring social mobility and democratic stability. However, access to and retention of university is globally still stratified according to socio-demographic and socio-economic characteristics (OECD, 2017). Students who are the first in their family to attend university are less likely to participate in higher education and are at higher risk of dropping out than students whose parents did attain higher education. Due to their situational contexts where they often find themselves confronted with less favourable (economic) circumstances they often have to take up regular employment during their studies. While previous research mainly focused on insufficient student resource endowments, there is still little understanding on how FiF students successfully overcome the transition into higher education and manage to arrange study, work, family and other life-domains (O'Shea, 2016). This PhD-project aims to shed light on the heterogeneous strategies FiF students develop to succeed in higher education.

Biography

Franziska Lessky is Research and Teaching Associate and PhD student at Education Sciences Group at Vienna University of Economics and Business (WU). Her research focuses on higher education, social inequality, self-regulated learning and innovative learning environments. In 2017, she received a grant for her PhD-project "Managing study and work - exploring student's experiences and analysing factors of study success". Since 2016, she teaches courses on educational theory and empirical methods in the Master's Program "Business Education" at WU.

Negotiating membership in different social groups and fields Study-work-balances of First-in-Family students in Austria

Franziska Lessky, Vienna University of Economics and Business

Introduction

Background

Widening access to higher education is considered internationally as central in creating knowledge-based societies, ensuring social mobility and democratic stability. However, access to and retention of university is still stratified according to socio-demographic and socio-economic characteristics (OECD, 2017). Students who are the first in their family to attend university are less likely to participate in higher education and are at higher risk of dropping out than students whose parents did attain higher education.

• 80% FiF students at public universities
• 80% work less than 10 hours
• Working is it know-how in study programs
• 84% have problems in balancing study, work and other domains of life

Goals of the Act

Due to their less favourable economic condition, First-in-Family students often have to take up regular employment during their studies (Lessky, 2017). While previous research mainly focused on insufficient student resource endowments, there is still little understanding on how First-in-Family students successfully overcome the transition into higher education and manage to arrange study, work, family and other life-domains (O'Shea, 2016).

Research Question

How do First-in-Family students arrange study, employment and other domains within their everyday life?

Theoretical Framework

Bourdieu's relational theory

Numerous studies in the field of educational inequality have drawn upon the work of Bourdieu and his concepts of social, cultural and economic capital. Social capital can be mainly understood as supportive relationships (e.g. mentors, teachers, family). Cultural capital can be classified in tangible goods (e.g. books) or institutionalized as educational certificates. It is also embedded within Bourdieu's terms of habitus. Economic capital can be summarized as financial resources (Bourdieu, 1986).

Kurzerer der Aktivitäten Lebensführung

Conflict of everyday life is a subject-oriented sociological concept which attempts to grasp society from the everyday lives of people performing actions in the various areas of their lives. Its basic premise is that people have to tackle all of the different - in some cases contradictory - demands that they encounter in the various spheres of everyday life (Kurzerer, 2016). In this sense, the concept "Conflict of everyday life" is a term for the "management" of conflict. It serves as a category which is influenced by social norms and individual activity and thinking - thus links between the society and the individual. It can be understood as a social system, which consists of the actions of a person and is also shaped and influenced by other social systems like family, university etc.

Methodology and Research Design

Data Collection (2019-2021)

Reconstructing study-work-balances of First-in-Family students, which are embedded within their biographies, requires a qualitative research approach. Therefore, 10 biographic narrative interviews with First-in-Family students in various fields of study have been conducted in Vienna (Austria) (Lessky, 2021).

Sample

10 undergraduate students from different fields of study

- Human Sciences (60% First-in-Family students)
- Economics and Social Sciences (40% First-in-Family students)
- Education Sciences (10% First-in-Family students)

Additionally, the sample varies according to the following criteria: working hours per week, university entrance qualification, parental education to university, migration origin, migration background, gender, age and study program.

Data Analysis (since 2020)

The empirical data has been analyzed by following a hermeneutical approach. The interconnections of the different spheres of students' lives (e.g. study, work, family, friends, leisure and living situation) are explored and understood as an overarching arrangement. Consequently, the hidden (i.e. latent) rules, which shape and structure these arrangements are highlighted (Lessky, 2021).

(Preliminary) Findings

Identified typical Arrangements

The Autonomous Arrangement	The Hybrid Arrangement	The Diffuse Arrangement
<ul style="list-style-type: none"> • Stable coordination of the domains • Study to achieve personal development, upward social mobility is not most important • Employment to build social capital • Values and norms of the family are shared by the students • Students receive emotional and financial support from their families • Strong sense of belonging to university • Concrete career plans for the future 	<ul style="list-style-type: none"> • Flexible and dynamic coordination of the domains • Study to achieve personal development, upward social mobility is not most important • Employment to cover living costs, legitimize studying and strengthen their self-esteem • Values and norms of the family are partially shared by the students • Students receive emotional and financial support from family and friends • Ambivalent sense of belonging to university • Career aspirations but no concrete plans for the future 	<ul style="list-style-type: none"> • Fragile and loose coordination of the domains • Study to achieve a general change in life • Employment to cover living costs and strengthen their self-esteem • Values and norms of the family are not shared by the students • Students receive emotional and financial support via work • Low sense of belonging to university • No concrete plans for the future or career aspirations

Strategies to combine study, employment and other life-domains (across all types of arrangements)

- **Inclusion and Exclusion:** Domains are continuously integrated to stabilize the arrangement or to minimize tensions between the different domains (Lessky, 2021, "partial workweek") e.g. students do not tell their parents that they are studying
- **Prioritization and Postponement:** Arrangements are organized via hierarchicalization of the domains (e.g. regarding social life to achieve study progress)

References: Lessky, F. (2021). Managing study and work - exploring student's experiences and analysing factors of study success. PhD thesis, Vienna University of Economics and Business (WU).
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Lessky, F. (2017). Managing study and work - exploring student's experiences and analysing factors of study success. Bachelor's thesis, Vienna University of Economics and Business (WU).

WU
WIRTSCHAFTS UNIVERSITÄT WIEN
VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS

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P10 POSTER STUDENTS

Greening a building rooftop – UniSA Community Garden project

Shoaib Gill, Jamil Ameen, Jaimee Green, Ryan Parry and Tristana Sidoryn
UniSA

The UniSA Business School has a suite of programs focused on creating a sense of community amongst students and staff at UniSA. The UniSA Community Garden project commenced development on a rooftop area between campus buildings in 2016. This initiative was aimed at increasing campus vibrancy and participants sense of place and connection with the university community. To take a concrete walkway and to transform it from an empty space to a vibrant part of the campus environment. The project has been implemented for 3 years and has created a strong community of participants and engagement with the area. The rooftop garden is now used regularly as a space for events and functions, with other community gardens being developed across the university campuses.

Biography

The Community Garden project is coordinated by the Community and Student Engagement team in the UniSA Business School.



University of South Australia Business School

GREENING A BUILDING ROOFTOP UNISA COMMUNITY GARDEN PROJECT

Shoaib Gill, Jamil Ameen, Jaimee Green, Ryan Parry and Tristana Sidoryn
UniSA Business School

BACKGROUND

In 2013 UniSA led an online discussion, Unijam, for the university community, industry and public, on ideas for developing the university. The development of community gardens on campus was highlighted, and a rooftop community garden project was set up by students and staff in 2016.

This initiative was aimed at increasing campus vibrancy and students and staff sense of place and connection with the university community. The project has been implemented for 3 years and has created a strong community of participants and engagement with the area.

PROJECT AIMS

- Revitalise empty spaces on campus.
- Create a sense of place, community and belonging, amongst students and staff.

PROJECT FORMAT

- Fairtrade coffee cart and vegan catering at weekly events during the semester, using produce from the garden.
- Event and function area as a vibrant space for students and staff to meet.
- Planting activities and workshops where participants set up the rooftop garden and take plants home for their own garden.
- Produce share, where students and staff bring in extra harvest from their own garden.



COMMENTS

It's putting the uni's commitment to supporting the environment into reality.

Meeting students you wouldn't usually meet and feeling part of the UniSA community.

It is lovely catching up with staff from other departments and meeting our students.

The coffee and gardening tips are great as well!

RESULTS

- 83% of participants were satisfied with the community garden project.
- 81% feel part of the university community.
- 86% would recommend attending the community garden to other students and staff.

UNISA COMMUNITY GARDEN

EVERY TUESDAY 10:00 - 11:00 AM
STARTING IN SP2 2018 (27 FEB - 15 MAY)
ROOFTOP, BETWEEN KAURNA AND HAWKE BUILDINGS
LEVEL 5, CITY WEST CAMPUS

- Free fairtrade coffee, tea and hot chocolate
- Vegan catering, promoting healthy and sustainable eating
- Planting activities to set up the uni garden and plants for you to take home
- A local harvest share - bring along any extra veges, fruits or herbs growing in your garden
- All UniSA staff, students, alumni and guests welcome

For more info, see www.unisa.edu.au/unisa-business-school





P11 POSTER STUDENTS

LEO: Reconceptualising open learning and student leadership

Sarah Lewis, Debra Shirley, Amani Bell, Rebecca Johnke, Ehssan Sakhaee, Annette Burgess, Michelle Lincoln, Melanie Keep, Crystal Choi, Ivy Yen
The University of Sydney


This poster reports on an Emerging Initiative project from 2017 and will update delegates on a new offering underway at the University of Sydney that is part of a major curriculum transformation project. Academics have worked on this initiative with students and they about to teach a number of Open Learning Environment units (hereafter OLE) on student leadership in S1 2018. 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 online. The student leadership OLE will bring together existing leadership programs (community engagement, student mentoring and representative positions) and offer students the opportunity to substantiate their volunteering experience and have it recognised on their transcripts as either a 'badge' for the 0 credit points or as a normal academic credit for the 2 credit point versions.


THE UNIVERSITY OF SYDNEY


LEO: Reconceptualising open learning and student leadership

Sarah Lewis, Debra Shirley, Amani Bell, Rebecca Johnke, Ehssan Sakhaee, Annette Burgess, Michelle Lincoln, Melanie Keep, Crystal Choi, Ivy Yen


OLE1402 Student Leadership:
Core OCP




OLE1403 Student Leadership:
Community Engagement OCP




OLE1404 Student Leadership:
Peer Mentoring OCP



OLE1405 Student Leadership:
Representative OCP






Abstract
This poster reports on an Emerging Initiative project from 2017 of new undergraduate offering underway at the University of Sydney as part of the major curriculum transformation project. 'LEO' stands for Leadership in Education and Organisations. Academics have worked on this initiative with students as co-partners in education design and content in delivering 4 Open Learning Environment units (hereafter OLE) on student leadership in S1 2018. The OLEs offer foundational knowledge, concepts, skills and experiences and are available in multiple modules from zero to six credit points through a flexible online mode (CANVAS). The student leadership OLE brings together existing leadership programs in community engagement, student mentoring and representative positions and formalises learning by substantiating their volunteering experiences as leaders. Students achieve academic recognition on their transcripts as either a 'badge' for the 0 credit points or as a normal academic credit for the 2 credit point versions.


Impact and broader context
Student leaderships OLEs were designed by a broad group of cross faculty staff (both academic and professional) and students. Students completing OCP can use completion to access Faculty Leadership programs and Awards. The challenge is to design a leadership course that recognises that students are on a trajectory of leadership learning and come to the OLEs with a wide variety of skills and knowledge.

Watch this video and answer these questions



The on-line format engages students through Edutainment, which includes:

- ✓ Videos designed by the broader university, student developed and commercially available (TEDxEd talks)
- ✓ Blending leadership discussion/content from both student and recognised world leaders
- ✓ Original animation including dynamic interactions
- ✓ Group and individual assessment through reflection, wikis and videos



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UNSW SYDNEY

P12 POSTER STUDENTS

Campus Co-Lab – Recognising the value of ideas to make ‘what ifs’ happen and build a better community

Mags Chalecka-Harris
Massey University

Campus Co-Lab is an initiative that has started at Massey University's Wellington campus, because of the need for students to be able to influence their experience while at university. The poster will explain what Campus Co-Lab is and discuss three parts that shape Campus Co-Lab: process, philosophy, and space. It will inform about the guiding principles of Campus Co-Lab, what were the lessons learnt, and give some of the examples of the projects that went through the Campus Co-Lab process.

When starting this project we had no preconceived ideas of the end result, rather we went into it with an open mind. In getting where we currently are at, the project went through the same iterative process as the current projects do. It is still evolving.

Biography

My work as a Student Experience Coordinator leads me to different aspects of student experience at Massey University. My great passion is empowering students to be the best they can through learning their own strengths, applying themselves in student experience projects, building on their leadership skills and more.



CAMPUS CO-LAB
Campus Co-Lab - Recognising the value of ideas to make "what ifs" happen and build a better community

What is Campus Co-Lab?
Campus Co-Lab is an initiative that started at Massey University's Wellington campus, because of the need for students to be able to influence their experience while at university. The poster will explain what Campus Co-Lab is and discuss three parts that shape Campus Co-Lab: process, philosophy, and space. It will inform about the guiding principles of Campus Co-Lab, what were the lessons learnt, and give some of the examples of the projects that went through the Campus Co-Lab process.

Why Campus Co-Lab?
Campus Co-Lab started at Massey University because we recognised the need for students to have more input into their experience. Campus Co-Lab is based on the belief that as a student, what you see in the university, is what you get. It's about giving students a voice and making sure they are heard. We wanted to create a space where students could come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences.

Process
The Campus Co-Lab process is based on human-centred design principles. It's about listening to students and making sure they are heard. We wanted to create a space where students could come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences.

Philosophy
Each project is assigned a facilitator that guides project leaders and collaborates through the idea development process outlined above. The process and principles outlined above have been used to create a space where students can come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences. We wanted to create a space where students could come together and share their ideas and experiences.

Examples of projects
1. **Student Support**
2. **Student Support**
3. **Student Support**
4. **Student Support**
5. **Student Support**
6. **Student Support**
7. **Student Support**
8. **Student Support**
9. **Student Support**
10. **Student Support**

Our principles
1. **Our principles**
2. **Our principles**
3. **Our principles**
4. **Our principles**
5. **Our principles**
6. **Our principles**
7. **Our principles**
8. **Our principles**
9. **Our principles**
10. **Our principles**

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P13 POSTER STUDENTS

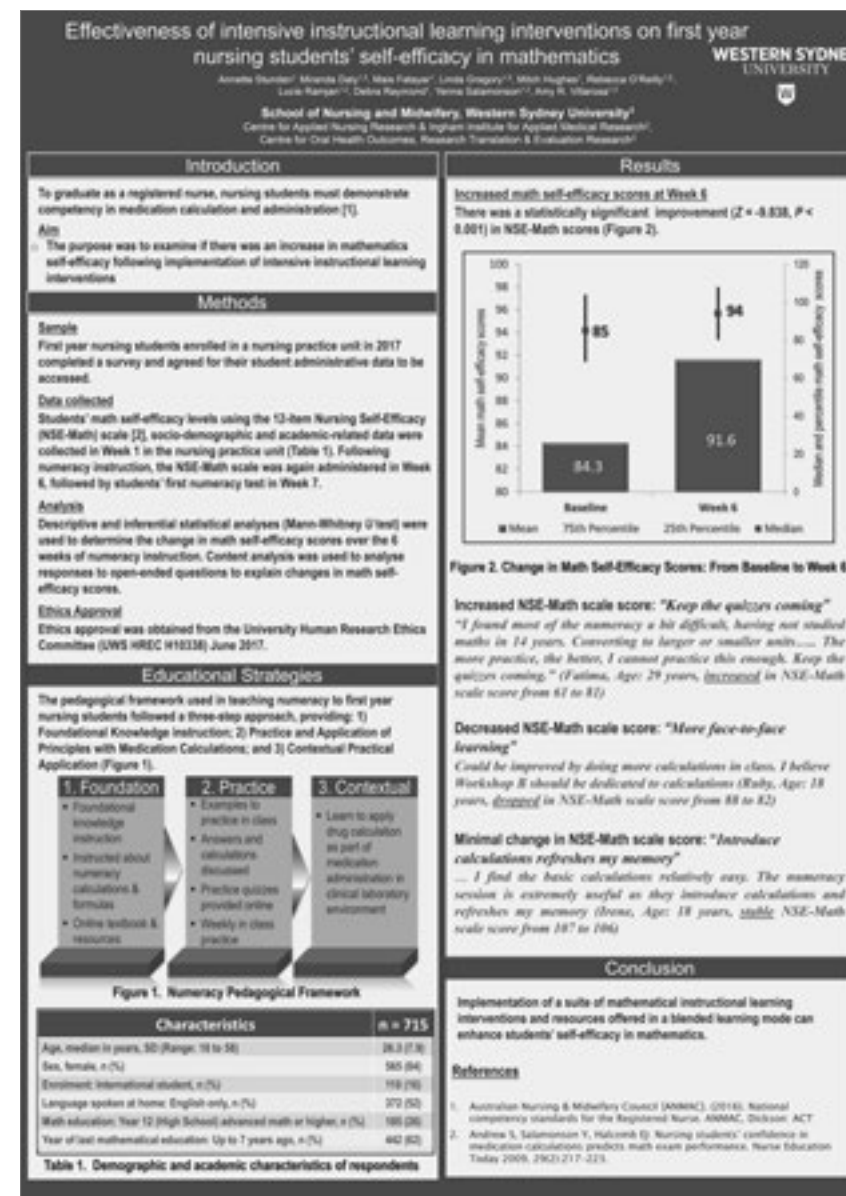
Effectiveness of intensive instructional learning interventions on first year nursing students' self-efficacy in mathematics

Annette Stunden, Miranda Daly, Mais Fatayer, Mitch Hughes, Rebecca O'Reilly, Lucie Ramjan, Debra Raymond, Yenna Salamonson, Amy Villarosa, Linda Gregory
Western Sydney University

To graduate as a registered nurse, nursing students must demonstrate competency in medication calculation and administration (Australian Nursing and Midwifery Council, 2016, p.2). Academically, many nursing students have difficulty in meeting the competency standard in numeracy for nursing practice (Ramjan et al., 2014, p. 405; Wright, 2005, p. 431). The purpose was to examine if there was an increase in mathematics self-efficacy following implementation of intensive instructional learning interventions. First year nursing students completed a baseline survey containing the 12-item nursing self-efficacy for mathematics (NSE-Math) scale in Week 1. Intensive instructional learning activities/resources, including quizzes, online remediation and in-class support was implemented. Follow up NSE-Math scale in Week 6 (Andrew et al., 2009, p.219). Mean NSE-Math scores increased from 84.25 to 91.59. This increase was statically significant ($Z = -9.839, p < 0.001$). Implementation of a suite of mathematical instructional learning interventions and resources offered in a blended learning mode can enhance students' self-efficacy in mathematics.

Biography

Annette Stunden: I have over 10 years university teaching experience as a full time academic. I am still clinically current and have over 20 years experience in critical care nursing. My area of interest lies within assessment and curriculum development. For the past 5 years I have developed and implemented assessment items into a clinical unit and been involved in the development of the curriculum. I have a masters in nursing reserach and my area of research is focussed around students' self-efficacy within numeracy, written literacy and digital literacy. I hold the role of a first year StaRS coordinator within the School of Nursing and Midwifery where I am involved in the development of transition and retention strategies that are related to first year students' learning experience



P14 POSTER STUDENTS

International students integrated into university life through a program of mentoring, and sharing in the preparation and presenting of a weekly evening meal in a multi faith context

Marian Martin, Susanne Jones, Daniel Jantos

Western Sydney University

South Western Sydney Local Health District

International students enrolling in degree programs at Australian Universities, often have limited contact with other students, have limited support from friends or families and experience loneliness and isolation (Martin & Carter, 2017). The Multi Faith Centre at a Western Sydney University Campus embarked on a plan to provide support for students by creating a space on campus for gathering and social events (Possamai, Sripathak, Brackenreg & McGuire 2014). From this program supervised by the university chaplain, emerged a successful integration of students and staff across many faculties. The program included an evening meal for students. Students participated in menu planning, shopping, preparation and serving of meals. Mentoring was also available from literacy and library staff (Martin & Carter, 2017). The last gathering for 2017 was shared by 83 students and staff. A 'Thank you' booklet was collated and distributed, to include anecdotal comments supplied by students. The program will continue in 2018 with a successful grant securing funding for ingredients for meals.

Biography

Marian Martin is a literacy advisor at Western Sydney University in the School of Nursing and Midwifery. With academic qualifications in education, psychotherapy, and counselling, Marian has been involved in tertiary student support since 1986. She shared the UWS Vice-Chancellor's Excellence Award in Teaching (2012) for the School's Academic Literacy Strategies program.

Susanne Jones has worked at Western Sydney University as a Multi Faith Chaplain for several years. She has been actively involved in the meal program at Campbelltown Campus. Susanne has worked as a registered midwife in Australia and overseas.

Daniel Jantos works as the Chaplaincy Coordinator at Western Sydney University. He has completed a Masters degree in Theology and a Masters of Arts in Liberal Studies, (Cultural Studies) from Dartmouth College in New Hampshire.



P15 POSTER TRANSITIONS

The critical requirements of the first year experience: “dodging the potholes on the academic road”

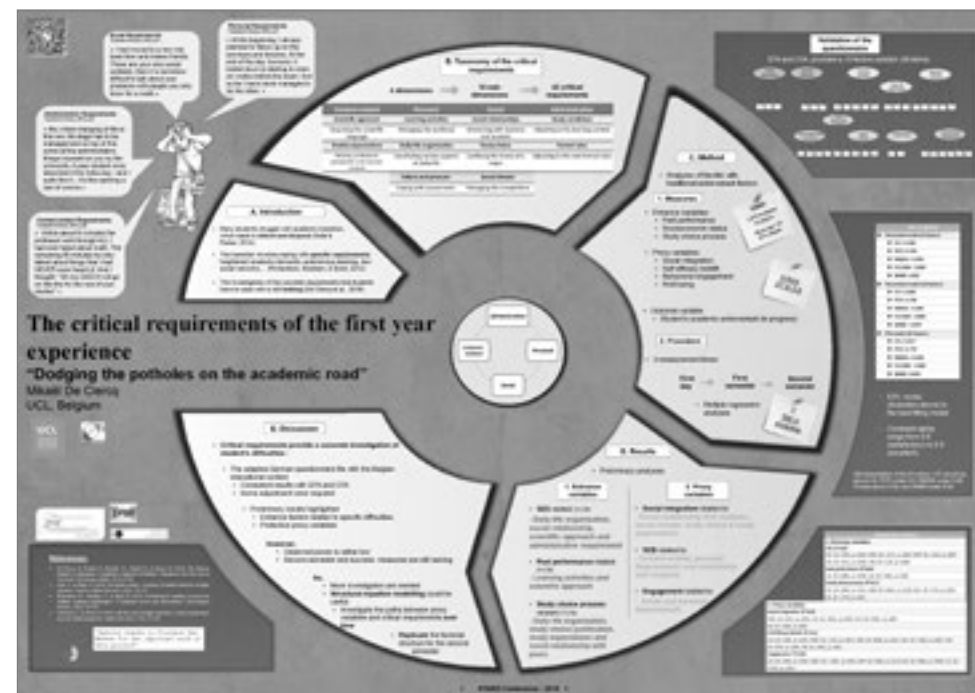
Mikaël De Clercq

Université Catholique de Louvain

This study on transition to higher education investigated the impact of critical requirements on student adjustment to university. The analyses were carried out on 1,298 freshmen. The preliminary results highlighted that (1) students struggled with different academic requirements according to their entrance characteristics (2) personal requirements were related to student motivation and engagement (3) administrative requirements were related to student well-being (4) social requirements were associated with social integration and (5) content-related requirements were mostly linked to self-efficacy. We discuss the implications of this new perspective of the first-year experience.

Biography

Mikaël De Clercq, is a post-doctoral researcher in educational psychology at the Université catholique de Louvain, Belgium. His research interests focus on student's experience of academic transition in the first year at the university and in the doctoral studies.

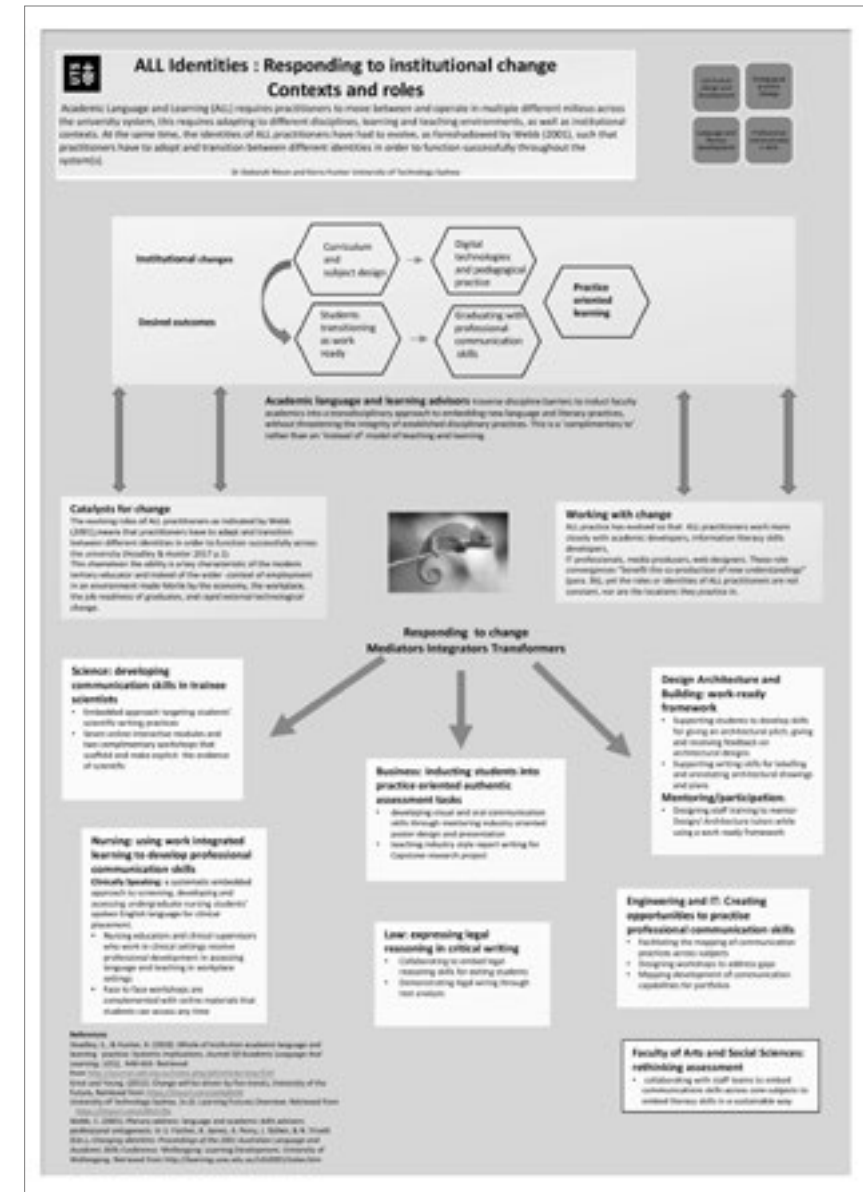


P16 POSTER TRANSITIONS

ALL identities: Responding to institutional change

Deborah Nixon, Kerry Hunter
University of Technology Sydney

The increasing linguistically and culturally diverse cohort of university students across programmes and courses in Australian universities requires new strategies to address issues related to English language, and academic and professional communication. It is recognised that the most effective approach of integrating English and academic language into discipline programmes requires language specialists who understand faculty contexts, and who have the ability to work in continuous collaboration with discipline academics (Arkoudis, 2014). This type of professional development requires a framework that draws on the notion of the third space, a space 'where academics come together to explore teaching and learning ideas and combine knowledge and skills from their different specialisations' (Briguglio, 2014, p.27).



P17 POSTER TRANSITIONS

BioScience essentials 2BRN: A web-based resource for Enrolled Nurses transitioning in Bachelor of Nursing registration program

David van Reyk

University of Technology Sydney

Jennifer L. Cox, Patricia A. Logan, Judith Salvage-Jones, Judith Anderson

Charles Sturt University

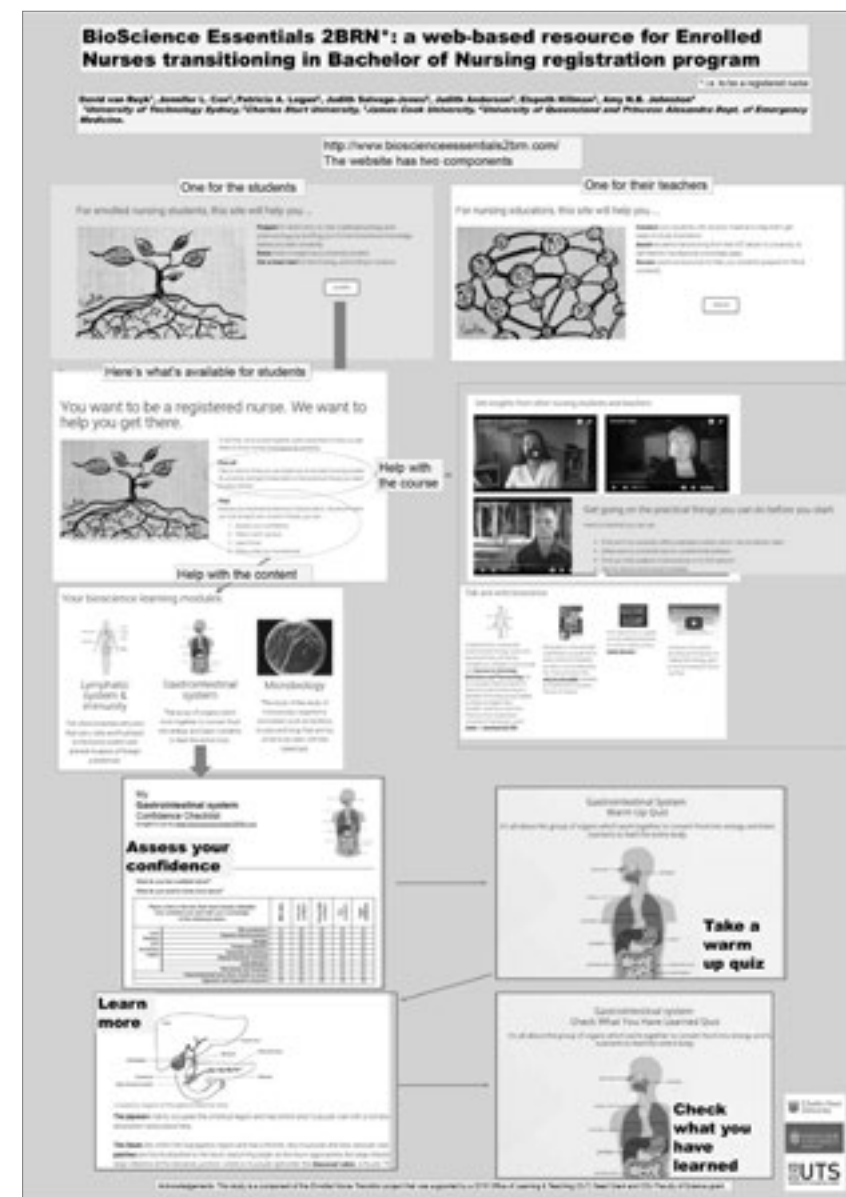
Elsbeth Hillman

James Cook University

Amy N.B. Johnston

University of Queensland and Princess Alexandra Dept. of Emergency Medicine

Enrolled Nurses (EN) seeking to upgrade their qualification to degree-qualified Registered Nurses (RN) are typically enrolled directly into advanced science subjects including pathophysiology and pharmacology, with the assumption that these students have undertaken the requisite foundational content as part of their Vocational Education and Training diploma. However, many of these students have experienced an education gap after completing their program and/or because of working in specialist units such as mental health. The BioScience Essentials 2BRN website (<http://www.bioscienceessentials2brn.com/>) consists of modules designed to revise basic bioscience content including cell biology, the anatomy and physiology of each organ system, as well as introductory modules on pathophysiology and pharmacology. This poster reports on the completion of the site and the initial responses from student users.



P18 POSTER TRANSITIONS

Creating collegial communities

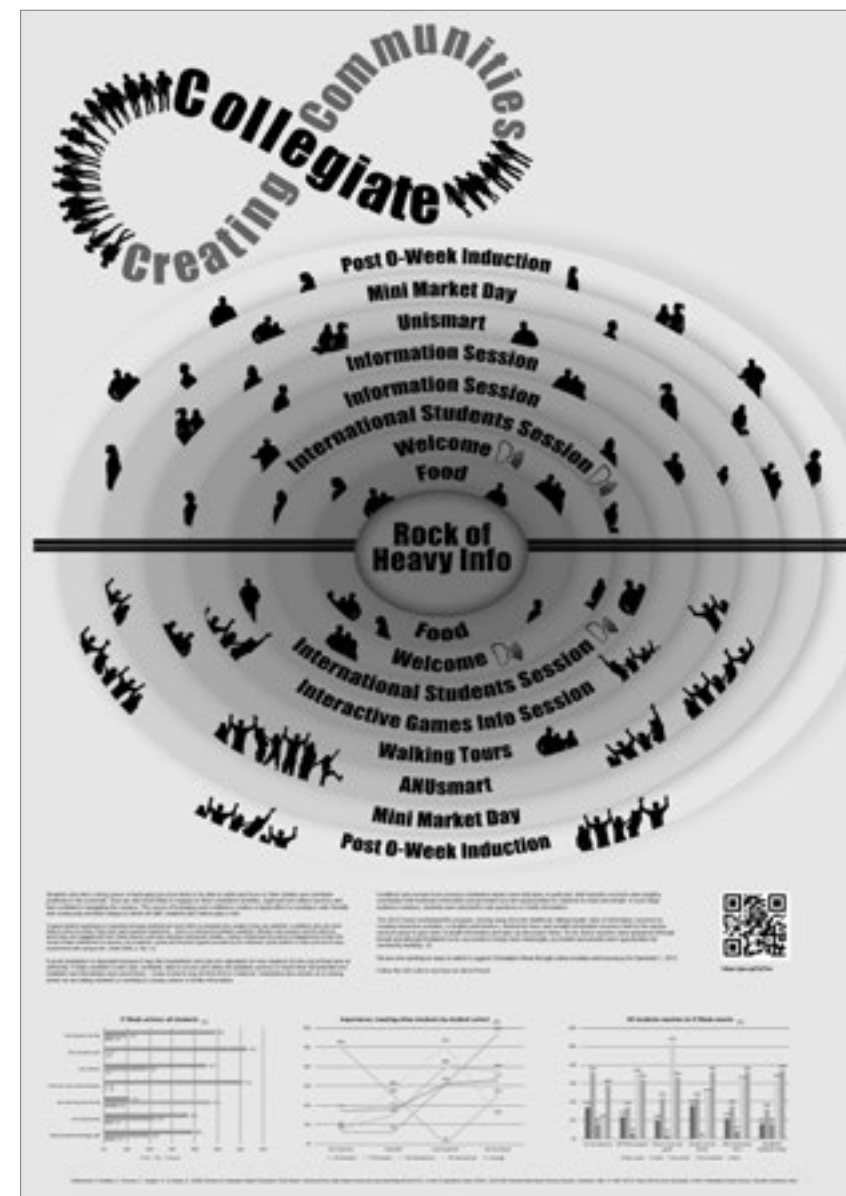
Jules Lumbers

Australian National University

Students who feel a strong sense of belonging are more likely to be able to settle and focus on their studies and contribute positively to the university. They are also more likely to engage in other orientation activities, join clubs and societies, approach and utilise services and feel confident in navigating the campus. This sense of belonging and confidence creates a ripple effect in creating a safe, friendly and community-oriented campus in which all staff, students and visitors play a role. The Student Experience and Career Development team have been working to provide a more holistic, interactive and pro-active orientation program that provides a range of opportunities for students to connect to the community.

Biography

Jules Lumbers works as the University Experience Coordinator at the ANU. Her background is in education and development and she is passionate about student engagement, diversity and inclusion. Jules is always looking for ways to collaborate and share ideas. Contact jules.lumbers@anu.edu.au



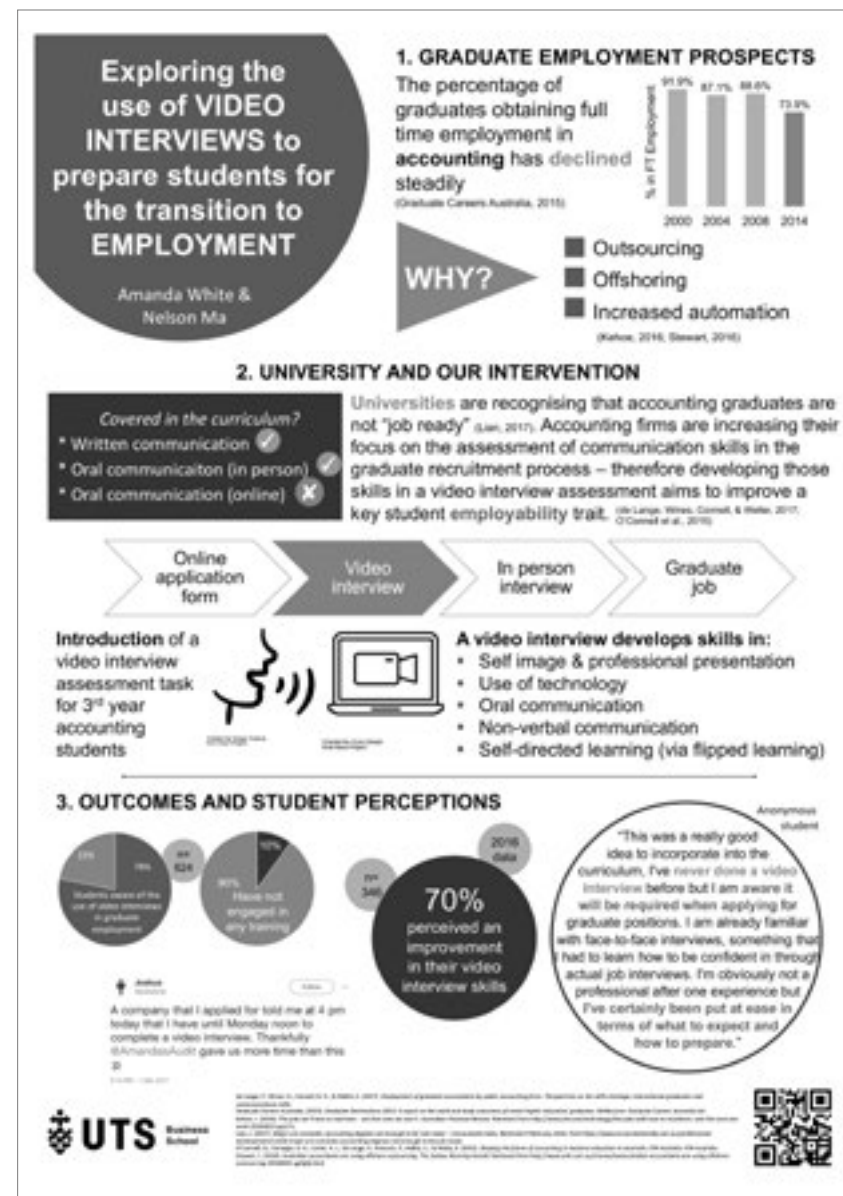
P19 POSTER TRANSITIONS

Exploring the use of video interviews to prepare students for the transition to employment.

Amanda White, Nelson Ma
University of Technology Sydney

The percentage of graduates obtaining full time employment in accounting has declined steadily since 2008, 88.6% down to 73.9% in 2014 (Graduate Careers Australia, 2015). Factors contributing to the decline include outsourcing of roles, offshoring of roles, increased automation (Kehoe, 2016; Stewart, 2016). Students need to be prepared to handle the graduate recruitment process.

Universities are recognising that accounting graduates may not be suitable for employment (Lian, 2017). Professional bodies and academic research indicates that communication skills are a key employability trait and need greater focus at university (de Lange, Wines, Connell, Weller, & Connell, 2017; O'Connell et al., 2015). A video interview is a critical component of obtaining a graduate job in the accounting industry, yet online communication is not part of most curricula. Including a video interview assessment can aid students in their transition to employment.



P20 POSTER TRANSITIONS

Improving the first-year experience: An online chat and call back service for new commencing domestic students

Jessica Luquin
University of New South Wales

In an era where information is literally at our fingertips, it is not unusual to seek immediate and truthful answers from a mobile device, tablet or computer. Student life at UNSW offers a voluntary live chat and call back service for new commencing domestic students at the start of each semester. This service connects new students with a Student Life intern and provides a non-confrontational and convenient way of finding information or seeking support. Conclusions from the pilot in semester 1, 2017 were that students ask more than two questions when the environment is less intimidating, and in addition to answering any queries, interns focus on providing new students with accounts of their first-year student experience. This service is part of a twofold program where interns are upskilled with the essential communication, groupwork and problem-solving skills to offer this service to new incoming students.

Biography

Jessica Luquin is a Project Officer for UNSW Student Development, Student Life. She is a qualified social worker with experience of working with students from disadvantaged backgrounds and in data analysis. Notably, she has conducted work around targeted interventions with Equity cohorts, facilitating inclusion and skilled professional development with volunteering programs.



UNSW
Sydney

Improving the first year experience: An online chat and call back service for new commencing domestic students

Mrs Jessica Luquin (jessica.luquin@unsw.edu.au) | Student Life (DUCSA) University of New South Wales, Sydney

ABSTRACT

In an era where information is literally at our fingertips, it is not unusual to seek immediate and truthful answers from a mobile device, tablet or computer. Student life at UNSW offers a voluntary live chat and call back service for new commencing domestic students at the start of each semester. This service connects new students with a Student Life intern and provides a non-confrontational and convenient way of finding information or seeking support. Conclusions from the pilot in semester 1, 2017 were that students ask more than two questions when the environment is less intimidating, and in addition to answering any queries, interns focus on providing new students with accounts of their first-year student experience. This service is part of a twofold program where interns are upskilled with the essential communication, groupwork and problem-solving skills to offer this service to new incoming students.

"You will have the opportunity to live chat or speak with a current UNSW student about what it's like on your first day, week, semester and year". This is how that new students use when accepting their offer. Online support is essential. (Chaffey & Gower 2000) use the term 'digital support', and although the term generally applies to anyone from after 1980, support can be accessed by anyone. Furthermore, support is provided to new students in a digital platform that maintains a sense of connectedness in a way that is familiar. The service operates confidentially, has a fast response time and can be accessed after normal business hours. The service provides an element of social support, social (DPR) supports this theoretical model fosters mentoring, and in this case, informational peer-to-peer support.



FRAMEWORK



LIVE CHAT & CALL BACK IMPACT

Students with a Disability
From experience with interns and participants, all students expressed an overall intent of achievement, engagement and based in confidence. Some of these students have been chosen to apply for other opportunities around UNSW.

Retention
Some students, who have expressed this opportunity took great joy in access and employment at UNSW within our programs, offering the student choice, inclusion and acceptance.

Confidence and Personalities
From this experience some students have gone on to present at disability awareness conferences.

Work Quality
Students, who had the most respect through immediate and timely feedback that they found the level of information that they were able to access with a digital live chat and call back service was at a high level. They were able to use their mobile or tablet to access the service and were able to use their mobile or tablet to access the service and were able to use their mobile or tablet to access the service.

Student Management at UNSW
This project was the support of the Director of Student Life and Interns, the Director of the First Year Experience Network, and the Deputy Vice-Chancellor (Academic) and the Deputy Vice-Chancellor (Student Life).

Rebuilding Student as Best Qualitative Data Analysis
Development of a project guide for first-year students.
Development of a project guide for first-year students.
Development of a project guide for first-year students.
Development of a project guide for first-year students.

Top 10 most frequently asked questions via Live Chat from 2018-2021

*Data collected from a 5-week block from the 17th Jan 2018 to 20th Feb 2018. 308 transcripts were analysed using qualitative analysis research methods.

- 1. Location and Timeline**
This was the most popular question and students of all degree backgrounds were asking what they should expect, whether all classes are compulsory, how long the classes are and whether they are recorded.
- 2. Academic and Other Resources**
Requirements for textbooks, including where to buy, how to find which ones are needed, print or soft copy. Other resources included laptop requirements.
- 3. ID Cards**
Documentation/identification needed and applying for a card before coming onto campus.
- 4. Transport**
Appropriate as well as bus numbers and alternate modes for during semester as well as exam time. Other options such as driving and costs associated with this came under this heading too.
- 5. Student Experience**
What is it actually like being a UNSW student? What is the first day like? What if I get lost? What are my course like? (Students expressed) having anxiety/ nervous about the unknown.
- 6. New Students**
Will this degree help me get a job in the field I want to work in? Will this degree give me the necessary skills and experience needed to succeed after graduation?
- 7. Academic Learning Pathways**
How can I receive assessment and learn feedback and watch before recordings and course information?
- 8. A-Z**
How do I find out about student societies, sports and recreation activities?
- 9. Facilities on Campus**
Are there libraries, restaurants, sport facilities, health clinic, support services, disability access on campus?
- 10. Employment Opportunities**
How can I find part-time internships and jobs, information about volunteering, casual job opportunities on or around campus.

DATA ANALYSIS

P21 POSTER TRANSITIONS

Transition to the labour market: Estimating time until first employment

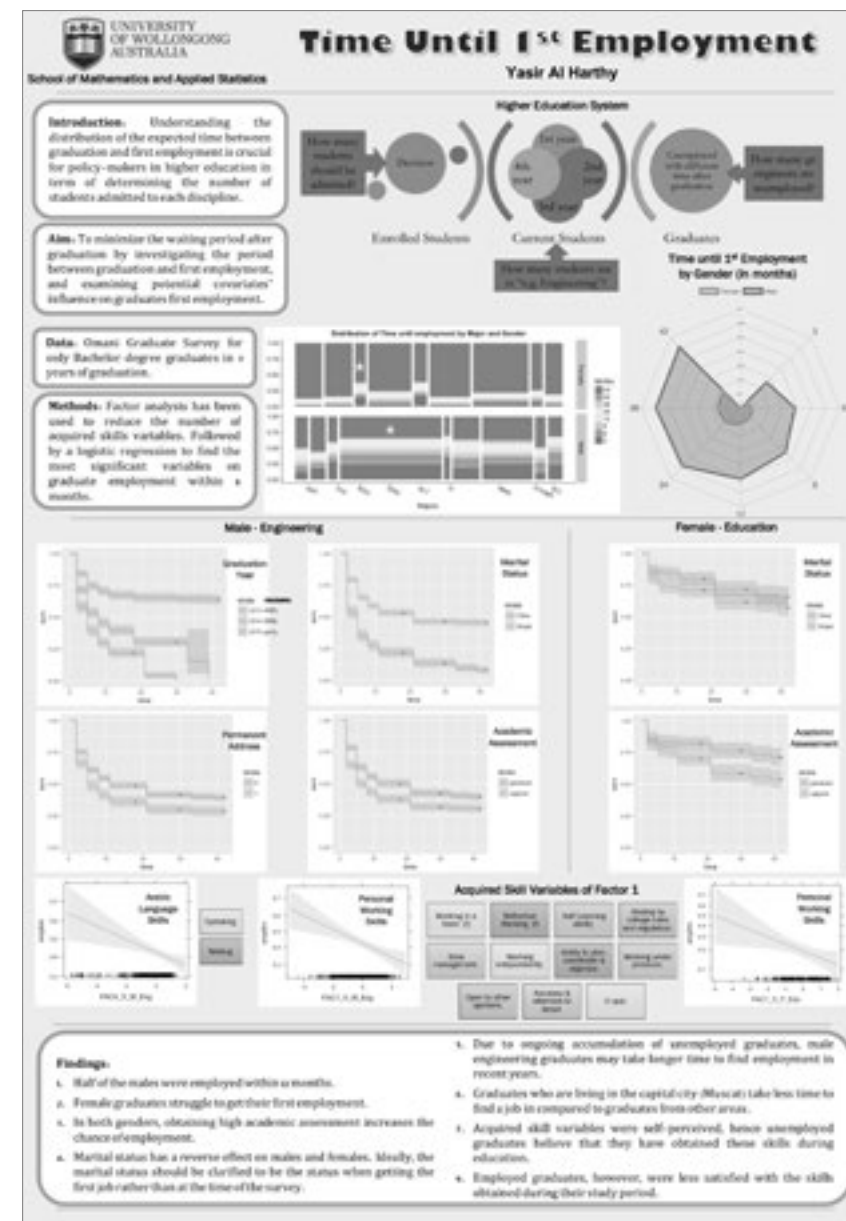
Yasir Al Harthy

University of Wollongong

Understanding the distribution of the expected time between graduation and first employment is crucial for policy-makers in higher education in terms of determining the number of students admitted to each discipline. A number of issues were defined. The first one is the length of time after graduation until employment, as this may have consequences for individuals and society. The next issue is determining the most significant factors on graduate first employment. Another issue is the impact of graduate cohort size on the time until first employment. The last one is policy-makers' capability to balance the time taken to first employment and number of graduates of a particular discipline with the potential number of new admissions in the educational system. The poster will show how the Graduate Survey is used to examine these issues.

Biography

Yasir Al Harthy has been working in Higher Education sector for more than 15 years. His main work is on analysing Higher Education data to enhance decision making in Higher Education in Oman. He was a member of a National Committee in Aligning Higher Education Graduates to the Labour Market.



P22 POSTER ACHIEVEMENT

Challenging and extending top students in a large first-year business course: Their views on participating in the Accelerate Programme with a major not-for-profit organization

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

The University of Auckland

In envisaging future education requirements, recent authors emphasize the importance of working in teams (Agnew, 2016; Iannarelli, 2016; Mankins et al., 2013; Team Spirit, 2016). In 2017, the "Accelerate Project", an extension to our large and complex first-year, team-based learning program (Business 101/102) was piloted at The University of Auckland Business School. We extended thirty of the most able students by testing their team-based capabilities in an extra-curricular, real-world project in addition to their normal class assessments. Student feedback indicated a need for such extension for top students, and AACSB Eligibility Procedure and Accreditation Standards for Business Accreditation, in particular Standard 13 suggests that: "Student academic and professional engagement occurs when students are actively involved in their educational experiences, in both academic and professional settings, and when they are able to connect these experiences in meaningful ways" (2017, p.40).

Biography

Tom Agee is an Honorary 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.

Associate Professor Richard Brookes 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.

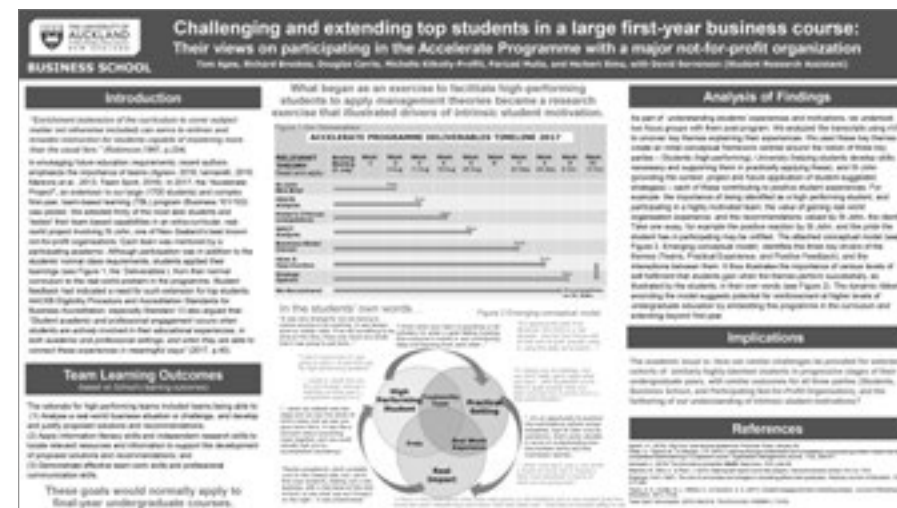
Dr Douglas Carrie is Director of First Year Studies at the Business School. He has a keen interest in the challenges of embedding transition initiatives, employability skills, and other student development support within and alongside a truly integrated first year business school curriculum. Doug is 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.

Michelle Kilkolly-Proffit 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 Parizad Mulla 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.

Herbert Sima 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.

David Sorrenson is a student at The University of Auckland and was the Student Research Assistant supporting this project.



P23 POSTER ACHIEVEMENT

STEM support for learning models in Australian universities

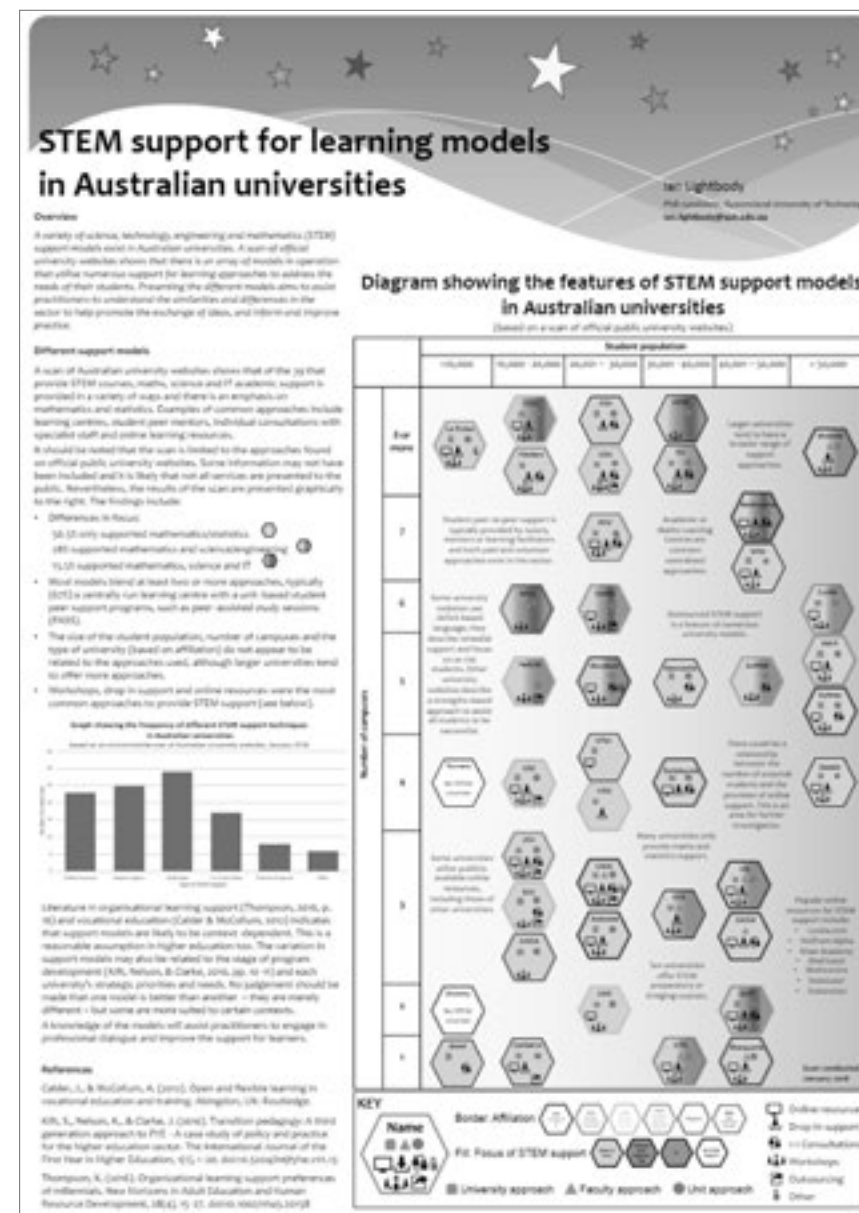
Ian Lightbody

Queensland University of Technology

This poster paper presents an overview of different science, technology, engineering and mathematics (STEM) support models in Australian universities. A scan of official university websites shows that there are a variety of models in operation that utilise numerous support approaches to address the needs of their students. Presenting the different models aims to assist practitioners to understand the similarities and differences in the sector to help promote the exchange of ideas and inform and improve practice.

Biography

Ian Lightbody is the Strategic Lead (Support for Learning) at the Queensland University of Technology, which includes mathematics, science and IT support. He was formerly the coordinator of the QUT STIMulate Program, which received numerous national and international accolades, which he continues to oversee. Science, technology, engineering and mathematics (STEM) STEM support for learning has been an interest for many years, the topic of several conference presentations and is also the focus of his doctoral research.



P24 POSTER SUCCESS

Promoting and protecting academic integrity at Griffith College

Jann Fielden, Mary-Anne Vale, Lucija Boskovic
Griffith College

With growing awareness in the higher education sector in Australia, considering the apparent increase in the rates and emergence of different types of breaches of academic integrity, Griffith College conducted a review of their Academic Misconduct Policy and associated procedures. This poster outlines the key components of the revised and renamed Academic Integrity Policy, and the strategy implemented for rolling out the policy to staff and students. The anticipated, future impact that the revised policy and procedures will have on Griffith College culture is described. This poster may act as a useful guide for other higher education institutions as they develop an holistic, institutional response to academic integrity.

Biography

Jann Fielden, RN, BA(Nsg/Ed), TCert, PGCertNSG, MA(hons), MCNA(NZ): Program Convener, Health, Griffith College since 2012, responsible for the Diplomas of Health Care, and Social and Psychological Science. Extensive experience working in several countries in clinical nursing, education and research. Professional interests: nursing, quality health initiatives, tertiary education – active-learning, academic integrity.

Mary-Anne Vale, BA(Hons), Grad Dip Ed: Senior Program Convenor (Foundation Program) since 2010 responsible for program management including quality assurance processes, curriculum development and enhancement and management of academic teaching staff. Other responsibilities: Coordination of academic skills at the College and management of the Learning Support Team.

Lucija Boskovic, PhD in Environmental Engineering, BS Metallurgical Engineering: Program Convener -teaching and program convener role. This role includes responsibilities for curriculum oversight, academic quality assurance, student advice, staff management and teaching in the Diplomas of Engineering, Science and IT and also to contribute to teaching and learning projects.

Promoting and protecting academic integrity at Griffith College

Jann Fielden, Mary-Anne Vale and Lucija Boskovic
Griffith College, Gold Coast, Queensland



Abstract

With growing awareness in the higher education sector in Australia, considering the apparent increase in the rates and emergence of different types of breaches of academic integrity, Griffith College conducted a review of their Academic Misconduct Policy and associated procedures. This poster outlines the key components of the revised and renamed Academic Integrity Policy, and the strategy implemented for rolling out the policy to staff and students. The anticipated, future impact that the revised policy and procedures will have on Griffith College culture is described. This poster may act as a useful guide for other higher education institutions as they develop an holistic, institutional response to academic integrity.

Background

Factors contributing to the apparent increase in cases of academic integrity breaches (AIBs) include the emergence of different forms of AIBs such as contract cheating (Ellis, Zucker & Randall, 2018) and an awareness that teaching staff may be under-reporting AIBs (Vehviläinen, Löfström, & Nerg, 2018). As a result, Australian higher education colleges and universities have become intensely interested in strengthening ways to identify, prevent and manage breaches of academic integrity (Bretag & Mahmud, 2016; TEGSA, 2017). In light of this, Griffith College conducted a review of their Academic Misconduct Policy and associated procedures during 2016 – 2017.

Outcomes of the revised Academic Integrity Policy

The adoption of the mantra 'Academic Integrity Matters' to promote a robust culture of academic integrity and in turn, foster student academic achievement, success and retention as well as protect academic standards at Griffith College is now in place. The renaming of the policy reflects a supportive approach because many first year students who breach academic integrity standards do so as they lack awareness of academic expectations. Five core values underlying the revised policy were adopted:



Strategy for roll out of the AI policy

The action plan to introduce the revised AI policy and procedures is multi-faceted based on a promotion – protection continuum.



Promote to Prevent actions

- Collaborative effort: policy, procedures and individual staff practices aligned
- Educating students about AI expectations in courses and assessment, designing assessment to minimise breaches; reinforcing core values
- Highly visible procedures for monitoring and detecting AIBs i.e. checking planning or drafts, use of TURNITIN, raising AIBs
- Ethical and professional behaviour modelled by all college staff

Protect to Preserve actions

- Staff and students encouraged to take responsibility for protecting the integrity and reputation of the College
- AIBs reported in a timely manner (with supporting evidence)
- Swift and just responses to possible AIBs; deterrence for future breaches
- Shaping a culture of academic integrity – education, support and upholding values.

Conclusions

The revision of the College's AI policy and procedures with a focus on a promotion and protection continuum enabled academic staff to implement clear procedures for monitoring and detecting AIBs in their courses and to take effective action in the face of identified AIBs. In turn this process helped shape a culture of academic integrity at Griffith College. When an institution has a well-developed and visible culture that supports the values of academic integrity, instances of AIBs are likely to reduce. Coaching issues of academic integrity in positive terms (while acknowledging specific unacceptable behaviours) encourages a way of behaving in the academic environment for students that may be transferred to the world of employment.

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Bretag, J., Mahmud, F. (2016). A conceptual framework for implementing university academic integrity policy in Australian higher education. In F. Bretag (Ed.), *Handbook of Academic Integrity*. Singapore: Springer.

Ellis, L., Zucker, L. M. & Randall, G. (2018). The informal business of contract cheating: understanding the business processes and models of academic custom-writing sites. *International Journal for Educational Integrity*, 14(2), 1-10. <https://doi.org/10.1080/15388543.2018.1485812>

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Vehviläinen, E., Löfström, L. & Nerg, A. (2018). Teaching with integrity in the academic community: unethical engagement and loose ethics. *Higher Education*, 76(2), 1-18. <https://doi.org/10.1007/s10734-017-9533-3>

Acknowledgements and Contact

Poster design template: <https://www.canva.com/australia/2018/>

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P25 POSTER SUCCESS

Engaging at-risk students through coaching

Jude Liew
Monash College

Monash College seeks innovative ideas in order to support at-risk students within its Monash University pathway programs. Learning consultants, in an effort to improve the support and guidance given to these at-risk students, are utilising a structured coaching approach. Through this approach, we have seen a noticeable increase in student engagement, resulting in better student outcomes.

Biography

Jude Liew is a professional Educator with over 12 years of teaching experience in the secondary and tertiary education sectors. Jude is currently a Learning Consultant at Monash College and is passionate about supporting students through their studies, helping them to reach the goals they set out to achieve.

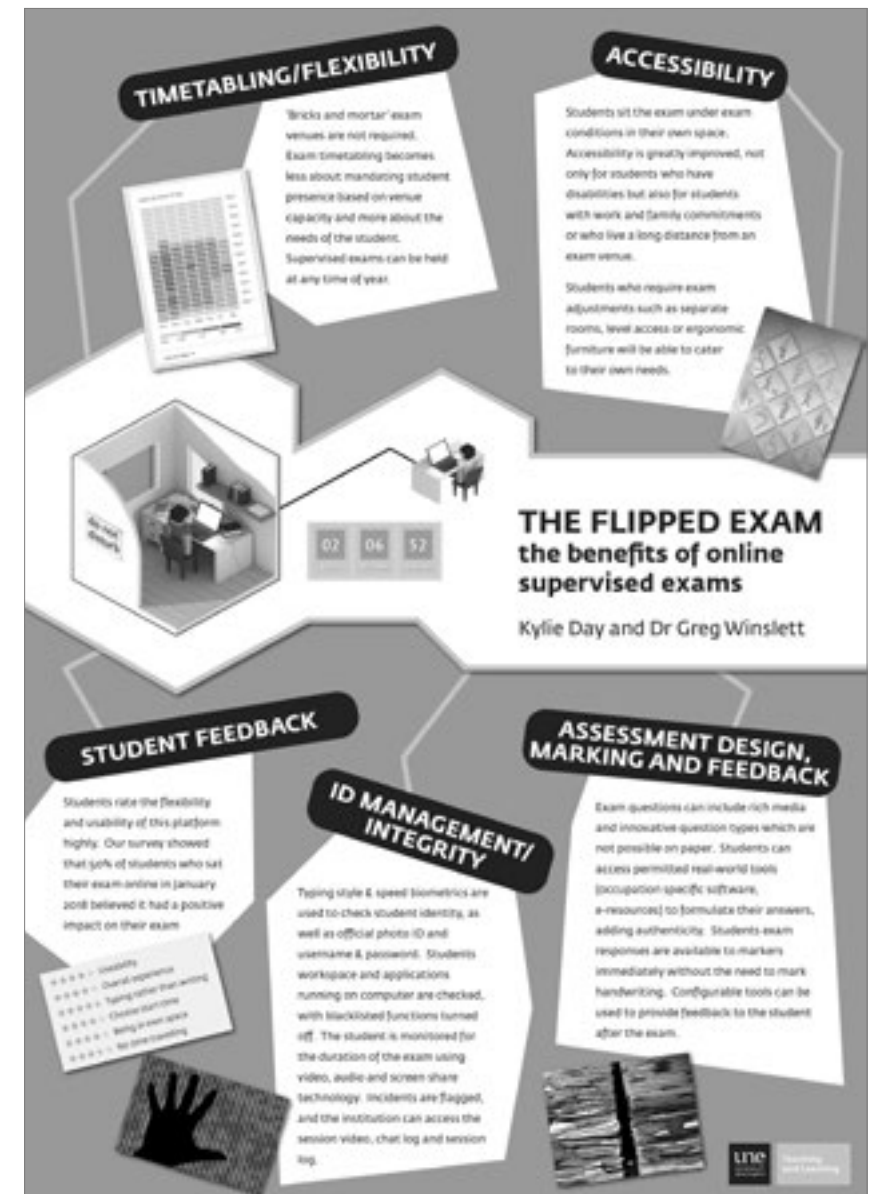


P26 POSTER SUCCESS

The flipped exam - the benefits of online supervised exams

Kylie Day, Greg Winslett
University of New England

Everything is online these days. We have online admission, online enrolment, online teaching and assessment, even the graduation ceremony is streamed online. But supervised hard-copy exams are still held in the same way they were 300 years ago and apart from the ball point pen, not a lot has changed! Written hard copy exams are problematic and the subject of ongoing debate as a valid assessment tool. They are stressful for students, often limited in pedagogical usefulness and logistically difficult to provide. Exams seem to be out of step with an authentic online learning experience yet they persist because of ongoing concerns about ghost-writing.



P27 POSTER SUCCESS

The evolution and revolution of STEM support at QUT

Ian Lightbody, Therese Wilson, Richard Medland

Queensland University of Technology

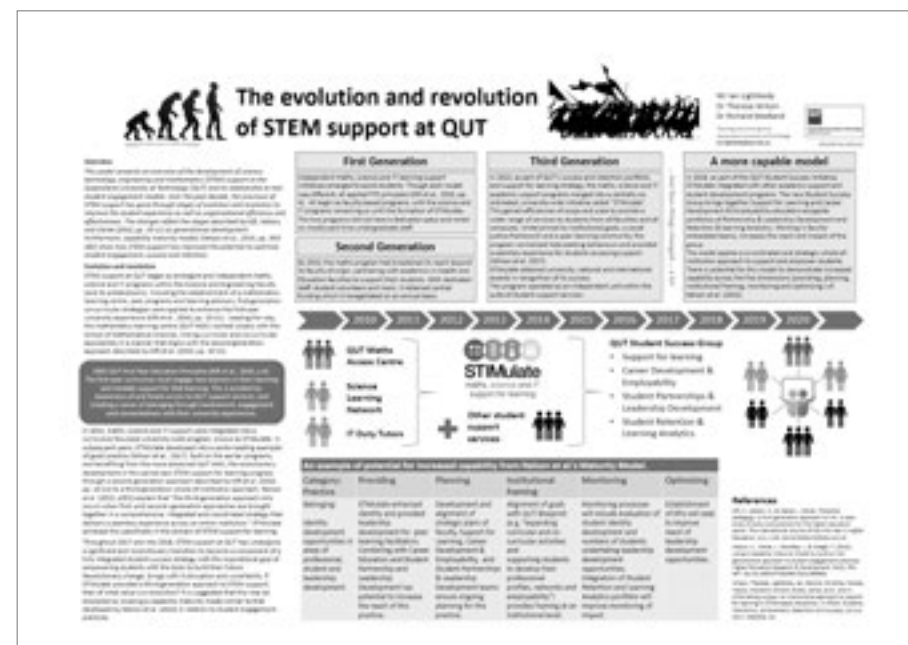
This poster paper presents an overview of the development of science, technology, engineering and mathematics (STEM) support at the Queensland University of Technology (QUT) and its relationship to two student engagement models. Over the past decade, the provision of STEM support has gone through stages of evolution and revolution to improve both the student experience and organisational efficiency and effectiveness. The changes reflect the stages described by Kift, Nelson, and Clarke (2010, pp. 10-11) as generational development. Capability maturity models (Nelson et al., 2015, pp. 353-365) show how STEM support has contributed to optimise student engagement, success and retention.

Biography

Ian Lightbody is the Strategic Lead (Support for Learning) at the Queensland University of Technology, which includes mathematics, science and IT support. He was formerly the coordinator of the QUT STIMulate Program, which received numerous national and international accolades, which he continues to oversee. Science, technology, engineering and mathematics (STEM) STEM support for learning has been an interest for many years, the topic of several conference presentations and is also the focus of his doctoral research.

Therese Wilson is a Senior Educator with QUT's Student Success Group, overseeing the provision of STEM-focussed support for learning in the Faculty of Health. Having worked in QUT's Maths Access Centre, Therese became a founding member of the award-winning STIMulate program. A Senior Fellow of the Higher Education Academy and PhD in Statistics Education, Therese has extensive experience in teaching and supporting learners in statistics, mathematics and numeracy. Her research interests include peer-to-peer learning and student identity and engagement.

Richard Medland is a Senior Maths, Science and IT Educator with the Student Success Group at QUT, and Urban Informatics alumni. In prior roles he has worked as a lecturer, director L&T operations, BIT first-year coordinator, and STIMulate discipline leader. His work focuses on ICT in developing environments and support for learning. He has co-authored 15 reports and papers including IEEE and CHI. Richard is a twice recognised recipient of the QUT VC performance fund, and Oxford Internet Institute invited scholar.



P28 POSTER SUCCESS

Academics' experiences of the effects of a first year grant scheme

Kathy Egea, Jo McKenzie, Neela Griffiths, Keith Heggart

University of Technology Sydney

First year students' experiences of the curriculum and learning environment affect their transition, success and retention. In 2011, UTS introduced a first year experience (FYE) mini grant scheme for subject coordinators to intentionally redesign the curriculum to support student transition and success, based on the First Year Curriculum Principles (FYCPs) of Transition Pedagogy (Kift, 2009). This poster describes academics' experiences of the effects of these FYE grants. It is based on analysis of interviews and final project reports from 19 academics with two or more grants. Three categories of perceived effects are presented: on curriculum and student engagement, learning and success; on academics themselves and on the broader context. The poster links these perceived effects to the FYCPs, providing examples of practice changes from different contexts, along with a vignette of a grant series that improved students academic literacies and influenced academic colleagues and broader practices.

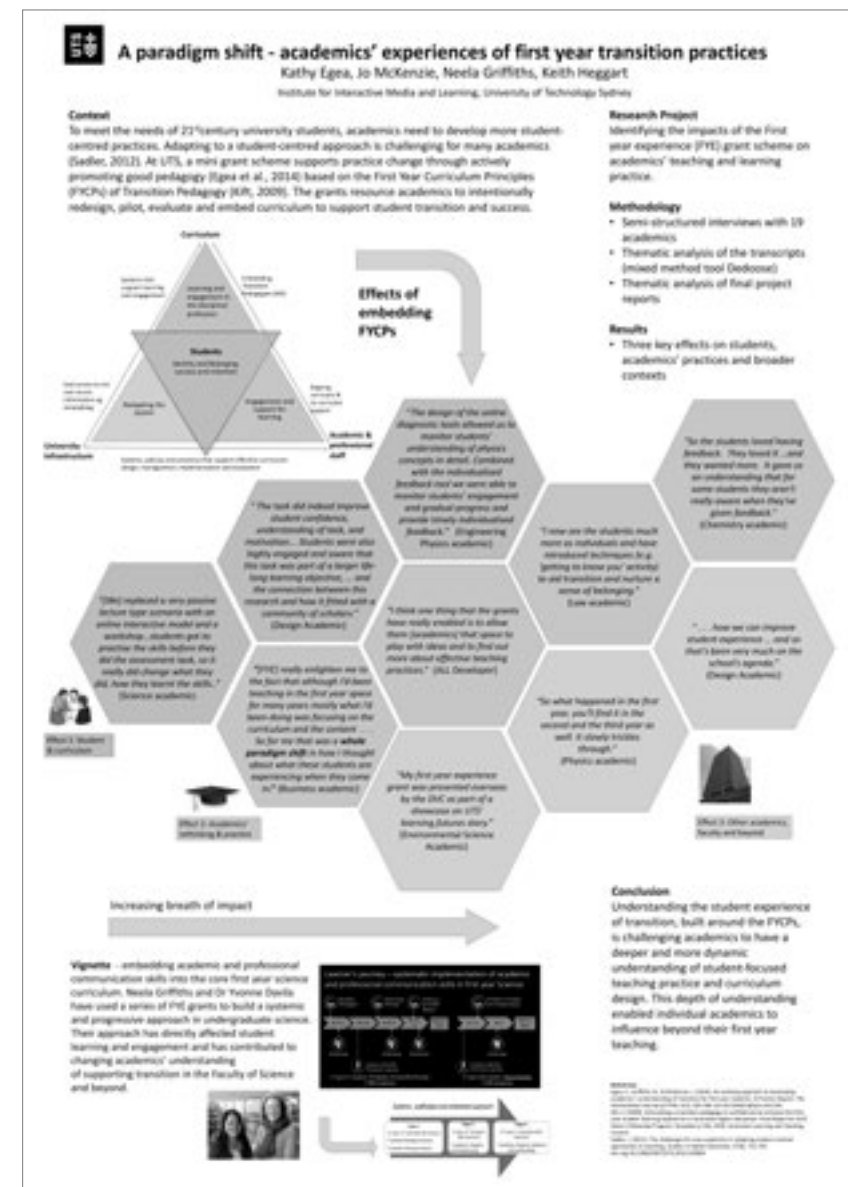
Biography

Dr Kathy Egea is the inaugural First Year Experience coordinator at UTS. 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.

Associate Professor Jo McKenzie is Director of IML and co-leads the FYE program at UTS. She has more than 25 years experience in learning and teaching and academic development in higher education. Her research interests include academic and professional practice, change in university teaching and phenomenography and variation theory.

Neela Griffiths is a member of the Academic Language and Learning Team in IML. She works collaboratively with disciplinary academics in the Faculty of Science on integrating contextualised academic language and literacy, communication and professional practices into the curriculum. Neela has participated on multiple cross-disciplinary First Year Experience grants.

Keith Heggart is a Ph D student at the University of Technology, Sydney, Australia. He is currently in the final stages of his thesis. His research interests include civics and citizenship education, student activism, and the use of technology to develop more democratic forms of learning and communities.



P29 POSTER SUCCESS

Fickle flexibility: Improving first year student success through redesigned assessment in an online self-paced (FLX-mode) unit

Stephanie Kizimchuk
University of Canberra

Online self-paced (FLX-mode) study can be an inclusive option for students balancing employment, family, caring, elite sporting, and other life circumstances that make study in standard unit formats difficult. It comes, however, with unique challenges that require a level of self-discipline, motivation, and planning in order to successfully complete. These hurdles are unfortunately often underestimated by first year students. This poster shares the case of the common first year unit at the University of Canberra (UC) – 'Foundations of Professional Planning' (FPP). As the largest unit at UC, it is taught across multiple formats. Concerned by the inherent vulnerabilities facing FLX-mode students, however, I redesigned assessment with the aim of improving engagement, retention, and success through empowering students themselves to take charge of their own study and completion journey. As the cohorts involved are still progressing, my intention here is to prompt a crucial discussion about the need for better supports and structures for successful first year engagement in highly flexible and independent learning environments.

Biography

Dr Stephanie Kizimchuk AFHEA is currently based in the Teaching & Learning Directorate at the University of Canberra (UC) where she convenes the flagship common first-year unit 'Foundations of Professional Planning'. Stephanie is passionate about learning and teaching and is experienced in facilitating online, blended, and face-to-face delivery modes.

FICKLE FLEXIBILITY

Improving first year student success through redesigned assessment in an online self-paced (FLX-mode) unit

Dr Stephanie Kizimchuk AFHEA
Teaching & Learning Directorate, University of Canberra

Flexible study modes, such as an online self-paced, have great potential as an option for students who are balancing employment, family, caring, elite sporting, and other life circumstances that make study in standard unit formats difficult. The online self-paced format, however, comes with its own set of unique challenges and requires a level of self-discipline, motivation, and planning in order to successfully complete. These hurdles are unfortunately often underestimated by first year students who are still in the midst of their transition to university. This poster examines the case of the common first year unit at the University of Canberra – a unit which is taught in multiple modes including FLX-mode. To improve student engagement and success, Dr Stephanie Kizimchuk redesigned the unit's assessment to help empower students to take charge of their own study and completion journey.

Assessment Redesign

Original Package

- Academic Integrity Module (AIM), 4%
- Assignment 1: Essay (Industry Analysis), 20%
- Assignment 2: ePortfolio, 30%
- Assignment 3: Industry Collaborative Task, 30%

Redesigned Package

- Academic Integrity Module (AIM), 4%
- Assignment 1: Part A: Study Plan (classroom), 1%
- Assignment 1: Essay (Industry Analysis), 20%
- Assignment 2: ePortfolio, 40%
- Assignment 3: Part B: Study Plan (collaborative & assignments), 1%
- Assignment 4: Industry Collaborative Task, 30%

Key intention: to make explicit the connection between good learning, planning, and writing, and successful completion of the unit. This is achieved through the redesign of the unit's assessment and the inclusion of a new assessment task, the 'Study Plan'.




Context

- Unit: 'Foundations of Professional Planning' (FPP 0099)
- Common first year unit, originally designed for inclusion across all faculties although currently offered at the Faculty of Health and select partnerships at the University of Canberra College, TAFE Queensland (Brisbane, South Bank), and the North Sydney Institute (NSW)
- Deeply informed by Sally Koff's (2009) articulation of transition pedagogy, FPP's purpose is to aid the transition to university, orient students to their intended industry or profession, and teach essential skills in communication, teamwork, critical thinking, and reflective practice
- Offered in multiple formats including on-campus, online, and FLX-mode
- Ran each year in multiple formats in Semester 1, Winter Term, and Semester 2
- The largest unit at UC: in 2017 there were over 1,300 students
- FLX-mode: Currently 128 students from 2017 completing the unit this way

Strengths

The flexibility of online self-paced is a double-edged sword

Long time open

Adaptive format

Customisation of individual study patterns

Can be highly inclusive

Entirely self-directed

Completely online and can be studied anywhere anytime

Engagement and submission patterns vary greatly

Students are accustomed to regularly attending face-to-face classes

First-year students are in the midst of major transitions

Strong temptation to keep putting assessment off 'until later' until it is too late

Attractive to those already 'at-risk' of non-completion

Challenges

Approach taken

Transparency: Meeting with each student

+

Educational Design: Direct instruction

Assessment Redesign

- Strengthen scaffolding
- Build capacity
- Empower students themselves to create and attach their own relevance towards their successful completion

Discussion Questions

Technology and flexible formats of study opportunities can be wonderful tools to increase the success of students studying in circumstances where they are unable to attend. However, they can also be challenging. This unit, which is designed to be a transition to university, provides a unique opportunity to explore the challenges of online self-paced modes of study and the support structures that are needed to ensure success.

Do you have the option of online self-paced or FLX-mode study at your institution? If so, what strategies do you use to help ensure student success in these formats?

Is this format better suited for later year students compared to first year students, or would the same issues tend to occur regardless of a student's stage of study?

Although challenging, do you think that FLX-mode provides a valuable opportunity to begin more self-mastery which would be lost in a context of lower risk?

P30 POSTER SUCCESS

Students success back at the fore: The wits student biographical questionnaire

Fezile Mdluli, Mxolisi Masango

University of the Witwatersrand

In 2016, the University of the Witwatersrand (Wits), Johannesburg- South Africa administered the Biographical Questionnaire (BQ), for the first time, to first year, first time students. Funded by the Kresge Foundation, under the auspices of the Siyaphumelela 'We Succeed' Project¹, the BQ is an institutional questionnaire that collects comprehensive student information. It explores variables that include: First generation status, family financial status and high school resources. Data emanating from this questionnaire allows for the identification of key precursor variables likely to put students 'at risk'. Having this information, especially early in the year, will allow the University to place students into appropriate support programmes from their first day of lectures. This poster will focus on how this project has re-ignited the student success discussion at Wits, whilst highlighting the triumphs, challenges and lessons learnt. Lastly, we will present snapshot findings based on data collected in the years 2016 and 2017.

Biography

Fezile Mdluli- Fezile is an Institutional Researcher at the University of the Witwatersrand, Johannesburg in South Africa. She is currently working on a number of projects, with a general focus on student success. Fezile hopes to use STARS 2018 as a platform to network and learn best practices from peer institutions internationally.

Mxolisi Masango, PhD- Mxolisi is the Head of the Analytics & Institutional Research at the University of the Witwatersrand, Johannesburg. He is the Project Leader for the Wits Siyaphumelela "We Succeed" Project. Prior to joining Wits, Mxolisi was a Researcher at the Agricultural Research Council (ARC) where he led various research projects.





PARALLEL SESSIONS

PARALLEL SESSION 1

11:00AM – 11:30AM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 1	01A - RP - STUDENTS	01B - RP - TRANSITIONS	01C - RP - ACHIEVEMENT	01D - RP - RETENTION	01E - EI - SUCCESS	01F - EI - TRANSITIONS
11:00am – 11:30am	<p>Funded, fed and fit, and academically disadvantaged: First in Family students and cultural mismatch in higher education</p> <p><i>Kate Wilson, Linda Devereux</i></p> <p><i>UNSW Canberra</i></p>	<p>Expectations of Vietnamese students entering an international university</p> <p><i>Linda Nguyen, Andrea Chester, Anne Herbert</i></p> <p><i>RMIT University Vietnam, RMIT University</i></p>	<p>Intra-university partnerships improve student success in a first-year success and retention outreach initiative</p> <p><i>Sarah Cox, Ryan Naylor</i></p> <p><i>La Trobe University</i></p>	<p>Interpreting the first-year experience of a non-traditional student: a case study</p> <p><i>Judith Kearney, Glenda Stanley, Gina Blackberry</i></p> <p><i>Griffith University</i></p>	<p>Emerging evidence from using an ecological data framework for student learning and development</p> <p><i>Megan Y.C.A. Kek, Fernando Padro, Henk Huijser</i></p> <p><i>University of Southern Queensland, Queensland University of Technology</i></p>	<p>Making Talk Work for International Students: Communication for Employability</p> <p><i>Rosalind McFarlane</i></p> <p><i>Monash University</i></p>

01

01A REFEREED PAPER STUDENTS

Funded, fed and fit, and academically disadvantaged: First in Family students and cultural mismatch in higher education

Kate Wilson
University of Canberra

Linda Devereux
University of New South Wales

A growing body of research indicates that students who are the first generation in their family (FiF) to attend university face distinctive challenges. At UNSW Canberra, where nearly all undergraduates are trainee officers, 38% of students report that neither parent has a university degree. However, they do not face the same challenges as their FiF peers studying elsewhere. They receive a salary to study and most live on campus where meals, health care and an extensive network of support is provided. Despite this support, an annual survey of first year experience conducted at UNSW Canberra between 2013 and 2016 shows that FiF students achieve lower grades in first year than their non-FiF peers: 30% of FiF students report that they received an average grade of 60% or below compared with 19% of non-FiF students. In this paper we suggest that 'cultural mismatch theory' (Stephens et al, 2012) may contribute to an understanding of FiF underachievement.

Biography

Kate Wilson is an adjunct associate professor at the University of Canberra, and a lecturer in TESOL. Her research and publications concern critical reading in English for Academic Purposes, academic literacy, and the experience of first year students in tertiary education.

Linda Devereux researches and publishes in academic literacy development and student transitions to higher education. She also publishes on transcultural childhood memory. Linda is currently researching the experiences of students from rural and remote locations in Australia and has a number of creative life writing projects under development.

01B REFEREED PAPER TRANSITIONS

Expectations of Vietnamese students entering an international university

Linda Nguyen
RMIT University Vietnam

Andrea Chester, Anne Herbert
RMIT University

While the number of locally-based international universities and branches of foreign universities grows in Vietnam, the literature has failed to keep pace with an understanding of students' academic expectations about studying in these institutions. This paper presents findings of a qualitative case study that explored the academic expectations of ten Vietnamese undergraduate business students in transition to a locally-based international university in Vietnam. Expectations were examined in three areas: expectations of lecturers, of university study and of the university experience. While these categories of expectations replicate those in the existing literature, findings in the present study suggest some unique expectations particularly around relationships with lecturers and the challenges inherent in the language of instruction. Implications for how these results can be used to better prepare these types of students for university study are discussed.

Biography

Linda Nguyen is Associate Lecturer at School of Communication and Design, RMIT University Vietnam where she teaches undergraduate courses in Professional Communication program. As an academic, Linda has worked with various learner groups of different cultures in Vietnam and overseas. Her research interests include first year transition, academic expectations, academic success, student engagement and English language proficiency.

Associate Professor in Education (adjunct) at RMIT University, Australia, Anne Herbert, is also Docent in Management at Aalto University, Finland. She teaches Management for Aalto University, supervises research students, and advises the Australian Aid Program in Vietnam. Her research is in the areas of higher education management and organisation, and teaching and learning in higher education.

Professor Andrea Chester is the Dean of the School of Education and Deputy Pro Vice-Chancellor, Learning and Teaching at RMIT University. Over the years Andrea has taught across the psychology curriculum, with a particular interest in first year and transition issues. Her research focuses on learning and teaching, with an emphasis on how social capital can enhance learning.

01C REFEREED PAPER ACHIEVEMENT

Intra-university partnerships improve student success in a first-year success and retention outreach initiative

Sarah Cox, Ryan Naylor
La Trobe University

The Succeed @ La Trobe program seeks to identify and outreach to students in their first year who demonstrate signs of academic struggle or disengagement. It forms a central part of La Trobe University's Student Success and Retention Strategy and supports La Trobe's commitment to improving the student experience. In order to identify students at-risk the program is embedded into individual large first year subjects. In consultation with academic staff across the core first year in Health Science, the program was adapted to incorporate a more holistic approach to the identification and contact of at-risk students. A major success factor for Succeed @ La Trobe has been the development and maintenance of relationships with other areas of the university. Deeper engagement and integration with academic business resulted in several benefits, including an increase in contacted students' weighted average mark of 8.5 points rather than 3.8 in courses where the program was less well integrated. This paper outlines the collaborative approach taken to develop the intervention and the resulting benefits and implications for practitioners that may be applicable across other institutions.

Biography

Sarah Cox is Senior Coordinator for Success and Retention at La Trobe University. She leads several projects aimed at improving the student experience across the university, of which Succeed @ La Trobe is one. She is a regular contributor at STARS.

Dr Ryan Naylor is 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 the experiences and expectations of students.

01D REFEREED PAPER RETENTION

Interpreting the first-year experience of a non-traditional student: A case study

Judith Kearney, Glenda Stanley, Gina Blackberry
Griffith University

This article aims to deepen understanding of enabling and constraining factors for retention experienced by a non-traditional student in his first year at university. It involves an in-depth case study underpinned by principles of phenomenology, hermeneutics and idiography with data analysis involving an inductive coding process and a thematic analysis. Findings draw attention to the need to provide support for non-traditional university students in developing a sense of connectedness and resourcefulness. The study makes an original contribution to knowledge by challenging the assumption that western theories of psychology, which privilege an individualist perspective, adequately explain and predict behaviours of non-traditional students who are members of collective social systems. It emphasises the need for researchers and practitioners to adopt an interpretative stance that accommodates a collectivist perspective. Without this approach, student behaviours may be misinterpreted and their circumstances may be unfairly undervalued.

Biography

Judith Kearney is an Associate Professor at Griffith University, Brisbane, Australia, where she co-ordinates community partnerships and engagement activities within the School of Education and Professional Studies. Judith is a member of the Griffith Institute for Educational Research and works collaboratively with Griffith's Student Diversity and Inclusion Team.

Tagaloa Glenda Stanley (EdD Candidate) is researching the aspirations of Pacific Island High School Students to Higher Education. Glenda is employed at Griffith University as Careers Outreach Coordinator for Student Diversity and Inclusion, and has worked extensively the past 12 years facilitating complex community and government forums to enhance outcomes for young-people and Pacific communities in Australia.

Gina Blackberry is an early career action researcher research affiliated with Griffith University. Gina has particular interests in educators' professional learning and inclusion issues. She recently led an ARC funded project looking at student engagement in schools with complex needs.

01E EMERGING INITIATIVE SUCCESS

Emerging evidence from using an ecological data framework for student learning and development

Megan Y.C.A. Kek, Fernando Padro
University of Southern Queensland

Henk Huijser

Queensland University of Technology

Many university co-curricular programs or services are under pressure to demonstrate performance excellence and justify their continued existence. Many of these programs or services also resort to collating easily accessible data such as input, transactional and overall satisfaction data; produce some descriptive statistics; and subsequently write business reports that show the programs' effectiveness or efficiency. However, this common practice is arguably the wrong place to start. A better starting point would be locating these programs within an ecological educational environment, and one that is aligned with the sector's regulatory compliance requirements and expectations. A metaphor for this would be Russian dolls. Presented here is an initiative where an ecological data framework was designed by a student learning and development unit, which was then deployed with a vision of collecting significant data that can ascertain their programs' impacts on student outcomes of progression and academic achievement.

Biography

Megan Kek is a senior lecturer and Associate Director, Student Learning and Development at the University of Southern Queensland. Her specialisation is in problem-based learning, student development, approaches to learning, and educational environments. She has authored two monographs and published a number of papers in influential and high ranking journals.

Fernando F. Padro is currently Associate Professor (TPP) at University of Southern Queensland and Coordinator (Academic) for the Open Access College. He has held numerous administrative positions and he is actively involved in pursuing the field of quality assurance in higher education: university administration, learning and teaching, policy and regulatory compliance, student support.

Henk Huijser is a senior lecturer and Curriculum Designer in the Learning and Teaching Unit at Queensland University of Technology. He has 15 years' experience in academic development in Australia, the Middle East and China. He has widely published in the higher education sector. For more details, see: <https://orcid.org/0000-0001-9699-4940>

01F EMERGING INITIATIVE TRANSITIONS

Making talk work for international students: Communication for employability

Rosalind McFarlane
Monash University

This session examines strategies for improving international students' ability to successfully transition into Australian workplaces post study. As labour markets become more competitive, increasing numbers of international students are seeking education focused on employability skills. Cate Gribble, Mark Rahimi and Jill Blackmore (2017) describe the importance of connections to the host community for international students' development of employability skills. This session will discuss the newly developed Workplace Talk peer program, part of a suite of services delivered by the English Connect team at Monash University. Workplace Talk provides communication skills around interviews, talking with colleagues and networking. As a 'transition out' program, Workplace Talk focuses on employment-specific communication skills, however, students are strongly encouraged to complete the 'transition in' Let's Chat program beforehand. This combination of Let's Chat and Workplace Talk creates an 18-month offering for international students promoting engagement with host communities, taking initiative and long-term communication skills, all shown to improve employment outcomes for international students.

Biography

Rosalind McFarlane is the Senior Program Coordinator for English Connect at Monash University. A co-curricular peer program, English Connect delivers language in cultural context, communication skills and student engagement programs. With a background in cross-cultural literature, Ros leads the Conversational English and Language for Employment portfolios. These include Let's Chat, a semester-long engagement program focusing on everyday English in an Australian cultural context, as well as Workplace Talk, focusing on professional communication skills for final year students and those doing work-integrated learning. Ros also leads collaborations with the Faculty of Business and Economics regarding global professional practice as well as the Faculty of Education on placement-related communication. In 2017 Ros also launched the Victorian-Tasmania chapter of the STARS Peers4Peers Network in collaboration with Dawn Jones from Deakin University.

PARALLEL SESSION 2

11:40AM – 12:10PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 2	02A - RP - STUDENTS	02B - EI - TRANSITIONS	02C - RP - ACHIEVEMENT	02D - EI - RETENTION	02E - EI - SUCCESS	02F - EI - TRANSITIONS
11:40am - 12:10pm	<p>The influence of involvement in a widening participation outreach program on student ambassadors' retention and success</p> <p><i>Alison Green</i></p> <p><i>Queensland University of Technology</i></p>	<p>Applying digital story-telling methodology to the field of university student transition and retention</p> <p><i>Sarah O'Shea, Erica Southgate, Ann Jardine, Shamus Smith, Janine Delahunty</i></p> <p><i>University of Wollongong, University of Newcastle, University of NSW</i></p>	<p>Learning from industry-based mentoring in undergraduate group projects</p> <p><i>Sojen Pradhan, Marcin Kreglicki</i></p> <p><i>University of Technology Sydney</i></p>	<p>Learning Hubs and the block model approach to retention, transition and success: The VU experience</p> <p><i>Jo Van Son, Andree Ruggieri, Dr Miguel Gil, Leigh Edwards</i></p> <p><i>Victoria University</i></p>	<p>It makes no sense: University policy, student satisfaction, success and retention</p> <p><i>Jennifer Allen</i></p> <p><i>University of Newcastle</i></p>	<p>Toolkit for success: The Griffith Health suite of online student support resources</p> <p><i>Rebecca Eaton, Jacob Sharples, Nicholas Buys</i></p> <p><i>Griffith University</i></p>

02A REFEREED PAPER STUDENTS

The influence of involvement in a widening participation outreach program on student ambassadors' retention and success

Alison Green

Queensland University of Technology

This paper examines university student involvement in programs aimed at widening higher education participation. Studies have demonstrated that prospective students from low-socioeconomic backgrounds benefit from interaction with tertiary role models, while university student benefits include graduate capability development. This paper contributes to understanding the benefits of university student involvement in widening participation programs by exploring their influence on retention and success. This is timely as the Australian higher education sector is increasingly focused on improving student outcomes. A survey of student ambassadors, based on Kahu and Nelson's (2018) conceptual framework of 'mediating mechanisms' that influence student outcomes, indicates that the role positively influences students' retention and success. This paper also increases institutional understanding of university students' perspectives and demonstrates the potential usefulness of Kahu and Nelson's framework when examining the extent to which specific initiatives influence student outcomes.

Biography

Alison Green is an Evaluation and Policy Officer in QUT's Equity and Student Counselling Department. She has worked in higher education for 20 years undertaking a range of teaching, research, and evaluation roles. Since 2010, her work has focused on evaluating HEPPP-funded widening participation programs aimed at encouraging people from low-income backgrounds to participate in higher education.

02B EMERGING INITIATIVE TRANSITIONS

Applying digital story-telling methodology to the field of university student transition and retention

Sarah O'Shea, Janine Delahunty

University of Wollongong

Erica Southgate, Shamus Smith

University of Newcastle

Ann Jardine

University of NSW

High numbers of students do not complete their higher education (HE) studies and disproportionate numbers are from rural / remote areas. Too often it is the individual who is 'blamed' for this departure and perceived as 'lacking' the necessary knowledges. To avoid perpetuating such perspectives, albeit unintentionally, equity research needs to carefully adopt methodologies that are both sensitive to context and participant-centred. This emerging initiative presentation will detail how a current project is innovatively employing a digital storytelling methodology to investigate the subjective experience of transition between students' rural community settings and the university setting. The presentation will provide detail about the nature of the digital story methodology, and explore how this approach could be implemented in school and higher education settings. The preliminary findings from the research project will also be presented as well as details of how workshop participants can access further resources and outputs from the project.

Biography

Associate Professor Sarah O' Shea has spent over twenty years working to effect change within the HE sector through research that focuses on the access and participation of students from identified equity groups. Her institutional and nationally funded research studies advance understanding of how under-represented student cohorts enact success within university, navigate transition and negotiate aspirations for self and others.

Associate Professor Erica Southgate conducts social research into disadvantage and marginalisation in the fields of education and community. She is an acknowledged leader in equity and education, and is internationally recognised for 'surfing the next wave' of technology enhanced learning for social justice.

Dr Ann Jardine has spent over fifteen years working in the equity space within the higher education (HE) sector. She has particularly focused on addressing the inequity of access to HE for students from low Socio-economic (SES) backgrounds. Using a strong evidence based approach she has built up considerable knowledge and expertise in practitioner led initiatives to address barriers to HE.

Dr Shamus Smith is a software engineer and has significant research expertise in the design, development and evaluation of interactive software interfaces. His research interests include virtual environments, technology-enhanced learning and, more generally, human-computer interaction. His research is interdisciplinary and empirical in nature, focussing on the software engineering of advanced interfaces.

Dr Janine Delahunty works in academic professional development and various research projects at the University of Wollongong. She has a sustained interest in how learning-teaching can be enhanced in HE, particularly for diverse learners. Recent contributions to research include first-in-family student experiences, students as partners' projects, and online learning pedagogies.

02C REFEREED PAPER ACHIEVEMENT

Learning from industry-based mentoring in undergraduate group projects

Sojen Pradhan, Marcin Kreglicki

University of Technology Sydney

Mentoring has been used in tertiary education to enhance teaching practices, however, the link to learning outcomes is not clear. The literature covers a diverse range of learning outcomes, from the retention of information, to the development of general skills such as social skills. In this study, the impact of involving external mentors in undergraduate student group projects was investigated using the students' perspectives. Interview data were collected and analysed. Several themes were identified using Template Analysis, and are discussed in this article. Generally, students responded well to the mentoring activity, however, some groups treated mentors as leaders rather than advisors, limiting their ownership of the learning activity. A further risk identified by this study is that students can become reliant on the skills of the mentor rather than making an effort to develop their own.

Biography

Sojen Pradhan is a lecturer at University of Technology Sydney with an extensive experience of over 25 years in teaching. His teaching has been well-received by both undergraduate and postgraduate students. His research interests include the use of IT in disadvantaged communities.

Marcin is a business improvement specialist and a teacher at University of Technology Sydney. He advocates the application of evidence-based approaches to change and giving leaders an understanding of business excellence concepts relevant to their company. His research interests include foresight in managerial decision-making.

02D EMERGING INITIATIVE RETENTION

Learning Hubs and the block model approach to retention, transition and success: The VU experience

Jo Van Son, Andree Ruggieri, Miguel Gil, Leigh Edwards

Victoria University

In 2018 Victoria University has launched a first in the Australian Higher education system known as the block model approach to learning. Essentially, students in their first year will be studying one unit at a time for four weeks. Intimately linked to this, each campus will have its own Learning Hub, with both a strong physical and virtual imprint. The unique combination of the two is being enhanced by a reinvigorated ethos of servicing the needs of a wide variety of students, placing job-readiness and 21 first century skills right at the center of a new suite of complementary activities. Reconceptualising the hardware of the first year experience in such innovative way, which includes a thorough streamlining of courses and a realignment of learning outcomes, meets some of the key transition and retention concerns informing any rigorous transition pedagogies.

Biography

Dr Jo van Son is the Director, Centre for Student Success at Victoria University. Jo's Research interests are in Educational Partnerships and the role students play in shaping these three way partnerships between education, industry and students. Jo has been integral in the design and development of the new Learning Hub model at Victoria University.

Leigh is the Manager of Pathways, Transition and Retention at Victoria University. Leigh is a dynamic and creative manager, mentor and facilitator with over 28 years professional experience in adult, community, vocational and higher education.

Dr Miguel Gil is a Writing Advisor at the College of Law, with a decade background in retention and transition. Miguel is a co-editor of Strong Starts, Supported Transitions and Student Success, a book documenting the experience in student transitions at Victoria University.

02E EMERGING INITIATIVE SUCCESS

It makes no sense: University policy, student satisfaction, success and retention

Jennifer Allen

University of Newcastle

This initiative acknowledges policy as integral within the higher education sector in Australia to delineate the day-to-day operations and communicate preferred processes and permitted practices to students and staff. This policy may however marginalise low social class (LSC) students when the concept of linguistic capital is considered. Thus a social auditing of policy in relation to equity is recommend using 3 key strategies including readability measures and the provision of the support of sensemakers to result in changed policy that supports the success of all students, including LSC students. The key impacts of the initiative will be revised policy documents that are accessible, readable and translatable for LSC students, a more effective application of policy and motivation for LSC students to engage policy and the move to these students becoming sensemakers assisting in transforming policy and more skilled in policy analysis and application.

02F EMERGING INITIATIVE TRANSITIONS

Toolkit for success: The Griffith Health suite of online student support resources

Rebecca Eaton, Jacob Sharples, Nicholas Buys

Griffith University

In the current higher education climate, never has it been more imperative to promote early and ongoing student success and retention. Transition theory suggests that taking a coherent, scalable and holistic approach to supporting the student learning experience is the best way to scaffold and enable early success and persistence. Utilising this pedagogical approach, Griffith Health has designed and implemented a range of innovative, online resources to support the needs of undergraduate and postgraduate students as they transition across the lifecycle. This 'toolkit for success' includes School-specific orientation websites, a targeted writing and referencing online guide, and a 'one-stop-shop' resource where students can quickly and easily connect with all of the support services and resources available across the University. Analytics data show the support resources are being very well accessed and utilised, with staff and student feedback also highlighting their effectiveness and value.

Biography

After completing her PhD, Dr. Rebecca Eaton worked as a Student Success Advisor before commencing her current role as Group Transition and Success Coordinator, where she designs and embeds innovative strategies and initiatives that improve retention and student success and support the transition of Griffith Health students across the lifecycle.

Professor Nicholas Buys is the Dean, Learning & Teaching in the Health Faculty at Griffith University. His professional background is in the area of rehabilitation counselling. He has attracted over \$3.15 million in research grant funding, has over 180 peer reviewed publications and has developed professional collaborations across the globe.

Jacob Sharples is a web media designer and multimedia specialist for Griffith Health. He has expertise in website design and innovation, audiovisual production, and mixed mode learning. He collaborates with stakeholders across the Health Faculty in addition to working as a private consultant across the sector.

PARALLEL SESSION 3

12:20PM – 12:50PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 3	03A - RP - STUDENTS	03B - RP - TRANSITIONS	03C - EI - ACHIEVEMENT	03D - GPR - RETENTION	03E - EI - SUCCESS	03F - EI - TRANSITIONS
12:20pm - 12:50pm	Development of the Higher Education Belonging Scale (HEBS)	The long and winding road: Experiences of students entering university through transition programs	Reporting back on 'accelerate', a pilot social initiative aimed at challenging and extending the top students in a large first-year business course	Progressing a whole of institution Retention and Success Strategy	Students as Partners: developing a culture of co-creation at the University of Adelaide	Exploring the use of video interviews to prepare students for the transition to employment
	<i>James S. Williams, Matthew Farrugia, Glen W. Bates</i>	<i>Theresa Millman, Jacinta McNamara</i>	<i>Parizad Mulla, Michelle Kilkolly-Proffit, Douglas Carrie, Richard Brookes, Tom Agee, Herbert Sima</i>	<i>Jane Skalicky, Matthew Hingston, Harriet Speed, Casey Crouch</i>	<i>Beth R. Loveys, Hayley McGrice, Catherine Snelling</i>	<i>Amanda White, Nelson Ma</i>
	<i>Swinburne University</i>	<i>University of Sydney, University of Wollongong</i>	<i>University of Auckland</i>	<i>University of Tasmania</i>	<i>University of Adelaide</i>	<i>University of Technology Sydney</i>

03

03A REFEREED PAPER STUDENTS

The Initial Development of the Higher Education Belonging Scale (HEBS)

James S. Williams, Matthew Farrugia, Glen W. Bates

Swinburne University of Technology

The development of the Higher Education Belonging Scale (HEBS) was undertaken to create a new measure that is capable of measuring sense of belonging in higher education students. Lack of a sense of belonging has been implicated in negative higher education outcomes such as attrition (Dom, 1995) so the measurement of belonging could help higher education institutions understand levels of belonging in specific student cohorts and look to improve belonging to ameliorate potential negative impacts. Data was collected from 632 (354 females) undergraduate students who completed the HEBS as part of a larger study. EFA and CFA confirmed a three-factor solution (Social, Identity, Safety) and model fit was excellent. Once validation has been completed, the scale could be used to measure belonging in higher education institutions around the world, with the appropriate translations where necessary.

03B REFEREED PAPER TRANSITIONS

The long and winding road: Experiences of students entering university through transition programs

Theresa Millman, Jacinta McNamara

University of Wollongong

This paper presents outcomes of two studies which focus on the lived experience of transition by students entering higher education in NSW, Australia, from two divergent pathways: Technical and Further Education (TAFE) and a university based enabling program. The studies intersect in two fundamental ways. First, the theoretical foundations (Mezirow's Transformational Learning Theory and Bourdieu's Social Capital Theory) which emphasize the role of habits of mind and the habitus respectively in an individual's life. Second, both studies have identified the primacy of the contribution of education to changing notions of self. The studies have found that successful students reappraise and reimagine their self-identity inclusive of possible future selves. The studies reject deterministic and often deficit models of socio-cultural influences on self-concept, and instead embrace the perspective that adult learning can not only realise, but also build upon latent capabilities, and ultimately it is an empowering experience for many transitioning students.

Biography

Theresa currently works at the Learning Centre of the University of Sydney. She is in the final stages of completing her Doctoral thesis with a focus on the transformative potential of adult education, viewed through the lens of student experiences of transition from further to higher education.

Jacinta McNamara lectures in adult education at the University of Wollongong and as academic support coordinator at UOW College. She is currently completing her Doctorate of Education with her research interests focussing on transition and social inclusion in higher education using narrative inquiry.

03C EMERGING INITIATIVE ACHIEVEMENT

Reporting back on 'accelerate', a pilot 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

University of Auckland

In 2017 we piloted an extension to our large and complex first-year team-based learning program at the University of Auckland Business School. We chose 30 top performing students out of a cohort of approximately 1700 from the first-year to participate in a project that integrated their academic content with high-performance teamwork in a real-world environment by consulting for a not for profit organisation. Our aims were to challenge and extend our top students and contribute to the literature by furthering the collective understanding of how best to engage gifted and talented students in team contexts. This paper discusses our experiences and findings from this pilot project and seeks audience input on our proposed way forward.

Biography

Dr Parizad Mulla 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 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 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 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 is an Honorary Senior Lecturer in Marketing at the Business School. He has 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 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.

03D GOOD PRACTICE REPORT RETENTION

Progressing a whole of institution Retention and Success Strategy

Jane Skalicky, Matthew Hingston, Harriet Speed, Casey Crouch

University of Tasmania

This paper reports one university's experience in progressing a whole-of-institution retention and success strategy. Through a process of collaboration and stakeholder engagement, the University released its inaugural Retention and Success Strategy at the end of 2015, founded upon five guiding principles of student success, and articulating eight goals, with related implementation strategies. Key areas of challenge are described, specifically in relation to the need to coordinate competing priorities across the organisation under the retention lens, and the centrality of systems as an enabler of timely identification and intervention. These are situated alongside examples of success and progression of the strategy, most notably through intentional collaboration between central organisational units and faculty academic partners in the data-driven early detection and follow up of students at risk.

Biography

Jane Skalicky is an education specialist with a research focus on learning and teaching in higher education. She has a deep understanding of factors that enhance student engagement and retention and currently holds the position of Director of Student Retention and Success within the University of Tasmania Student Experience portfolio.

Matthew Hingston is Manager of the Early Intervention team in Student Retention and Success within the University's Student Experience portfolio. His team works proactively to target early attrition and areas of poor student academic progress through implementing a coordinated, university wide model for detecting and supporting at-risk students.

Harriet Speed is Research and Evaluation Coordinator in Student Retention and Success. She undertakes quality assurance and review of the full range of student support services and programs offered by the unit. She also coordinates and supports staff research into student engagement, performance and retention in higher education.

Casey Crouch is Head of the Student Advice team in Student Retention and Success. She oversees staff working in Student Adviser and International Student Adviser roles across the University to ensure students' successfully transition into and progress through the higher education environment.

03E EMERGING INITIATIVE SUCCESS

Students as Partners: Developing a culture of co-creation at the University of Adelaide

Beth R. Loveys, Hayley McGrice, Catherine Snelling

University of Adelaide

Co-creation initiatives in higher education, where students authentically collaborate with teachers, have produced positive outcomes in a wide variety of contexts. At the University of Adelaide there is a growing number of successful co-creation projects initiated by staff at a grassroots level, whilst at the same time the institution is looking to create a formal Students as Partners framework. What has become clear is that a true partnership incorporates reciprocity and shared responsibility, not just teachers consulting with students and asking for their feedback.

Three co-creation case studies from the University of Adelaide are presented to demonstrate how these initiatives were designed, and describe the benefits for both students and staff. It is planned that these exemplars of the emerging co-creation initiatives at the university will encourage STARS audience discussion and stimulate the sharing of ideas to promote this concept in higher education.

Biography

Dr Beth Loveys gained her PhD in 1998, after two post-doctoral positions Beth was appointed as a lecturer at the University of Adelaide in 2011. Currently an Education Specialist, Beth uses blended and active learning to engage students. Beth was awarded an OLT Citation for Outstanding Contribution to Student Learning in 2015.

Dr Hayley McGrice is a teaching intensive lecturer in Biochemistry and Molecular Biology at the University of Adelaide. Hayley is a co-facilitator of the Flipped Classroom Community of Practice and member of the Adelaide Education Academy. Hayley aims to improve student engagement by including students in course and curriculum design.

Assoc. Prof Cathy Snelling is an Education Specialist at the University of Adelaide. She received a 2013 Australian Award for University Teaching, a 2017 Australian Government commendation for colleague development, and the University of Adelaide Stephen Cole the Elder Award for teaching excellence in 2010 and again in 2017.

03F EMERGING INITIATIVE TRANSITIONS

Exploring the use of video interviews to prepare students for the transition to employment

Amanda White, Nelson Ma
University of Technology Sydney

Current practice in many accounting majors is to assess communication skills using written and in-person oral communication. However, there has been a significant increase in the use of video communication by firms, especially in the areas of graduate recruitment. The video interview is now a staple screening tool used by most firms looking to recruit accounting graduates. Thus, failing to prepare students for this form of communication may hamper their ability to navigate the graduate recruitment process and achieve successful by being offered employment. We report on the use of video interviews by 624 undergraduate accounting students as part of assessment to facilitate their transition to graduate employment.

Biography

Dr Amanda White is a lecturer in Accounting at the UTS Business School. She has been teaching auditing for a decade and uses peer instruction to help students learn to interpret information and make professional judgements. She is a YouTuber (Amanda Loves to Audit) and is active on Twitter (@amandasaudit).

Dr Nelson Ma is a lecturer in the UTS Business School. He currently teaches introductory accounting at both the postgraduate and undergraduate level. Nelson has recently completed his PhD in financial accounting and published in a number of peer-reviewed academic journals.

NEW ZEALAND 1 & 2 LUNCHTIME SPONSOR SESSION – STUDIOSTY 1:10PM – 1:45PM

Join StudioSty to explore the 2018 student experience in a world where on-demand, 24/7 study help is available for all students, at scale. Here we look at how timely, one-to-one support can intervene current study issues to enhance students' happiness and confidence to succeed.

PLENARY PANEL - EMPLOYABILITY

1:50-2:50PM

Higher Education Employability & Careers: OUT with Whether & Why,
and IN with When & How

Session Chair:

Professor Shelley Kinash

Panel Members:

Professor Ruth Bridgstock

Professor Angela Carbone

Trina Jorre de St Jorre

Madelaine-Marie Judd

Professor Sally Kift

Sally Male

Professor Jonathan Powles

Yesterday's burning higher education question was – Should universities concern themselves with employability & careers; Today's question is – How can universities have the most impact on student/graduate success with employability & careers. Join us to ask questions and hear expert panel responses to queries such as – What does effective collaboration between university career centres, learning & teaching units and academics look like? When should employability and careers strategies and supports start for students? Should they end at graduation? How do we get employers and industry to engage? How do we get students and graduates to engage? What can we do for students from non-English speaking backgrounds? How do we support employability of STEM versus HASS students? What are the top must-do's for academics to embed employability and careers into curriculum and assessment?

PARALLEL SESSION 4

3:20PM - 3:50PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 4	04A - RP - STUDENTS	04B - RP - TRANSITIONS	04C - EI - ACHIEVEMENT	04D - EI - RETENTION	04E - EI - SUCCESS	04F - EI - TRANSITIONS
3:20pm - 3:50pm	When is a school leaver not a school leaver? The effect of school leavers entering university via a 'mature age' pathway <i>Melissa Connor, Roger Rajkovic, Caitlin Senior</i> <i>The University of Adelaide</i>	I think I can, I think I can, I know I can: What do students feel is important for successful transition into undergraduate chemistry? <i>Tania van den Ancker</i> <i>CQUniversity</i>	To feedback or not to feedback: that is the question <i>Janet Turvey</i> <i>Eastern Institute of Technology</i>	The Swinburne "Back on Track" program <i>John Schwartz</i> <i>Swinburne University of Technology</i>	An Innovative, Multidisciplinary Staff Member Initiative: Learning Technologies Community of Interest <i>Margot Bowker, Sally Eberhard, Michelle Kilkolly-Proffit</i> <i>The University of Auckland</i>	Learning to lead: Professional development for leaders in the first year experience <i>Sharn Donnison, Kylie Readman</i> <i>University of the Sunshine Coast</i>

04

04A REFEREED PAPER STUDENTS

When is a school leaver not a school leaver? - The effect of school leavers entering university via a traditionally 'mature age' entry pathway

Melissa Connor, Roger Rajkovic, Caitlin Senior

The University of Adelaide

This paper examines longitudinal data of students commencing the Bachelor of Commerce program at The University of Adelaide to explore the impact that lowering the minimum age requirements for university admission via the STAT in South Australia has had on this particular STAT cohort. This paper proposes that this change in admissions policy has resulted in a dramatic increase of 18-20 year old students entering university via the STAT and that the majority of these students are recent school leavers who traditionally would have had limited access to university based on not meeting minimum ATAR requirements for admission. This paper further proposes that based on their low rates of academic performance compared to their peers, alternate support mechanisms need to be investigated to provide a successful transition to university for these students.

Biography

Melissa Connor is the Manager Work Integrated Learning for the Faculty of the Professions at the University of Adelaide. Melissa has teaching experience in the career development space and a particular interest in the nexus between employability and assessment. She is undertaking research in this area for her Doctor of Education candidature.

Roger Rajkovic is the Manager Student Success and Engagement for the Faculty of the Professions at the University of Adelaide. Roger has extensive experience working in the university sector, particularly in the area of student retention and strategies to support engagement and success.

Caitlin Senior works at the University of Adelaide as the Professional Advancement Coordinator in the Faculty of the Professions. Caitlin has a Masters in International Development from New York University.

04B REFEREED PAPER TRANSITIONS

I think I can, I think I can, I know I can: What do students feel is important for successful transition into undergraduate chemistry?

Tania van den Ancker

CQUniversity

This paper investigates students' perception of their own readiness for undergraduate chemistry study. The results highlight that students with prior knowledge in chemistry, and to a lesser extent mathematics, believe that they are more ready to study than those who do not have prior knowledge in these areas. Overall, the data indicates that less than half of the students surveyed felt they were ready to study chemistry. This percentage readiness is increased up to 70% when considering students who have undertaken any prior study in chemistry. This research demonstrates the importance of requiring, or at least recommending, prior study in chemistry to ensure that students are comfortable with their own readiness for first year undergraduate chemistry study.

Biography

Dr Tania van den Ancker is a lecturer in the STEPS course at CQUniversity, teaching chemistry, mathematics and science. She has previously held Senior lecturer (Chemistry), and secondary teaching (HOD Science) positions. Her years of experience in the tertiary and secondary sectors has led to a deep interest in how students transition into tertiary study, particularly chemistry, and how best to prepare and support students for this journey.

04C EMERGING INITIATIVE ACHIEVEMENT

To feedback or not to feedback: that is the question

Janet Turvey

Eastern Institute of Technology

This paper addresses the concern that feedback on completed assignments does not always enhance the student experience. It is based on two surveys of students in two separate courses, one in Economics (level 5,) and one in Entrepreneurship (level 7) at one Institute of Technology and Polytechnics (ITP's) in New Zealand. The focus was upon their perception of feedback on drafts of their formative journals or assignments. It was found that students who do engage in seeking feedback on drafts of their assignments perceived that this was useful to assist them to enhance their understanding of the learning outcomes to be achieved in their course. The author concludes that it is extremely important to create dialogue between students and the lecturer through the provision of feedback on their drafts. This enables students to build up their confidence in the subject. Participation questions using the survey will address the importance of dialogue and the time considered in creating this.

Biography

Janet Turvey (MA) is a Senior Lecturer and NZ DipBus Programme Coordinator at the Eastern Institute of Technology (EIT). She teaches Economics, Entrepreneurship & Change Management. Her research interests have been economic indicators in small businesses and more recently reflective journals and the role of feedback in tertiary education.

04D EMERGING INITIATIVE RETENTION

The Swinburne “Back on Track” program

John Schwartz

Swinburne University of Technology

Swinburne undergraduate students who have failed a majority of their units over two consecutive semesters have been invited to join a weekly one-hour meeting. This “Back on Track” (BoT) program aims to support and encourage these students to be more focussed and engaged with their studies. The peer group meetings are conducted with the support of an Academic Development Advisor (ADA) acting as a facilitator over the twelve weeks of semester. The weekly discussions revolve around strategies that may be employed by students to increase their level of confidence. Developing and maintaining motivation and time management skills as well as the creation of realistic study plans are central in these discussions. The meetings also examine ways to help reduce procrastination and absenteeism. After three years, this BoT program has helped increase pass rates significantly in this vulnerable student cohort.

Biography

John Schwartz coordinates the Academic Development Advisor team, Office of the Pro Vice Chancellor of Student Engagement at Swinburne University. Prior to 2011, John was a Senior Lecturer in Media and Communication where he convened the BA (Media and Communications) as well as the Masters of Communications programs.

04E EMERGING INITIATIVE SUCCESS

An Innovative, multidisciplinary staff member initiative: Learning technologies community of interest

Margot Bowker, Sally Eberhard, Michelle Kilkolly-Proffit

The University of Auckland Business School

An innovative community of interest centered in learning technologies was formed in June 2017 at The University of Auckland Business School. The development and purpose of this community has been influenced by changing student characteristics, emerging blended delivery mechanisms, contextual complexities, institutional strategic direction and best practice within the school. From a round-table discussion, the community has developed into a member-led forum for multidisciplinary Business School staff members, interested in learning technologies, to meet on a regular basis to share, learn, encourage and support each other in adopting innovative technologies in their teaching and engagement with students. This paper discusses the initiative and outlines complexities and challenges in finding further strategic direction for the community. Audience input and feedback is sought in helping to shape our way forward.

Biography

Margot is a Professional Teaching Fellow at the University of Auckland Business School. Margot has been undergraduate and postgraduate teaching at in the Business School for over six years and her professional interests include blended and team-based learning and the use of technology in teaching.

Sally is a Digital Learning Specialist at the University of Auckland Business School. Sally's works with staff on better use of learning technologies in their courses to achieve educational goals, through individual or group consultation as well as professional development sessions.

Michelle is a Professional Teaching Fellow at the University of Auckland Business School. Michelle has been teaching in the Business School for over nine years and her professional interests include blended and team-based learning. Michelle recently completed her PhD which examined mothers and daughters in family business.

04F EMERGING INITIATIVE TRANSITIONS

Learning to lead: Professional development for leaders in the first year experience

Sharn Donnison, Kylie Readman

University of the Sunshine Coast

This paper describes an emerging initiative, Program (FYLLP) at the University of the Sunshine Coast. The program aims engage and enable professional and academic staff who teach and support first year students to extend their knowledge of first year curriculum design principles and transition pedagogy and to develop their sense of agency to lead and engage with complexity and engineer change. The program leverages the pedagogies of expansive learning and is characterised by the use of two distinct professional learning activities: participant projects and leadership laboratories. The discussion about this emerging initiative focuses on the challenges in utilising expansive learning as a professional development model and the benefits and challenges for participants in the program.

Biography

Sharn Donnison is the First Year Experience Coordinator for USC. Her research focuses on the First Year in Higher Education contextualised within initial teacher education. Currently, she is responsible for implementing an institution-wide approach to the First Year characterised by leadership development for learning and teaching in the First Year.

Kylie Readman is the PVC (Education) at Murdoch University. She is Vice President of the Council of Australasian University Leaders in Learning and Teaching (CAULLT). Kylie has led many OLT grants including co-leading an OLT Learning and Teaching grant to investigate approaches to leadership development in Learning and Teaching.

WORKSHOP SESSION

4:00PM – 5:30PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Workshop Sessions*	WS01 - STUDENTS	WS02 - STUDENTS	WS03 - ACHIEVEMENT		WS04 - ACHIEVEMENT	
4:00pm - 5:30pm	Exploring strategies and techniques to support successful learning and teaching in enabling education	Utilising the Equity Initiatives Framework for widening participation program design and evaluation: concept and application	Designing first-year assessment tasks that facilitate students' learning of threshold concepts		What does collaborative learning look like in the classroom and how can I assess it?	
	<i>Carol Carter</i>	<i>Nadine Zacharias, Anna Bennett, Elisa McGowan, Louise Pollard</i>	<i>Theda Thomas</i>		<i>Georgina Barratt-See</i>	
	<i>The University of Newcastle</i>	<i>Curtin University, University of Newcastle, University of Western Australia</i>	<i>Australian Catholic University</i>		<i>University of Technology Sydney</i>	

*Workshop attendance is included as part of a Standard or Student or Day Registration.

WS01 COLLABORATIVE WORKSHOP STUDENTS

Exploring strategies and techniques to support successful learning and teaching in enabling education

Carol Carter

The University of Newcastle

There is a need to find strategies grounded in catering for widening participation and an increasingly diverse student population. This interactive, collaborative workshop focuses on exploring a range of techniques and strategies suitable for diverse groups of students. These techniques and strategies will be framed within considerations of the challenges and opportunities relating to enabling education and that promote student achievement, engagement and psychological wellbeing. They will be predominantly drawn from Drama conventions and approaches that support transformative theories of learning. Drama is useful for students requiring support and involved in transition as it can provide a safe, non-threatening environment as well as hands-on direct experiences. The workshop will begin with a theoretical framework that will aid the participants understanding of, and participation in, a subsequent practical demonstration and sharing. The framework will include sharing of research findings concerning students' perspectives on effective drama strategies and techniques in enabling education.

Biography

Carol Carter is co-ordinator and lecturer of a Foundations in Education Course in the English Language and Foundation Studies Centre (ELFSC) at the University of Newcastle. She has extensive experience as a teacher educator at universities in Australia and South Africa and has published and presented numerous papers and workshops nationally and internationally.

WS02 COLLABORATIVE WORKSHOP STUDENTS

Utilising the Equity Initiatives Framework for widening participation program design and evaluation: Concept and application

Nadine Zacharias

Curtin University, National Centre For Student Equity In Higher Education

Anna Bennett

University of Newcastle

Elisa McGowan, Louise Pollard

University of Western Australia

This workshop aims to provide practical tools for widening participation (WP) program design and evaluation based on the Equity Initiative Framework developed by Anna Bennett and colleagues (Bennett et al., 2015). We will demonstrate the versatility of the original framework by presenting its application to an institutional HEPPP program, a WP initiative focused on STEM study and to a specific equity student group. Workshop participants will have an opportunity to apply the Equity Initiative Framework, or any of its existing variations, to a WP initiative, institutional HEPPP program or student group of their choosing. This will serve to underscore the value of the framework as a useful lens for designing and evaluating equity initiatives and programs with a view to give participants the confidence and skill to use it in their own context.

Biography

Dr Nadine Zacharias is Senior Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE) and was an inaugural Equity Fellow in 2016. Her research expertise is at the intersection of equity research, practice and policy. Nadine was Director, Equity and Diversity at Deakin University from 2011-2016.

In addition to leading the EIF, which was based on a national review of equity initiatives across Australian higher education, Dr Anna Bennett has published work about different forms of inequity across the field, including: Excavating WP Policy in Higher Education (2014); Widening Higher Education Participation: A Global Perspective (2015); and Re/conceptualising Time in Higher Education (2017).

Elisa McGowan manages Equity Outreach at the University of Western Australia, overseeing programs (including Aspire and Fairway UWA) which raise aspirations and support student success at University. Elisa has extensive experience in education, including in teaching and programs that support the educational journeys of regional, remote and Indigenous students.

Louise Pollard is Strategic Projects Manager (Student Experience) at the University of Western Australia. Prior to this she was a 2017 Equity Fellow (NCSEHE) and managed Aspire UWA, the university's nationally recognised widening participation program. Louise is an experienced teacher with education program management experience in Australia and internationally.

WS03 COLLABORATIVE WORKSHOP ACHIEVEMENT

Designing first-year assessment tasks that facilitate students' learning of threshold concepts

Theda Thomas
Australian Catholic University

Each discipline and profession has its own way of thinking and threshold concepts that students need to master as they become learners at university and prepare for their profession. Assessment has been shown to have an important impact on what students learn and well-designed assessment in the first year can facilitate students' transition into learning at university and within the discipline or profession. This workshop aims to help participants think explicitly about the threshold concepts in their discipline and how they might use assessments to help students learn those concepts. The workshop will use principles for first-year assessment (adapted from Nicol (2009)) to make participants aware of how to design first-year assessment tasks. Participants will be taken through the process of designing an assessment task that helps students learn threshold concepts in their discipline.

Biography

Theda Thomas is an Associate Professor in Higher Education in the School of Arts (Vic). Prior to that she was the Associate Dean Learning and Teaching in the Faculty of Arts and Sciences and later Faculty of Education and Arts. She has been researching in Higher Education for the past 20 years with a focus on the first-year, development of graduate attributes and curriculum design. Her recent work focusses on first-year assessment.

WS04 COLLABORATIVE WORKSHOP ACHIEVEMENT

What does collaborative learning look like in the classroom and how can I assess it?

Georgina Barratt-See
University of Technology Sydney

Universities are increasingly focussing on collaborative learning in the classroom. For decades, PASS/SI programs have been training student leaders in collaborating techniques in the classroom. This workshop will introduce some resources developed in the University of Technology Sydney U:PASS (UTS Peer Assisted Study Success Program) to help student leaders facilitate active, engaging learning environments. Participants will leave the workshop with resources and knowledge to help them increase their collaboration skills in the classroom, as well as skills and knowledge in reviewing collaborative learning of other facilitators. This workshop will be active, engaging and reflective.

Biography

Georgina Barratt-See has managed the ALTC citation winning U:PASS (UTS Peer Assisted Study Success) program at the University of Technology Sydney for almost 10 years, supporting 61 subjects. Over this time, she has trained over 600 student leaders in collaborative learning techniques, and 227 of those have become senior leaders and completed training that includes these workshop exercises. Senior leaders have at least 2 semesters' experience and help observe and mentor new leaders in their first semester.



TUESDAY

PLENARY PANEL - STUDENTS 8:30AM - 9:30AM

Access, outcomes and opportunity for Māori students and for Pasifika students: an enhancement theme approach

Enhancement-led quality assurance is part of the external academic quality framework for New Zealand universities. The universities have drawn on Scottish experience and introduced an enhancement-theme into their sixth cycle of academic audit. The enhancement theme is "Access, outcomes and opportunity: for Māori, recognising Te Tiriti o Waitangi and the bicultural foundation of Aotearoa; and for Pasifika, recognising the place of Aotearoa in the Pacific". This is a topic that is strategically important for each university and of national significance. The enhancement theme is overseen by an 'Enhancement Theme Steering Group' which has membership from all universities, Te Kāhui Amokura, senior Pasifika members of universities, and students. In this panel session members of the Enhancement Theme Steering Group will discuss motivations for the enhancement theme, objectives, how the theme is progressing within universities, and how universities will learn from and assess progress on the theme.

Moderator

Dr Joe Te Rito

Ako Aotearoa

Dr Joe Te Rito is Deputy Director for Ako Aotearoa which promotes tertiary level teaching excellence; after 11 years at Ngā Pae o te Māramatanga which promotes Māori research excellence. Joe's a Māori language revivalist having taught across the board including radio. He is chair of Radio Kahungunu and is from the Hawke's Bay tribes.

Panel Members

**Professor Giselle Byrnes**

Assistant Vice-Chancellor Research, Academic & Enterprise
Massey University

Professor Giselle Byrnes is Assistant Vice-Chancellor Research, Academic and Enterprise at Massey University where she provides strategic leadership across the areas of teaching and learning, research and commercialization. Leading the development and implementation of strategies, policies and standards that underpin the delivery of quality research and teaching across the institution, she is responsible for the core services supporting learning and teaching, research and researcher development and advancing the University's commercialization agenda and growing the enterprise portfolio.

Giselle is an internationally recognised historian, with senior management experience in universities in Australia and in New Zealand. Prior to joining Massey University in early 2016, she led a broad portfolio at Charles Darwin University. Giselle has a commitment to advancing access to higher education and is a strong advocate of the critical role played by modern universities in creating social, cultural and intellectual capital for public benefit and economic wellbeing.

**Ali Leota**

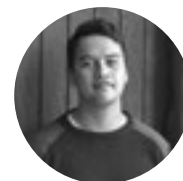
New Zealand Union of Students' Associations

Ali Leota is the National Pasifika Liaison for the New Zealand Union of Students' Associations where he is currently working on building a National body for Pasifika tertiary students. He also provides the perspectives of the Pasifika student voice to the Enhancement Theme, and is studying Health Policy at Victoria University of Wellington.

**Professor Robyn Longhurst**

Deputy Vice-Chancellor Academic
University of Waikato

Robyn Longhurst was appointed Pro Vice-Chancellor Teaching and Learning in 2014 and Deputy Vice-Chancellor Academic in 2015. As a Professor of Geography she has served as a Commission Chair for the International Geographical Union and Editor-in-Chief for the journal Gender, Place and Culture. In 2010 Robyn was presented with the Distinguished New Zealand Geographer Award. In the same year she received a University of Waikato Teaching Excellence Award and in 2013 a University of Waikato Research Postgraduate Supervision Excellence Award.

**Parekura Pewhairangi**

Auckland University of Technology

Parekura Pewhairangi is a lecturer in Te Ara Poutama, the Faculty of Māori Indigenous Development, Auckland University of Technology. He is actively involved in student politics, from his time as the co-president of the AUT Māori Student Association - Tītahi Ki Tua, and his current position as co-president of Te Mana Ākonga - the National Māori Student Body.

**Darryn Russell**

Assistant Vice-Chancellor Māori
University of Canterbury

He Pahihi ahau o te riu o te waka Araiteuru,

Ko taku whare kura, a Tamataea,

Ko tōku kao whenua, ko Horopapera, ki Te Rauone tae atu ki Pipikaretu.

Darryn is the Assistant Vice-Chancellor Māori at the University of Canterbury (UC), a role commenced in 2011 and leads the strategy and implementation of Māori development across institutional curriculum, student and research outcomes relevant to Māori. His background is in strategic community and business development. Darryn has held a variety of directorships with Ministerial, government, non-government and philanthropic organisations.

Darryn is currently a Tribunal Member of the Social Workers' Registration Board Disciplinary Tribunal, a Director on Ngāi Tahu Holdings Corporation and just finished time as Chair of Aviva in Christchurch. Darryn holds a Post Graduate Diploma, Master of Indigenous Studies and PhD in Politics from University of Otago and most proudly a father of two teenage boys.

**Dr Tasileta Teevale**

Director, Pacific Development
University of Otago

Tasileta Teevale has worked as an academic and within the tertiary education public sector. After graduating with a Bachelor of Physical Education degree from Otago University, Tasileta lectured in Exercise Science at UCOL, Palmerston North, completed a Masters in Business Studies from Massey University and then entered the public sector as a National and Regional Advisor for the Tertiary Education Commission. Tasileta has also worked at Manukau City Council's Strategic Development Unit. Tasileta completed a public health doctoral degree (PhD) at the University of Auckland and is an active public health researcher with focus on Pacific family and adolescent health.

PARALLEL SESSION 5

10:00AM – 10:30AM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 5	05A - RP - STUDENTS	05B - RP - TRANSITIONS	05C - EI - ACHIEVEMENT	05D - EI - RETENTION	05E - EI - SUCCESS	05F - EI - TRANSITIONS
10:00am - 10:30am	<p>Deep or Surface? The learning approaches of enabling students in an Australian public university</p> <p><i>Anibeth Desierto, Carmela De Maio, John O'Rourke, Sue Sharp</i></p> <p><i>Edith Cowan University</i></p>	<p>Support for first year University students in a limited resource environment: Recommendations from an Australian University</p> <p><i>Elena Kononov, Rowan Collin, Suzanne L. Munns</i></p> <p><i>Central Queensland University, James Cook University</i></p>	<p>Early identification and support for students in a large first-year health sciences paper who were flagged as unengaged</p> <p><i>Stephen Scott, Lisa Russell, Kiri Pullar, Jacques van der Meer</i></p> <p><i>University of Otago</i></p>	<p>The Strategic Steering Guide: investigating the critical contexts for cross institutional learning and teaching projects</p> <p><i>Jill Lawrence, Felicity Lawrence, Lindy Abawi</i></p> <p><i>University of Southern Queensland. Executive Education Unit, Graduate School of Management, Business School, Auckland University. Faculty of Business Education, Law and Arts, University of Southern Queensland</i></p>	<p>Impact of positive education psychology on the first year students experience</p> <p><i>Anna Golab, Denise Gengatharen, Ferry Jie, Reza Kiani Mavi, Catherine Moore, Magdalena Korecki</i></p> <p><i>Edith Cowan University</i></p>	<p>The UniEdge transition program: developing a more student-centred approach.</p> <p><i>Leslie Theaker, Martin Ratcliff, Jessica Gill</i></p> <p><i>Murdoch University</i></p>

05

05A REFEREED PAPER STUDENTS

Deep or Surface? The learning approaches of enabling students in an Australian public university

Anibeth Desierto, Carmela De Maio, John O'Rourke, Sue Sharp

Edith Cowan University

This paper explores the use of surface and deep learning strategies of students in an enabling program at a West Australian public university—an area of research which has not fully been investigated. Drawing on social constructivism, the study investigates whether students adopt a predominantly surface or deep learning approach to their studies for their pre- undergraduate unit which forms part of an enabling or pathway program at Edith Cowan University known as UniPrep. An online survey was administered to all students (both online and on campus) who were studying this Unit in Semester 1, 2017 and 162 students completed the survey. Their responses were analysed using descriptive statistics. Initial findings suggest that enabling students appear to adopt deep learning strategies in their studies at university and that this approach to learning is used regardless of the discipline in which they are enrolled.

Biography

Ms Anibeth Desierto is an academic tutor in enabling programs at Edith Cowan University and Curtin University. She holds a Masters degree in language and literacy and has worked in higher education for many years. She has researched and published on student learning experiences and legal analysis and problem solving.

Dr Carmela De Maio is a learning adviser with the Centre of Learning and Teaching at Edith Cowan University where she provides academic support to undergraduates and postgraduates. She has years of university teaching experience and her research and publishing interests lie in the student learning experience and academic integrity.

Dr John O'Rourke is a senior lecturer with the School of Education at Edith Cowan University where he currently teaches diversity and inclusivity. He has researched and published widely in the fields of enhancing retention in enabling programs, inclusion in educational settings, happiness and wellbeing, games technology and interactive multimedia.

Mrs Sue Sharp is the program coordinator of UniPrep and lecturer in the Learning Skills unit at Edith Cowan University. She has many years of teaching experience in higher education and has researched and published in the fields of student learning, teaching practices and enabling programs.

05B REFEREED PAPER TRANSITIONS

Support for first year university students in a limited resource environment: Recommendations from an Australian University

Elena Konovalov

Central Queensland University

Rowan Collin, Suzanne L. Munns

James Cook University

This study reports on two years of implementation of a student support officer (SSO) program across multiple allied health related disciplines in a regional Australian University. Recommendations from our findings indicate that, in order to best meet demand, SSO services should be focused on commencing first year students in lower ATAR courses. Within subjects, priority should be given to the initial and final weeks, as well as timed around assessment pieces. Training of SSO in specifically addressing high demand topics would be advantageous, such as non- attendance, assessment failure or marginal pass, learning issues and support for students with personal issues impacting their studies. Our study demonstrates that SSO can provide effective and targeted support for first year students and contribute to enabling improved academic success and retention.

Biography

Dr Elena Konovalov is a Lecturer in Management, School of Business and Law, CQUniversity Townsville. She has completed a PhD research on topic of tourism and community wellbeing. Prior Elena was engaged as a student support officer at James Cook University and has keen interest in topic of student success.

Miss Rowan Collin is a Student Support Officer in the Division of Tropical Health and Medicine at James Cook University. She has completed a Bachelor of Social Science, and is currently completing an Honours Degree in Anthropology. Her research interests include student transitions support to improve tertiary accessibility.

A/Prof. Suzy Munns is an Associate Dean of Learning and Teaching in the College of Public Health, Medical and Veterinary Sciences at James Cook University. She has a PhD in Comparative Physiology and Grad. Cert. in Education (Tertiary Teaching). In addition to being widely published in respiratory physiology, pedagogical publications include teaching critical thinking and research skills, and the impact of e-learning on student performance. Current research interests include supporting transitions into and out of University, and integrating career development skills into curriculum.

05C EMERGING INITIATIVE ACHIEVEMENT

Early identification and support for students in a large first-year health sciences paper who were flagged as unengaged

Stephen Scott, Lisa Russell, Kiri Pullar, Jacques van der Meer
University of Otago

The early identification of students that are not engaged with their studies enables staff to contact these students to provide support and advice. Lack of use of the Learning Management System during the first three weeks of the semester and/or students' failure to attend the first laboratory gave a high risk of student withdrawal or failure for a large first-year health sciences paper. Flagged students were contacted by their Residential Colleges or a Retention Officer. However, there was no improvement in academic performance for those students who were successfully contacted. Are we missing something?

Biography

Dr Stephen Scott, Director, First Year Experience, is of Ngāti Whātua and English descent. With a background in teaching Zoology and support for Māori science students, Stephen now works to support all first-year students. He also supports the Locals Programme for students living locally, boarding, flatting or living at home.

Dr Lisa Russell, Professional Practice Fellow. Lisa runs a large first year course on Cell and Molecular Biology. She has been awarded several grants to support a number of projects aimed at enhancing teaching and learning at a first year level.

Dr Kiri Pullar, Researcher and Retention Officer. Kiri developed supporting material for student success projects, managed data sets and analysed the data for this project. She was also part of the team that contacted students living locally to discuss their situation.

Assoc. Prof. Jacques van der Meer, Associate Dean (Academic & Research), College of Education. His 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.

05D EMERGING INITIATIVE RETENTION

The Strategic Steering Guide: Investigating the critical contexts for cross institutional learning and teaching projects

Jill Lawrence
University of Southern Queensland

Felicity Lawrence
Auckland University

Lindy Abawi
University of Southern Queensland

University staff are continually developing projects designed to build institutional, staff and student capability. These projects emanate from diverse sections of the university but are frequently initiated and developed in isolation, replicating others. While they are resourced with grants and/or organisational support, they not only remain quarantined from operational management but also routinely produced without key stakeholder consultation. This emerging initiative introduces the Strategic Steering Guide (SSG), a tool designed to assist project teams to verify whether their projects are strategically and operationally embedded and sustainable. To achieve these purposes each of the SSG's five phases pose critical questions initiated to build on institutional strengths and capacity. A case study approach, involving academics in two universities, is being undertaken to investigate the Guide's applicability. Initial findings suggest that the SSG constitutes an important tool enabling teams to interrogate their assumptions about their project's strategic and operational contexts.

Biography

Professor Jill Lawrence is Associate Dean (Students) in the Faculty of Business, Education, Law and Arts at USQ. She teaches communication to first year students in nursing and the sciences as well as PhD students. Her research includes collaborative projects crossing disciplines and institutions in cross-cultural communication and professional capability building.

Felicity Lawrence is the Manager, Executive Education at the University Of Auckland Graduate School of Management. Felicity has spent over 25 years in organisation development, HR, change management and senior leadership roles in Australia and New Zealand. She prioritises research around learning how to respond, adapt and embrace the radical technological change confronting us all.

Associate Professor Lindy Abawi is Associate Dean (Learning and Teaching) in the Faculty of Business, Education, Arts and Law at USQ. She works across multiple educational sectors and researches in the fields of school improvement, institution-wide alignment, and the development of inclusive educational institutions and class contexts.

05E EMERGING INITIATIVE SUCCESS

Impact of positive education psychology on the first-year student experience

Anna Golab, Denise Gengatharen, Ferry Jie, Reza Kiani Mavi, Catherine Moore, Magdalena Korecki
Edith Cowan University

Positive Psychological Interventions (Positive Education) uses a multi-dimensional approach that includes fostering beliefs and developing a growth mindset to reduce anxiety and psychological distress and improve well-being. Positive education has been shown to improve secondary students' engagement, well-being and self-efficacy, impacting achievement. Seligman's (2011) PERMA framework with its elements of positive emotions, engagement, relationship, meaning and accomplishment has been successfully used to assess positive education strategies in schools. However, the model has not been tested at the tertiary level. We used the PERMA model framework to create a survey that was suitable for the tertiary level and implemented positive education strategies in a class of mainly foreign on-campus students to determine the usefulness of the model. Results showed a strong relationship between positive emotions and engagement, engagement and relationship, engagement and meaning and engagement and accomplishment, but a lack of association between accomplishment and: positive emotions, relationship and meaning.

Biography

Dr Anna Golab is a lecturer in Finance and Accounting at the School of Business and Law, ECU. Anna's research focuses on emerging economies, behavioural finance and economic downturns. She also holds a Bachelor degree in teaching, and is passionate about learning strategies, positive education psychology and effective teaching strategies.

Associate Professor Denise Gengatharen is the Associate Dean (Commerce) in the School of Business and Law. She manages a portfolio of courses in Project Management, Management of Information Systems, Supply Chain and Logistics Management, Accounting and Finance and Banking. She has published in international journals and presented at national/international conferences

Dr Jie is an Associate Professor at School of Business and Law, Edith Cowan University and a Deputy Director, Centre of Innovative Practice. From 2010 to 2017, he has published 35 refereed journal articles and 22 refereed conference papers. Furthermore, he has received competitive several research grants/awards.

Dr Reza Kiani Mavi is a senior lecturer of Operations and Supply Chain Management in Edith Cowan University (ECU), Australia. His research interests include Mathematical Modelling and Data Envelopment Analysis (DEA). He has published over 55 refereed papers in many prestigious journals such as Technological Forecasting & Social Change, etc.

Dr Catherine Moore is a Senior Academic Developer in the Centre for Learning and Teaching at Edith Cowan University. Catherine has partnered with academics at ECU since 2009 to research, present and publish on innovative and exemplary teaching and assessment practices that empower learners and enhance student success.

05F EMERGING INITIATIVE TRANSITIONS

The UniEdge transition program: Developing a more student-centred approach

Leslie Theaker, Martin Ratcliff, Jessica Gill
Murdoch University

This paper reflects on the successes and difficulties encountered throughout the evolution of the UniEdge transition program at Murdoch University in Perth, Western Australia. Literature and research in transition design recognises the importance of developing inclusive student learning communities and learning practices that address the needs and challenges of students in a timely fashion. UniEdge has been successful in developing a collaborative team across the support services, leading to a more holistic and coordinated program. However, greater participation with academic staff is still needed to embed support into the curriculum more effectively. Future challenges for UniEdge are developing fresh ways of supporting new students in an increasingly online environment, and new initiatives for those who are entering our university along non-traditional pathways.

Biography

Leslie Theaker is a Student Advisor in the School of Business and Governance. Leslie has a Bachelor of Arts degree in Communication Skills, Diploma in Education and a Master of Education. Leslie is committed to enabling students from diverse backgrounds to succeed at university.

Martin Ratcliff (Student Advisor, School of Veterinary and Life Sciences, Murdoch University). Martin tutored in Murdoch's Creative Writing units and the On-Track enabling program. Through this contact with students, Martin developed a significant interest in their wellbeing and capacity to engage in their studies. Alongside student support, Martin's pursuits include writing short fiction and poetry.

Jessica Gill is a Student Advisor at Murdoch University. She works within the School of Veterinary and Life Sciences, providing support for student success and retention. Jessica has a Bachelor degree in Education Studies and studied international comparative education abroad in Sweden and Finland.

PARALLEL SESSION 6

10:40AM – 11:10AM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 6	06A - GPR - STUDENTS	06B - GPR - TRANSITIONS	06C - EI - ACHIEVEMENT	06D - EI - STUDENTS	06E - EI - SUCCESS	06F - EI - TRANSITIONS
10:40am – 11:10am	Enhancing Self-Disclosure of Equity Group Membership <i>Rita Kusevskis-Hayes, Colin Clark, Matthew Wilkinson</i> <i>University of New South Wales</i>	Pathways to tertiary education: Studying University enabling programs while still at high school <i>Lynette Vernon, Andrew Taggart, Stuart J. Watson, Sarah Seddon</i> <i>National Centre for Student Equity in Higher Education Curtin University, Murdoch University</i>	The MARS model - enabling coursework students to attain academic, research and professional skills from orientation to graduation <i>Anne Taib</i> <i>Monash University</i>	ARTSS Reimagining Australian Industry attitudes to the skills and value of Humanities graduates <i>Karen Walker</i> <i>Sydney University</i>	A support learning program for first year mathematics <i>Poh Wah Hillock</i> <i>The University of Queensland</i>	PREP: Early intervention, how early is too early? Can a peer-based pre-teaching transition program increase commencing student persistence of online learners beyond Census? <i>Ed Campbell, Matt Krug, Alex Dunn</i> <i>University of New England</i>

06

06A GOOD PRACTICE REPORT STUDENTS

Enhancing self-disclosure of equity group membership

Rita Kusevskis-Hayes, Colin Clark, Matthew Wilkinson

University of New South Wales

Students who are members of equity groups constitute a significant and growing population in Australia's tertiary sector. These students often have special requirements, linked to physical, mental, socio-economic and cultural issues. Recognition of equity students and of their needs has become a significant focus in higher education. However, ambiguity remains regarding the true size of the equity population and the challenges these students face. This can translate into significant shortcomings in service delivery. This research project sought to fill this gap by considering the size of the non-disclosing equity population in Australia's tertiary sector. Employing survey and interview data, this research calculated the rate of non-disclosure across three equity groups in Australia's tertiary sector – Indigenous students, students living with disabilities, and students from non-English speaking backgrounds (NESB). The project presents students' perspectives on disclosure processes, why students choose to disclose and choose not to disclose. In doing so, this research is emancipatory, offering voice to a largely hidden population in the university sector.

Biography

Ms Rita Kusevskis-Hayes is the Team Leader & Equity Senior Project Manager for Student Life and Learning (DVCE) at UNSW. Her current position presents a broad range of challenges such as managing HEPPP funded projects as well as a national grant on Disclosure across Australian universities.

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.

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 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.

06B GOOD PRACTICE REPORT TRANSITIONS

Pathways to tertiary education: Studying University enabling programs while still at high school

Lynette Vernon

National Centre for Student Equity in Higher Education Curtin University; Murdoch University

Andrew Taggart, Stuart J. Watson, Sarah Seddon

Murdoch University

University participation rates have been found to be significantly lower in low socioeconomic status (SES) areas in Australia, particularly where there is unequal access to academic programs. TLC-110 is an enabling, pre-access program designed to provide a pathway to university for Year 12 students from low SES backgrounds, who may not qualify via direct entry with an Australian Tertiary Admissions Rank (ATAR). TLC-110 students attend university style lectures and tutorials after school, for 30 weeks and develop critical thinking skills and self-directed learning. This report outlines the rationale, structure, and outcomes of TLC-110 which has successfully transitioned students from low SES backgrounds into university from 2011. Survey results showed TLC-110 students reported higher university aspirations, expectations and beliefs than other pathway students. The benefits of university enabling programs to support aspirations when students from low socioeconomic status backgrounds experience limited opportunities to access a direct academic entry pathway are discussed.

Biography

Dr Lynette Vernon worked as project manager for a program which aimed to widen access and improve participation in higher education. Her doctorate is in Psychology leading to research in the developmental implications of using technology at night. Dr Vernon has taught for the Education Department for over 20 years.

06C EMERGING INITIATIVE ACHIEVEMENT

The MARS model - Enabling coursework students to attain academic, research and professional skills from orientation to graduation

Anne Taib
Monash University

This session reports on a transferable, four-dimensional, blended-learning model which enables students to independently develop academic, professional and research skills while they study. Developed collaboratively by Monash academic and professional staff, the Mastering Academic and Research Skills (MARS) model has been accessible to all masters' students in the Monash Business School (MBS) since 2014 and was redesigned for students of the Faculty of Arts in 2017. The MARS model enables scaffolded, self-paced learning with multiple entry points both face-to-face and online. It makes essential skills explicit and provides opportunities for practice and extension. The project received a 2017 Australian University Teaching Award for Programs that Enhance Learning. The session presents an overview of the MARS model; considers design elements, provides practical examples, explores and evaluates its implementation, and summarises emerging outcomes. Participants will be encouraged to explore how this model can be replicated in other settings.

Biography

Anne is a Learning Skills Adviser with the Monash University Library. She works with undergraduate and graduate students of the Monash Business School to develop their research and learning skills. In 2017, with colleagues, she received an Australian award for university teaching for programs that enhance learning.

06D EMERGING INITIATIVE STUDENTS

ARTSS: Reimagining Australian industry attitudes to the skills and value of humanities graduates

Karen Walker
Sydney University

In one of the most dynamic and exciting economies in the developed world, Australia's rapidly growing and evolving business landscape presents great potential for businesses and graduates alike. US and UK businesses have long sought humanities and social sciences graduates, whereas Australian corporate employers have historically overlooked the innovative approaches and skills these graduates bring. With an eye to the future, The University of Sydney's Faculty of Arts and Social Sciences (FASS) is working with its students to enrich their employment credentials with businesses to embrace their employability as graduates in a competitive marketplace, thereby reimagining humanities graduates' careers.

Biography

Karen has over 13 years' experience in the Higher Education sectors and is the Head, Student Affairs and Engagement at the University of Sydney, Faculty of Arts and Social Sciences with over 13,000 students. She is passionate about the student experience especially for first year students transitioning into university life, building meaningful networks and developing a sense of belonging as well as spearheading initiatives such as ArtSS Career-Ready and student placements that create career opportunities for students to work in 'real world' situations. Her previous experience includes leading the Strategy and Research unit at UNSW for the Faculty of Medicine and Executive Management roles in the IT, finance and publishing industries.

06E EMERGING INITIATIVE SUCCESS

A support learning program for first year mathematics

Poh Wah Hillock

The University of Queensland

The mathematics support learning tutorial program (SLT) at The University of Queensland (UQ) is an intervention program aimed at students considered to be at risk of failing Calculus and Linear Algebra I, the first university level mathematics course at UQ. The course has a failure rate of around 30%. Key reasons for failure are weak prerequisite skills, the challenging transition from high school to university mathematics and emotional factors such as low confidence and poor motivation. We describe how the SLT has addressed these issues in the eleven semesters from initial implementation in Semester 2, 2012 to Semester 2, 2017. Statistical data and student feedback indicate that the SLT has had a positive impact on student learning. Significantly, weak students who attended the SLT outperformed students of a similar background who did not attend the program.

Biography

Poh received her Ph.D. from The University of Adelaide in the area of Convex Sets with Lattice Point Constraints. More recently, her interests have switched to the Scholarship of Teaching and Learning in mathematics. Poh's support program was recognised with an AAUT teaching award in 2017.

06F EMERGING INITIATIVE TRANSITIONS

PREP: Early intervention, how early is too early? Can a peer-based pre-teaching transition program increase commencing student persistence of online learners beyond Census?

Ed Campbell, Matt Krug, Alex Dunn

University of New England

The Personalised Retention and Engagement Program (PREP) is designed to reduce the number of students who enrol and then discontinue their studies prior to the start of teaching, and to increase persistence through to Census Date in the first session of study. The program supports the transition of non-traditional commencing students, studying online, into higher education at a regional Australian university by providing early (pre-teaching) access to support and advice through a peer advisor model as well as leveraging existing institutional transition programs and resources. This report encompasses two stages of the early intervention and transition project - the first phase, a targeted pilot, and the second phase, which included the whole of cohort implementation.

Biography

Ed Campbell is Manager - Student Engagement at the University of New England and Chairs UNE's Orientation Committee which supports the transition of more than 10,000 commencing students (studying online and on campus) each year. He leads UNE's Early Alert Program which won an OLT Program Award and Citation in 2011 and has been involved in student engagement for the past 18 years. He is passionate about Engagement Analytics and is responsible for the development of UNE's peer-based Personalised Retention & Engagement Program (PREP) which supports commencing students from enrolment through the first weeks of studies. He has a background in rural journalism, public relations and marketing, is a reformed musician, and a very amateur gardener.

PARALLEL SESSION 07

11:20AM – 11:50AM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 7	07A - GPR - STUDENTS	07B - EI - TRANSITIONS	07C - EI - STUDENTS	7D - EI - STUDENTS	07E - EI - SUCCESS	07F - EI - TRANSITIONS
11:20am – 11:50am	Mentoring for Lifetime Success	“That’s what she said” : The role of learning advisers and peers in developing discursive knowledge and academic literacy	The UNE 'bespoke' experience: Fortune favours the brave	Co-creation on campus – students shaping their own student experience	Implementing a whole-of-curriculum approach to student success and well-being	Employing a dialogic approach to develop intercultural competence in students
	<i>Kate Duyvestyn, Dona Cayetana</i>	<i>Lil Hayes, Michael Kilmister</i>	<i>Alicia Pringle, Aliya Steed, Jennifer Lawrence</i>	<i>Mags Chalecka-Harris</i>	<i>Abi Brooker, Meredith McKague, Lisa Phillips, Geoff Saw</i>	<i>Johanna Einfalt</i>
	<i>Monash University</i>	<i>University of Newcastle</i>	<i>University of New England</i>	<i>Massey University</i>	<i>The University of Melbourne</i>	<i>Queensland University of Technology</i>

07

07A GOOD PRACTICE REPORT STUDENTS

Mentoring for lifetime success

Kate Duyvestyn, Dona Cayetana

Monash University

The Access Monash Mentoring program is unique in Australia in both its scale, and its cyclical design, which supports mentees in their transition to university, during their studies and beyond into the working world. The flagship program provides intensive mentoring to Year 11 and 12 students attending our partner schools in low socio-economic and regional areas. Each mentee is individually matched with a successful and engaged Monash student mentor to work in a one-on-one mentoring relationship over a two year period. Mentees benefit from the unique connection they develop with a Monash student who has recently experienced the challenges of VCE and the school-to-university transition. Mentors have an opportunity to develop their leadership skills, experience the value of giving back to the community and are supported by Monash alumni to make the transition to the workforce.

Biography

Kate Duyvestyn is responsible for leadership and management of strategic planning and initiatives to support social inclusion at Monash, with a focus on widening participation and improving graduate outcomes for students from low socioeconomic and diverse backgrounds. She has implemented mentoring programs, improved admission schemes and financial support for students.

Dona Cayetana is a highly skilled equity, student wellbeing and engagement, and mentoring professional with extensive experience gained in business, the community, and higher education sectors. Always involved in research, relationship building and partnerships, her passion lies in collaborative engagement to address educational and employment inequities.

07B EMERGING INITIATIVE TRANSITIONS

“That’s what she said”: The role of learning advisers and peers in developing discursive knowledge and academic literacy

Lil Hayes, Michael Kilmister

University of Newcastle

Navigating new discourses can be daunting for transitioning students, whose understandings of course content is often impeded by complex academic language. The writing process is particularly challenging, exacerbated by a lack of discursive knowledge and by the corresponding inability to critique one's own written work. The practice of formative peer assessment instituted by a student support service at this institution in 2017 was found to improve both participants' confidence and their academic results. Despite the success of these sessions, an identified deficit in discipline specific reading and writing skills still needs to be addressed. For this reason, in 2018, peer assessment sessions in the School of Education will be supported by a series of skills-based workshops that encourage discursive engagement. It is hoped that the combination of the two will result in increased understanding of course material and content, and academic success.

Biography

Lil Hayes has worked as a Learning Adviser at the University of Newcastle since the beginning of 2015. She also has 7 years' experience teaching high school English. She has a PhD in literature (cyberpunk fiction), and is particularly interested in promoting student learning through discursive engagement.

07C EMERGING INITIATIVE STUDENTS

The UNE 'bespoke' experience: Fortune favours the brave

Alicia Pringle, Aliya Steed, Jennifer Lawrence
University of New England

UNE Bespoke is a course (degree) level approach to supporting students transition into University education with a view to forefronting personalised and responsive pedagogy. Across the sector, students are faced with an increasing number of choices in what, when and how they study, but often have inadequate support and knowledge in navigating the options available. More than any other institution UNE's target cohort come from diverse starting points and journey to widely varied potential destinations. It is often challenging for them to connect the available institutional pathways to their individual hopes and dreams and overcome the barrier they perceive. The world favours those brave enough to engineer their own destiny, and this course is designed to help students build confidence in their ability to construct their own learning pathway and embrace resilient strategies for their ongoing careers.

Biography

Alicia Pringle - Alicia has held various leadership positions in K-12 education for the past 15 years. A recent arrival to higher education, she works as a learning designer in the Teaching and Learning department at UNE.

Aliya Steed - Aliya has overseen numerous curriculum development projects and educational design teams, previously at the Australian National University and more recently at UNE.

Jennifer Lawrence - After a career teaching secondary science Jennifer made the switch to Higher Education. First at the University of Canberra and now at UNE Jennifer's teaching has focussed on innovative approaches to student transitions and graduate employability.

07D EMERGING INITIATIVE STUDENTS

Co-creation on campus – students shaping their own student experience

Mags Chalecka-Harris
Massey University

Student engagement is a hard beast to tackle. We wanted to move on from just consulting a small group of students on their experience to co-creating this experience. We wanted to open up new channels to give students opportunity to have a voice in student experience, but also to empower them to shape it. Massey University partnered with Student Association to set up a Campus Co-Lab and the team decided that user-centred methodology would be the most suitable to use in the university setting. The method allowed a diverse range of ideas, from both students and staff, to be proposed and resulted in projects that neither of the partners would have been likely to initiate, but which have enhanced the student experience.

Biography

My work as a Student Experience Coordinator leads me to different aspects of student experience at Massey University. My great passion is empowering students to be the best they can through learning their own strengths, applying themselves in student experience projects, building on their leadership skills and more.

07E EMERGING INITIATIVE SUCCESS

Implementing a whole-of-curriculum approach to student success and well-being

Abi Brooker, Meredith McKague, Lisa Phillips, Geoff Saw

The University of Melbourne

Universities are increasingly interested in issues of student mental health, distress and well-being, partly due to links between poor well-being and retention. Whole- of-institution and curriculum-based approaches are considered effective and sustainable strategies because they reach large numbers of students and support wide-spread change across a variety of university levels. In Australia, most whole- of-institution approaches focus on university-wide policy, environment, and events around campus; most curriculum approaches are embedded in individual subjects. We present a new initiative that combines the two approaches to take a whole-of- curriculum approach to student well-being throughout the undergraduate psychology curriculum. Our initiative is supported by the whole-of-university approach at the University of Melbourne, and draws on frameworks from recent successful national collaborations (e.g., Baik et al., 2017; Dooris & Doherty, 2010). Conference attendees will be invited to review our initiative and share their own experiences and expertise.

Biography

Dr Abi Brooker is a lecturer (Teaching Specialist) in two undergraduate subjects: Lifespan Social & Emotional Development and Psychopathology of Everyday Life. Her research interests include the developmental contributors and outcomes of psychological wellbeing and distress, particularly with young adults and in a university context.

Dr Meredith McKague is a Senior Lecturer (Teaching Specialist) and undergraduate coordinator. As the Convener of Academic Innovation, Meredith leads initiatives that enhance student engagement, wellbeing, and teaching and learning quality. She is also a member of the UoM Teaching and Learning Quality Assurance Committee.

Professor Lisa Phillips is a registered clinical psychologist who has conducted research addressing various mental health needs of young people for over 20 years. She teaches at under- and post-graduate level at the University of Melbourne and is Director of the UoM Psychology Training Clinic.

Geoffrey Saw is a Teaching Specialist at the University of Melbourne. His research focuses on Teaching and Learning, Decision-Making, and the Wisdom of the Crowd effect. He lectures in Cognitive Psychology and Research Methods and has a strong interest in research into higher education pedagogical techniques.

07F EMERGING INITIATIVE TRANSITIONS

Employing a dialogic approach to develop intercultural competence in students

Johanna Einfalt

Queensland University of Technology

In an increasingly globalized world, it is clear that universities need to produce students who are intercultural competent and able to successfully interact in a range of contexts. What is less clear, however, is how to ensure this is achieved and literature points to a lack of social interaction between international and domestic students, arguing that universities are not maximising the opportunity offered by a diverse presence on campus. This study was conducted in the first year at a regional Australian university. A mixed group of domestic and international students were invited to participate in guided forums designed to promote dialogic intercultural interactions. This project aims to investigate shifts in the development of intercultural competence in this group of commencing students. Findings will offer to the university sector a fine-grained understanding of interactions at the dialogic level and demonstrate the effectiveness of using a dialogic approach to develop intercultural competence.

Biography

Johanna has extensive experience as an educator and adviser in a variety teaching institutions. In 2012, she was awarded an AUT citation for co-designing a collaborative assessment support model, demonstrating student growth in skill and independence. Her current research interest focuses on how to develop intercultural competence in university students.

PARALLEL SESSION 08

12:00PM – 12:30PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 8	08A - EI - STUDENTS	08B - EI - TRANSITIONS	08C - EI - SUCCESS	08D - EI - RETENTION	8E - EI - STUDENTS	08F - EI - TRANSITIONS
12:00pm - 12:30pm	<p>A sustainable model for student voice in institutional quality assurance</p> <p><i>Sheelagh Matear, Sally Varnham, Alistair Shaw</i></p> <p><i>Academic Quality Agency for New Zealand Universities, University of Sydney, Centre for Participation</i></p>	<p>Mastering transition: exploring postgraduate coursework students' "first experiences"</p> <p><i>Nicola Parker, Tracey Booth</i></p> <p><i>University of Technology Sydney</i></p>	<p>The use of personal experience as a strategy for critical reading and writing</p> <p><i>Ella R Kahu, Hannah Gerrard</i></p> <p><i>Massey University</i></p>	<p>Change From Within: a Programme Leader's tale of initiating, developing and implementing academic and personal literacies into a first year programme of study</p> <p><i>Rachel Russell</i></p> <p><i>University of Auckland</i></p>	<p>Industry driven university teaching: A study of the accounting profession initiative</p> <p><i>Dorothea Bowyer, Connie Vitale</i></p> <p><i>Western Sydney University</i></p>	<p>Building Social Comfort for Student Success</p> <p><i>Katie Hughes, Candice Menidis, Nick Collins</i></p> <p><i>Monash College</i></p>

08

08A EMERGING INITIATIVE STUDENTS

A sustainable model for student voice in institutional quality assurance

Sheelagh Matear

Academic Quality Agency for New Zealand Universities

Sally Varnham

University of Sydney

Alistair Shaw

Centre for Participation

Institutional audit is a key component of the external quality assurance framework for New Zealand universities. This paper considers the current state of student voice in institutional quality audit and how it can be enhanced and sustained and consequently how quality assurance can better support student success. It can be concluded from the recently completed Cycle 5 academic audit that students do have input to university planning, policy development and monitoring of key academic activities. While students were able to make a submission to Cycle 5 audit panels, they were not members of panels. Cycle 6 will have student auditors and this paper sets out a model for developing and sustaining the student voice as an integral component of quality assurance. The model identifies the environment, mandate and key components of achieving sustainable change. Its development has drawn on both New Zealand and Australian experience.

Biography

Sheelagh Matear is the Executive Director of the Academic Quality Agency for New Zealand Universities, and previously Deputy Vice-Chancellor, Academic Quality and Student Experience at Lincoln University and a marketing academic at the University of Otago. When not engaged in academic quality she can be found cycling, sailing or walking.

Sally Varnham is Professor of Law, University of Technology Sydney and National Senior Teaching Fellow. Her recent work has focused on the university/student relationship. In 2017 she undertook a national sector-wide collaboration which resulted in Students and Tertiary Education Providers Undertaking Partnership (STEPUP for quality enhancement).

Alistair Shaw is the former Executive Director for the New Zealand Union of Students' Associations. He is currently working as a consultant and advisor, including for a Federal Government funded project in Horsham, Victoria, on enhancing good governance in the not for profit sector through the use of mentors.

08B EMERGING INITIATIVE TRANSITIONS

Mastering transition: Exploring postgraduate coursework students' "first experiences"

Nicola Parker, Tracey Booth

University of Technology Sydney

This emerging initiative focuses on what transition to a Masters Coursework degree means for students in an Australian context? Despite the importance of retaining postgraduate students and their value to universities, there has been relatively little research, policy development and examination of practice focused specifically on Masters coursework students. There is surprisingly little known about the nature of postgraduate students' transition and success. How different are their experiences compared to those of undergraduates? This session reports on the "first experiences" of Masters coursework students' in a Juris Doctor course. To explore how best to support this diverse group of students these experiences are also considered in terms of existing frameworks, including: the nature of 'Mastersness' (SCEEC, 2013); best practice principles for postgraduate coursework (Reid et. al., 2003) and transition pedagogy (Kift, 2009). Discussion in the session explores the nature of transition for Masters students and supporting their "first experiences".

Biography

Dr Tracey Booth is an Associate Professor in the Faculty of Law at the University of Technology Sydney. As Director of Academic Programs in the faculty 2013-2016, she led the embedding of UTS Learning. Futures approaches designed to improve the student experience in both undergraduate and post graduate Juris Doctor programs.

Dr Nicola Parker is an academic development Lecturer in the Institute for Interactive Media and Learning, University of Technology Sydney. Within the Law faculty she works alongside faculty leaders, subject teams and individual academics on all aspects of learning and teaching. Her key research interest is the postgraduate student experience.

08C EMERGING INITIATIVE SUCCESS

The use of personal experience as a strategy for critical reading and writing

Ella R Kahu, Hannah Gerrard
Massey University

Increasingly it is recognised that universities are preparing students for an uncertain future. Accordingly, key graduate attributes of Massey's redeveloped Bachelor of Arts degree are critical reading and writing skills and active engaged citizenship. The authors teach two large first-year courses in these topics. Student engagement is critical in these courses because the student cohort is diverse, the courses are compulsory and the topics are developmental. The assessments have been designed to engage students with the use of personal experience as a strategy for critical reading and writing. While not without its challenges, this approach has proven to be effective: emotionally engaging students through triggering interest in the content; increasing behavioural engagement and motivation; and enabling students to critically reflect on themselves and the world around them.

Biography

Dr Ella Kahu is a Lecturer in the School of Psychology at Massey University. Her research interests are in social psychology currently focusing on student experiences in higher education. Ella teaches first year psychology and a distance offering of a Bachelor of Arts course on identity and belonging.

Dr Hannah Gerrard is a Senior Lecturer in the School of English and Media Studies at Massey University. Her research interests are in composition/writing studies, rhetoric, literacy studies, and pedagogy. Hannah coordinates a large first-year writing course that forms part of Massey's BA core curriculum.

08D EMERGING INITIATIVE RETENTION

Change from within: A programme leader's tale of initiating, developing and implementing academic and personal literacies into a first year programme of study

Rachel Riedel
University of Auckland

In 2017, a new undergraduate degree was introduced to the Faculty, and it attracted a high number of students who were admitted under the Undergraduate Targeted Admissions Scheme. These two factors provided academic staff the unique opportunity to develop and implement a first year academic and personal literacies curriculum. This report argues for the importance of contextualised literacy development within programmes, explains how an appreciative inquiry methodology can be utilised to generate First Year Experience (FYE) innovation within academic teams and discusses the outcomes of the first year academic and personal literacies curriculum design. Furthermore, this report explores the impact historical higher education discourses like colonialism, neoliberalism, and elitism on FYE innovation.

Biography

Dr Rachel Riedel is the Associate Dean - Students at the Faculty of Education and Social Work, University of Auckland. Rachel specialises in educational and positive psychology, health education and health promotion. Rachel has a particular interest in the development, implementation and evaluation of systemic approaches to support student mental health and well-being.

08E EMERGING INITIATIVE STUDENTS

Industry driven university teaching: A study of the accounting profession initiative

Dorothea Bowyer, Connie Vitale
Western Sydney University

The work-readiness of graduates, in particular their lack of 'employability', 'graduate' or 'generic' skills have been a cause of concern in the tertiary sector, industry associations and employers. This concern highlights a mismatch between the course learning outcomes (CLOs) of the tertiary sector and what is required by industry, further complicated by accreditation agencies who insist on the implementation of assurance of learning (AoL) processes. Presently CLOs guide the design of university courses and accreditation procedures through the process of constructive alignment in Australia. The researchers agree with this however question whether the process should be outcome driven by industry to ensure the work-readiness of graduates. This paper builds on a discussion of the literature and presents a refinement of the current model of constructive alignment (CA) to incorporate the necessity for an externally driven alignment by industry, which will ultimately satisfy both academic and industry specific expectations.

Biography

Dr Dorothea Bowyer, Lecturer at Western Sydney University, is passionate about integrating teaching and research so that each stimulates the other in a 'modern' classroom. Her research focuses on students' lack of work-ready experience within their academic studies and the overall call for soft skill development in tertiary education curricula.

Dr Connie Vitale is an Accounting Lecturer at Western Sydney University. Her research interests, which have emerged from more than 25 years' industry experience combined with 10 years of Higher Education experience, focus on innovative teaching and learning techniques which are constructively aligned with industry expectations.

08F EMERGING INITIATIVE TRANSITIONS

Building social comfort for student success

Katie Hughes, Candice Menidis, Nick Collins
Monash College

Monash College Diplomas is a pathway program and transitions predominately international students into the second year of a Monash University undergraduate degree. Enculturating incoming students linguistically, educationally, culturally and socially during a 3 day Orientation program is a significant challenge and is critically important. Many new students feel lonely, homesick and isolated. In addition, student feedback data told us that only 50% of incoming students found the Orientation program 'useful' or 'helpful'. After just one Trimester, the number of students attending orientation everyday increased from 56% to 73% and 78% of students now feel ready and prepared for their first week. This paper explores the revisions made to the Orientation program, the evidence base for the revisions and the impact of the revisions on the student experience throughout their time at Monash College.

Biography

A/Prof Katie Hughes is the Associate Director of Learning, Teaching and Innovation at Monash College. She has published widely in the area of educational disadvantage and held senior roles at Victoria University, worked at ACU and is the immediate Past President of the Australian Sociological Association.

Dr Candice Menidis is the Manager Quality and Process Improvement at Monash College. She is responsible for student policies and procedures, data analysis and reporting and projects on improving student retention and student outcomes.

Nick Collins is the Team Leader, Student Welfare in the Student Engagement Team at Monash College. With a background in Social Work, he manages the pastoral and social engagement student programs, both on and off campus, including orientation.

MARLBOROUGH 3**LUNCHTIME STARS INTEREST GROUP****12:50PM – 1:30PM****Co-Curricular Recognition STARS Interest Group**

The Co-Curricular Recognition STARS Interest Group explores an emerging theme in the current Australian higher education environment which is the formal recognition of student involvement in activities outside of their formal curricular. This cross-institutional group will share their key learnings from implementing co-curricular recognition programs at their respective institutions, as well as discussing research and best practice in order to mature these programs on a national scale. The group will discuss common challenges and themes including, but not limited to, the value and purpose of formal co-curricular recognition, embedding co-curricular recognition with employers, driving student engagement in these programs whilst maintaining the integrity of the learning experience. This group will provide a cross-institutional support network to foster a collegial approach to an emerging space in higher education.

Convenor**Kylie Austin**

Student Diversity, Outreach & Co-Curricular Manager
University of Wollongong

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Kylie has 10 years experience in working in the higher education sector in implementing peer learning programs, outreach programs and equity programs for future and current university students. Kylie has led the evolution of co-curricular recognition at UOW with the support of her staff to achieve increased student and staff engagement in co-curricular programs. Kylie has a significant research interest in how partnerships can increase outcomes for students across the student lifecycle.

PARALLEL SESSION 09

1:30PM – 2:00PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 9	9A - EI - STUDENTS	09B - EI - TRANSITIONS	09C - EI - STUDENTS	09D - EI - STUDENTS	09E - EI - SUCCESS	09F - EI - TRANSITIONS
1:30pm - 2:00pm	<p>NavigateMe/TestMe: A collaboration with students to enhance digital self-assessment platforms at UNSW</p> <p><i>Jeffrey Meesterman, Rita Kusevskis-Hayes,</i></p> <p><i>University of New South Wales</i></p>	<p>Rebuilding the First-Year Experience, One Block at a Time</p> <p><i>Trish McCluskey, John Weldon, Andrew Smallridge</i></p> <p><i>Victoria University</i></p>	<p>Ending with the culture: the UNE-CARE project for student success</p> <p><i>Jonathan Powles, Alicia Zikan, Ed Campbell, Barb Shaw, Aliya Steed, Julie Godwin, Peter Holford</i></p> <p><i>University of New England</i></p>	<p>Developing and refining a flipped chemistry course for foundation-year in health.</p> <p><i>Abdullah Karaksha</i></p> <p><i>Griffith University</i></p>	<p>Do same demography mentoring programs make any difference on mentees learning outcomes? Reflections on the Top Up program</p> <p><i>Kwadwo Adusei-Asante</i></p> <p><i>Edith Cowan University</i></p>	<p>Students guiding students: integrating student peer review into a large first year science subject</p> <p><i>Renee Dowse, Jacqueline Melvold, Kristine McGrath</i></p> <p><i>University of Technology Sydney</i></p>

09

09A EMERGING INITIATIVE STUDENTS

NavigateMe/TestMe: A collaboration with students to enhance digital self-assessment platforms at UNSW

Jeffrey Meesterman, Rita Kusevskis-Hayes
University of New South Wales

NavigateMe is an online tool used at the University of New South Wales (UNSW). The online platform refers users to university services and suggests ways in which they can change their lifestyles, personal habits or academic achievements to improve their university experience.

TestMe is an online tool that helps to enable self-assessment of academic skills— mathematics, English and academic literacy—in relation to assumed knowledge required for first-year courses. TestMe will provide an approximate assessment of a student's level of knowledge of these areas.

Biography

Mr Jeffrey Meesterman has a bachelor's degree in International Marketing from the University of Utrecht. He has experience of designing various digital platforms, unique marketing strategies and content, and recruiting participants for his volunteering program, various focus groups and fostering collaboration across departments for digital design.

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.

09B EMERGING INITIATIVE TRANSITIONS

Rebuilding the first-year experience, one block at a time

Trish McCluskey, John Weldon, Andrew Smallridge
Victoria University

Universities around the world have been workshoping and developing the First- Year Experience, with a view to improving retention, performance and student satisfaction. This paper outlines a unique, strategic initiative that aims to transform the experience of first-year students on a scale never before seen in Australia. This Australian first model re-conceptualises the design, structure and delivery of first-year units of study in order to deliver a program that deliberately focuses on students' pedagogical, transition and work/ life balance needs. This initiative required the disruption and redevelopment of all university systems to ensure students experience a supportive and seamless transition into, and journey through, their first year of study at university.

Biography

Trish McCluskey is the Director of Connected Learning at Victoria University where she is one of the leaders of a ground-breaking, curriculum transformation project, the VU Block Model. She has led curriculum projects at two other Victorian Universities and continues to be amazed by the wisdom of crowds.

Dr John Weldon has been instrumental in the design and implementation of VU's Australian-first, Block Model. He has a proven history of innovative teaching and curriculum development, at VU, for which he received a Vice Chancellor's award in 2013. Weldon is also a freelance writer and novelist.

Associate Professor Andrew Smallridge is the inaugural Dean of Victoria University's First Year College. He leads a large team of multidisciplinary scholars in delivering VU's innovative Block Model which has produced significant results in improving student retention, experience and success.

09C EMERGING INITIATIVE STUDENTS

Ending with the culture: The UNE-CARE project for student success

Jonathan Powles, Alicia Zikan, Ed Campbell, Barb Shaw, Aliya Steed, Julie Godwin, Peter Holford

University of New England

The University of New England has a distinctive student profile, reflecting its regional identity, dominated by mature-age external students. For this cohort, there are complex challenges to success. UNE has thus identified student success as a key strategic goal for 2018-2020, with success defined as increased retention, unit success rates, and student satisfaction and engagement indicators, as well as reduction in attrition, "show cause" cases and other academic warnings. To achieve this goal UNE has implemented the UNE-CARE project to shape policy, practice, culture and behavior across the university community to achieve these goals. 'CARE' stands for Curriculum-Assessment-Rules-Engagement, and flags that genuine improvements in outcomes for students, and a permanent shift in the culture that drives this improvement, will be achieved when there is deliberate and constructive alignment between teaching and learning, assessment quality, policy, and co- and extra- curricular engagement strategies in order to achieve these goals.

Biography

Professor Jonathan Powles is Pro Vice-Chancellor (Academic Innovation) at the University of New England where he is responsible for teaching and learning quality, and student, library and information services. At UNE he is currently leading two strategic change programs in the areas of academic innovation and student success.

Alicia Zikan is Senior Program Manager for PVC Academic Innovation. Alicia is currently responsible for reframing UNE policy to support student success.

Ed Campbell leads UNE's Early Alert Program which won an OLT Program Award and Citation in 2011. He has been involved in student engagement for the past 18 years and is responsible for the development of UNE's peer-based Personalised Retention & Engagement Program.

Barb Shaw UNE Director, Student Success. Student Success at UNE is responsible for the comprehensive array of services and initiatives related to student retention, persistence, progression, completion and success. Student Success also manages information, systems, processes and infrastructure to deliver high level advice and support for students' success.

Aliya Steed has overseen numerous curriculum development projects and educational design teams, previously at the Australian National University and more recently at UNE.

Julie Godwin was the First Year Advisor (Sciences) at the University of New England. Currently she is undertaking a new role at UNE; Manager, Student Partnerships. Julie's research interests include the experiences of high-achieving students, relationships between students' epistemological beliefs, learning environment expectations and persistence, and peer learning.

Peter Holford is a Senior Learning Designer within the Strategic Learning Initiatives team, a central unit at the University of New England. He has been in Learning/Educational Design roles for over five years and is an alumnus of the ACODE Learning Technologies Leadership Institute.

09D EMERGING INITIATIVE STUDENTS

Developing and refining a flipped chemistry course for foundation-year in health

Abdullah Karaksha

Griffith University

Students in the first-year health programs may not be academically prepared to be independent learners. Courses that offer support and structure may assist in transition to university and increase student retention. The School of Medical Science, Griffith University is currently offering flexible transition support for students undertaking foundation year in health programs. Chemistry of Biological Systems I (CBS1) is now offered in trimester 2 (T2) as a mixed mode course (online lectures and face-to-face tutorials). 120 students enrolled in CBS1 in T2, 2016; of those 65 were considered repeaters (failed in a previous offering of the course). Most of the repeating students (89%) passed the mixed mode course in T2. Similarly, 180 students enrolled in T2, 2017; where 90 students were considered repeaters and of these 91% passed the course.

Biography

Abdullah Karaksha is a Lecturer and the First Year Coordinator in the School of Medical Science at Griffith University, Australia. Abdullah's passion is teaching and helping students improve in their academic careers. Abdullah's research interests include enhancing student engagement by designing online materials to increase student preference and performance.

09E EMERGING INITIATIVE SUCCESS

Do same-demography mentoring programmes make any difference to mentees' learning outcomes? Reflections on the Top Up programme

Kwadwo Adusei-Asante
Edith Cowan University

Peer mentoring is considered an effective vehicle for addressing anti-social behaviours and improving students' academic achievement and retention. Consequently, discussions on the subject have received considerable traction in the education literature in recent times, most of which depicts its usefulness as well as factors that contribute to successful design and implementation. One issue that has not received adequate attention in the peer mentoring literature, which this reflection paper seeks to address, relates to whether demographic attributes such as gender, race and ethnicity influence mentoring outcomes for mentors and mentees. Drawing on the Top Up mentoring programme at Edith Cowan University, Western Australia as a case study, the paper argues that both same and mixed demography peer mentoring are mutually beneficial for mentors and mentees and that their usefulness should be viewed as situational.

Biography

Kwadwo is a senior lecturer at the School of Arts & Humanities, Edith Cowan University, Western Australia

09F EMERGING INITIATIVE TRANSITIONS

Students guiding students: Integrating student peer review into a large first year science subject

Renee Dowse, Jacqueline Melvold, Kristine McGrath
University of Technology Sydney

Learning how to give and receive peer review is a skill that science students need support in developing. We included student peer review in an assessment for a large first year science subject. Class time was dedicated to introducing and developing peer review skills and increasing engagement among students and between students and teachers. Students worked in pairs, small groups, and facilitated group discussions and were encouraged to learn from each other. The student peer review exercise provided students with the opportunity to reflect on and improve their work prior to submission. Survey results showed 78% of students agreed that peer review developed their ability to give constructive feedback. Training and resources provision for the teaching staff was crucial to the integration of peer review activities. Supported teaching staff were able to engage with and support the students, and the students valued this engagement and guidance.

Biography

Renee Dowse is a First Year Transition Experience Coordinator in the Faculty of Science, UTS. Renee coordinates and runs orientation sessions for new teaching staff focusing on student transition to university, FYE transition principles, and how they fit into teaching first year Science at UTS. Renee lectures and teaches first and third year students.

Jacqueline Melvold is a Scholarly Teaching Fellow and First Year Experience Coordinator in the Faculty of Transdisciplinary innovation who has been awarded multiple UTS First Year Experience Grants to improve student transition to UTS. Her teaching extends into working collaboratively in transdisciplinary and industry/community teams to design and develop a range of transdisciplinary subjects.

Kristine McGrath was awarded the UTS Chancellor's Postdoctoral Research Fellowship in 2011 where she evaluated the anti-inflammatory properties of good cholesterol. She was appointed a lecturing position in 2015 where she coordinated a subject delivered to nurses before she became the coordinator for the First Year subject – Cell Biology and Genetics in 2017.

PARALLEL SESSION 10

2:10PM - 2:40PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 10	10A - EI - STUDENTS	10B - EI - TRANSITIONS	10C - EI - STUDENTS	10D - EI - SUCCESS	10E - EI - SUCCESS	10F - EI - SUCCESS
2:10pm - 2:40pm	Student Partnership @ UNE - A Holistic Approach to Students as Partners <i>Koady Williams, Penny Leary</i> <i>University of New England</i>	Preparing online postgraduate students for study success <i>Joanne Elliott, Meredith King</i> <i>Deakin University</i>	Teaching the law of property and obligations: incorporating an indigenous perspective <i>Francis Johns</i> <i>University of Technology Sydney</i>	Use of role play and LEGOTM to teach first year physiology- Does active learning really work? <i>Louise Pemberton, Kelly Linden, Lucy Webster</i> <i>Charles Sturt University</i>	Maximising your MQ Experience <i>Lilia Draganov</i> <i>Macquarie University</i>	Co-Curricular Recognition: Building Success Through Collaboration <i>Kylie Ausin</i> <i>The University of Wollongong</i>

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10A EMERGING INITIATIVE STUDENTS

Student Partnership @ UNE - A holistic approach to students as partners

Koady Williams, Penny Leary
University of New England

The Student Partnership @ UNE is an emerging initiative that applies a holistic approach to students as partners in university decision-making. The co-founders of Student Partnership @ UNE (Penny Leary and Koady Williams) have developed an initiative that incorporates frameworks and principles of student partnership, capitalising on the unique demographic of the University of New England online and on-campus student cohorts and based on the University of Technology, Sydney Professor Sally Varnham's 'Creating a national framework for student partnership in university decision-making and governance'. The objective of the partnership is to embed effective student participation in university teaching and learning decision making, and creating opportunities for future leaders to engage through partnerships in tertiary teaching and learning.

Biography

Co-founders of the Student Partnership @ UNE initiative, Penny Leary and Koady Williams, are students at the University of New England.

Penny is studying a Bachelor of Science (Majors of Chemistry & Microbiology) and is a student representative on the UNE Academic Board and University Teaching and Learning Committee.

Koady is studying a Bachelor of Business/Bachelor of Laws and is President of the UNE Students Association (UNESA) and involved in School-based Teaching & Learning Committees.

Both Penny and Koady are active members on a number of University Committees and working parties and are passionate about students as partners.

10B EMERGING INITIATIVE TRANSITIONS

Preparing online postgraduate students for study success

Joanne Elliott, Meredith King
Deakin University

Students who study entirely online have different expectations in regards to engaging with learning and face different challenges to students studying on campus. Similarly, the experience, capabilities and expectations of postgraduate students differ from those of undergraduate students, especially school-leavers. Online and postgraduate cohorts both exhibit high attrition rates, often linked to poor preparation for study and dissatisfaction with learning experiences not tailored to their needs. Yet little attention has been paid to how orientation and transition support might be customised to better accommodate cohort differences. In this paper, we provide a rationale for tailoring resources and support to the unique circumstances of the students who will use them, and provide an example of an online orientation resource designed for postgraduate students studying entirely online.

Biography

Jo Elliott is a research fellow in Deakin Learning Futures at Deakin University. Her research interests include student engagement and support, and adoption of new technologies.

Meredith King is a Project Manager in Deakin University's Cloud Campus team. Through collaboration and research, the focus of her work is new and improved approaches, support and resources that enhance the experiences of Deakin's Cloud Campus students at all stages of their learning journey.

10C EMERGING INITIATIVE STUDENTS

Teaching the law of property and obligations: incorporating an Indigenous perspective

Mr Francis Johns

University of Technology Sydney

In law, commercial transactions can be seen to be founded on the basis that there are exclusive rights to property, and that promises can only be enforced by parties to an agreement. This is at odds with the Indigenous concept of property being a shared resource, and that obligations can arise simply from kinship relationships rather than an intention to be bound. Could these cultural contrasts represent a barrier to the success of Indigenous law students? If so can they be overcome in a way which maintains respect for Indigenous approaches to personal transactions?

Biography

Francis Johns is a lecturer at the University of Technology Sydney, Faculty of Law. He is the faculty's Director of Students, and First Year Experience Co-ordinator. He teaches the first-year introductory subject and Commercial Law. His research area is legal education with a focus on the impact of information technology.

10D EMERGING INITIATIVE SUCCESS

Use of role play and LEGO™ to teach first year physiology: Does active learning really work?

Louise Pemberton, Kelly Linden, Lucy Webster

Charles Sturt University

Meaningful engagement within biomedical science subjects continues to be an obstacle to success for students enrolled in allied health professional courses. Historically, the perception that these subjects are difficult has contributed to a relatively high fail rate often accompanied by subsequent course withdrawal. To address this we designed creative and innovative student centred interactive learning activities that give learners the required confidence to engage with complex physiological mechanisms. To assess the impact of these learning activities we analysed subject fail rates, exam performance and numbers of positive responses in subject experience surveys over a four year period. Our results show an overall 7% decrease in subject fail rates accompanied by improved exam performance in questions aligned with learning activities and an increase in positive responses from subject experience surveys. We have shown that these learning activities promote active learning in a challenging environment and promote a deeper learning experience for students.

Biography

Dr Louise Pemberton has a medical research background. Since joining Charles Sturt University in 2012, she has gained extensive experience in teaching 1st and 2nd year Allied Health students. Dr Pemberton's main interests lie in the use of active learning to promote student engagement in physiology and pharmacology subjects.

Dr Kelly Linden has a medical research background. Since joining Charles Sturt University in 2008, Dr Linden has gained extensive experience in teaching physiology to Allied Health students. Dr Linden is also currently involved in a number of research projects focussed on improving student engagement & learning through technological innovations.

Dr Lucy Webster has a medical research background. In 2008, Dr Webster joined the School of Biomedical Sciences academic team at Charles Sturt University and is currently Sub-Dean Learning & Teaching, Faculty of Science. Dr Webster is involved in various research projects focussed on improving student engagement and learning through technological innovations.

10E EMERGING INITIATIVE SUCCESS

Maximising your MQ experience

Lilia Draganov
Macquarie University

Student Experience is a widely discussed topic in Higher Education. Universities are challenged to offer 21st century student experience where each student is offered a personalised experience, is valued and receives a positive return on time and money invested (Coates, Kelly, Naylor, & Borden, 2016). The emerging initiative implemented at Macquarie (MQ) University in 2018 aims to help students become more aware and more strategic about how they spend their time at university and help them understand that becoming active and participating in extra-curricular activities will help them transform themselves and build their agency.

Biography

Lilia Draganov is a Senior Project Officer at Macquarie University, where she is leading a variety of student experience projects. She is passionate about student engagement and success and is working on developing tools/programs to help students adjust and persist in Higher Education.

10F EMERGING INITIATIVE SUCCESS

Co-Curricular Recognition: Building Success Through Collaboration

Kylie Austin
The University of Wollongong

UOWx is the Co-curricular recognition framework that has been implemented at the University of Wollongong. Over the last 3 years, student engagement and staff engagement with the initiative has grown significantly through building effective partnerships at all levels of program design, implementation and evaluation. Co- Curricular Recognition is an emerging initiative across all higher education institutions and contributes significantly to student's employability as well as a student's engagement and sense of belonging with University. This paper will explore the relationships that have been developed with student, staff and employers in order to increase the value proposition of Co-curricular recognition at our institution. It will also explore the approach our University has taken to increasing the capacity of our students to articulate the knowledge and skills that they have gained through co-curricular experiences throughout their time at University to prospective employers.

Biography

Kylie has 10 years experience in working in the higher education sector in implementing peer learning programs, outreach programs and equity programs for future and current university students. Kylie has led the evolution of co-curricular recognition at UOW with the support of her staff to achieve increased student and staff engagement in co-curricular programs. Kylie has a significant research interest in how partnerships can increase outcomes for students across the student lifecycle.

PARALLEL SESSION 11

2:50PM – 3:20PM

ROOM	New Zealand 1 & 2	New Zealand 3	New Zealand 4	Marlborough 1	Marlborough 2	Marlborough 3
Parallel Session 11	11A - EI - STUDENTS	11B - EI - TRANSITIONS	11C - IR - STUDENTS	11D - EI - TRANSITIONS	11E - EI - TRANSITIONS	
2:50pm - 3:20pm	Beyond information to transformation? Student voice, early intervention and changed practices <i>Jennifer Allen, Catherine Nichols, Meghann Smith</i> <i>University of Newcastle</i>	Career Scene Investigation – A creative approach to secondary student engagement <i>Ali Davies, Helen Gardner</i> <i>University of New South Wales</i>	Equity practitioners' Canadian study tour: effective initiatives, learnings and reflections <i>Louise Pollard, Melinda Mann, Nicole Crawford</i> <i>The University of Western Australia, Central Queensland University, University of Tasmania</i>	More than mentoring : The PAL Program in Monash Arts <i>Michael Enticott</i> <i>Monash University</i>	Educational Partnership in Action: Insights from Western Australia <i>Kwadwo Adusei-Asante, Daniel Doh, Isaiah Awidi</i> <i>Edith Cowan University</i>	

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11A EMERGING INITIATIVE STUDENTS

Beyond information to transformation? Student voice, early intervention and changed practices

Jennifer Allen, Catherine Nichols, Meghann Smith
University of Newcastle

This initiative describes a collaboration that seeks to locate the university issue resolution process and student engagement more firmly in university governance decision making to promote student success and retention. It seeks to support the effectiveness of student voice in engaging with decision makers to impact students' satisfaction, success and retention and to overcome barriers that constrain student involvement. This model employs various methods that promote meaningful data collection, mentoring, training and engaging student participation in conversations that crosses the realms of prevention, early intervention and postvention in governance involvement. The expected impact will be to promote student skills, knowledge, partnership and ownership of university governance.

11B EMERGING INITIATIVE TRANSITIONS

Career scene investigation: A creative approach to secondary student engagement

Ali Davies, Helen Gardner
University of New South Wales

Practical initiatives can significantly influence secondary student engagement for students from Low Socio-Economic Status schools. Career Scene Investigation is one of a suite of on-campus activities provided to ASPIRE partner schools in Sydney and regional NSW. ASPIRE UNSW has developed this unique and ambitious model, targeting Year 9 and 10 students. 'CSI' introduces students to a Design Thinking process that focus' on the links between school studies, higher education and professional careers and is a tool for students to explore why a student might consider university as a post school option. It provides a context for understanding high level problem solving skills while also gaining an awareness of the common transferrable skills required across disciplines. The success of the 'CSI' activity relies on the involvement of a range of stakeholders including current university students and industry professionals. For practitioners, it is flexible and accessible, and is a creative tool for raising awareness, aspirations and attainment toward higher education.

Biography

Ali Davies is a Senior Project Officer with ASPIRE, UNSW Sydney and has recently developed a number of creative initiatives that will build upon and compliment the current suite of ASPIRE outreach work across Sydney and regional NSW.

Ali is an experienced widening participation practitioner with over 8 years' experience of working in the equity and widening participation sector with a passion for social inclusion in higher education.

Helen Gardner is a Project Officer within ASPIRE UNSW. Her role as part of the regional team is to design and deliver a range of targeted activities for students across regional NSW, from kindergarten age through to Year 12, to support them in realising their academic aspirations. Activities include residential events in Sydney and Dubbo and workshops within the schools.

11C INVITED REPORT STUDENTS

Equity practitioners' Canadian study tour: Effective initiatives, learnings and reflections

Louise Pollard

The University of Western Australia

Melinda Mann

Central Queensland University

Nicole Crawford

University of Tasmania

In June 2017, Louise Pollard, 2017 NCSEHE Equity Fellow, and Associate Fellows, Melinda Mann and Nicole Crawford, visited Canadian universities and participated in the Canadian Association of College and University Student Services (CACUSS) annual conference. The trio met with Student Experience staff from a range of institutions across the country. They discussed effective student success strategies; reflected on different approaches to supporting regional and remote students; and considered innovative ways to engage students in most need. During this presentation, the trio's learnings and reflections will be shared. They will showcase effective initiatives from Canadian universities and explore how the initiatives, their learnings and reflections can shape the way universities in New Zealand and Australia engage and support regional and remote students now and in the future.

Biography

Louise is Strategic Projects Manager (Student Experience) at the University of Western Australia. Prior to this she was a 2017 Equity Fellow (NCSEHE) and managed Aspire UWA, the university's nationally recognised widening participation program. Louise is an experienced teacher with education program management experience in Australia and internationally.

Nicole teaches in Pre-degree Programs at the University of Tasmania. She leads the National Association of Enabling Educators of Australia SIG on Mental Health and facilitates UTAS's Social Inclusion CoP. Research interests include: enabling education; student and staff mental health; and access and participation for LSES, regional and remote students.

11D EMERGING INITIATIVE TRANSITIONS

More than mentoring : The PAL Program in Monash Arts

Michael Enticott

Monash University

Peer mentoring has increasingly been used in Australian Universities, as an inexpensive and mutually beneficial method of improving engagement with students. Not only are new students given access to a mentor to assist their transition, but experienced students can also improve their skills through mentoring a new student. The Faculty of Arts at Monash University created a peer mentoring program in 2012 in order to create a new path for students to gain information, as well as ask questions from a peer. Since its introduction, the PAL Program has developed into more than a mentoring program into a multi-faceted program where students gain experience and training in areas that will assist their post-University professional career.

Biography

Michael Enticott is the Student Experience Co-ordinator in the Faculty of Arts at Monash University. In his position he co-ordinates the faculty peer mentoring program, as well as programs working with University and Secondary School students from under-represented areas.

11E – EMERGING INITIATIVE TRANSITIONS

Educational partnership in action: Insights from Western Australia

Kwadwo Adusei-Asante, Daniel Doh, Isaiah Awidi

Edith Cowan University

Governments and educational institutions are increasingly recognising the importance of collaboration and partnerships with stakeholders in achieving good educational outcomes for students and communities. In Australia, the need for such partnerships influenced the establishment of the Higher Education Participation and Partnerships Program in 2003 to ensure that Australians from low socio-economic status backgrounds who can study at university can access the opportunity. In this paper, we discuss the positive outcomes of a partnership arrangement between Edith Cowan University and the Organisation of African Communities of Western Australia on an educational outreach programme to inspire African communities in Perth to pursue higher education.

Biography

Kwadwo is a senior lecturer at the School of Arts & Humanities, Edith Cowan University, Western Australia.

Daniel recently completed his PhD at the School of Arts & Humanities, Edith Cowan University, Western Australia.

Isaiah Awidi is a Research Assistant at the School of Arts & Humanities, Edith Cowan University, Western Australia

PLENARY PANEL - Q&A

3:50PM - 4:50PM

Join us for a lively and interactive session to close the second day of the conference where senior, practice and academic leaders from New Zealand and Australian Institutions will answer your questions on the following themes:

- Scaling-up good practice innovations
- Supporting staff in an increasingly complex work environment
- Managing technological disruption and the pace of change



WEDNESDAY

STARS NETWORK GROUP MEETINGS

STARS NETWORKS

Wednesday 11 July 2018 - Network Meetings Day (additional cost to Standard Registration
- Day pass or Session Pass available)

** included Groups still to be confirmed - the below is an indication only*

	Marlborough 1	Marlborough 2	Marlborough 3
9:30am - 11:00am	First in Family	STEM	Psychological Wellbeing
11:00am - 11:30am	Morning Tea		
11:30am - 1:00pm	First Year Experience	Student Equity	Peer2Peer Alliances Network
1:00pm - 1:45pm	Lunch		
1:45pm - 3:15pm	Sharing Ideas, Resources and Experiences Network	The Employability Network through STARS	Transitions Out
3:15pm - 3:30pm	Afternoon Tea		

FIRST-IN-FAMILY STUDENT NETWORK

9:30AM - 11:00AM

First-in-family (FiF) students make up a significant proportion of the university population within Australia. Statistics indicate that over 50% of Australian HE students are the first in their families to attend university (Spiegler & Bednarek, 2013) with some Australian institutions anecdotally reporting participation as high as 70% of the student population. 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 practise for those who are interested in both supporting and engaging first-in-family students. This 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 not only to explore key characteristics and concerns of this significant cohort but also, importantly, to consider how we can better retain and support these students moving forward.

Based on feedback from the 2017 networking session, the focus for the 2018 network meeting will be on sharing evolving research on the first in family cohort both within Australia and beyond. The session will include short presentations from emerging researchers to encourage discussion and reflection on the various learning contexts of FiF students. The network session will also consider approaches to connecting with families and community of these learners as well as exploring possible future research foci and potential collaborations.

Convenor



A/Prof Sarah O'Shea

Australian National Learning and Teaching Fellow; Principal Fellow, HEA (UK) and Program Convenor: Adult, Vocational and Higher Education University of Wollongong

Sarah has worked in the higher education sector for over twenty years; currently she is working in the Faculty of Social Sciences (UOW) as a teaching/research academic. In 2015-2016, 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, five book chapters and twenty-six 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.

In 2016, Sarah was awarded an ARC Discovery project exploring the persistence and retention of students who are the first in their families to go to university. This national study builds upon her Australian Government Teaching and Learning Fellowship (2015-2016) and consolidates a decade of work in the student retention field, which has focussed on students from a diversity of backgrounds. 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). 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). In 2017, Sarah was the recipient of a prestigious Churchill Trust Fellowship that will enable her to visit Canada, US and UK to explore international best practise in supporting and engaging the first in family cohort.

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STEM NETWORK

9:30AM - 11:00AM

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.

Convenor



Dr Richard Medland

Coordinator – IT Learning Support Lecturer – Information Systems
Queensland University of Technology

Richard is a Senior Maths, Science and IT Educator with the Student Success Group (SSG) at the Queensland University of Technology (QUT), Senior Fellow of the Higher Education Academy and Urban Informatics alumni. Richard is a leader for STIMulate a nationally and internationally awarded university-wide support for learning service (AAUT program award 2016, Two Wharton Reimaging Education awards 2016). His work focuses on support for learning good practice, designing and introducing ICT in developing environments and resource use in homes and offices. He has co-authored over 20 reports and research papers including publications within IEEE Pervasive Computing, STARS and CHI. 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.

As a member of the SSG Richard is currently engaged in whole of institution approaches to support for learning in higher education, placing students at the centre, enabling them as they design their

journey towards academic or industry future states. Richard 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, Malaysia. 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. Previously he coordinated (BIT FY) and lectured in the QUT IT undergraduate (2009-2017) and masters programs (2014-2017), was the director of learning and teaching operations (ISS), and led a successful offshore teaching collaboration between QUT and the Jinling Institute of Technology (Nanjing, China 2014-2017).



Therese Wilson

Queensland University of Technology

Therese is a Senior Educator with QUT's Student Success Group, overseeing the provision of STEM-focussed support for learning in the Faculty of Health. Having worked in QUT's Maths Access Centre, Therese became a founding member of the award-winning STIMulate program. A Senior Fellow of the Higher Education Academy and PhD in Statistics Education, Therese has extensive experience in teaching and supporting learners in statistics, mathematics and numeracy. Her research interests include peer-to-peer learning and student identity and engagement.

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PSYCHOLOGICAL WELL-BEING NETWORK

9:30AM - 11:00AM

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.

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 the transition, achievement, retention and success of commencing students into undergraduate programs. The workshop is a place where we share practices in this first year transitional space, learn from each other and network beyond our own universities. This provides us the opportunity to build an idea of how each institution enables practice change to build student engagement.

This year the FYE NETWORK will focus on student engagement, from the perspective of research (educational interface within a socio-cultural context and its impact on student engagement), and evidence-based practices that we use to support student engagement (emotionally, cognitively and behaviourally). We will workshop ways to engage students within both the curriculum and extracurricular practices. We will model practice change through our activities, and hopefully enable attendees to engage in a range of practices that might be useful in their context.

Join our online community to share what works and pose questions on what challenges us in our own roles.

If you are interested in joining the online community, please email Kathy at Kathy.Egea@UTS.edu.au

Resources

- UTS Video: <https://youtu.be/R6R136v1zoc>
- http://unistars.org/wp-content/uploads/2018/04/STARS_poster_Kahu.pdf

Facilitators



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 FYE 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 rst 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.



Dr Ella Kahu

Lecturer, School of Psychology
Massey University

Ella Kahu is a lecturer within the School of Psychology at Massey University in Wellington, New Zealand. She teaches first year courses on psychology and citizenship, both on campus and through distance delivery. Her broad research interests are in social psychology, often exploring how people manage their at times conflicting social roles and identities. Her current focus is higher education students and her conceptual framework of student engagement is widely agreed to be a valuable tool for understanding the student experience. Her PhD thesis and associated publications examined the engagement of mature-aged distance students in the transition to university, with a particular emphasis on emotional engagement and the role of the family. She is continuing to research and publish on student engagement with a project in collaboration with the University of the Sunshine Coast following a group of school leavers through their first year at university.



Dr Cassandra Colvin

Manager, Adaptive Learning and Teaching Services
Charles Sturt University

Cassandra is currently Manager, Adaptive Learning and Teaching Services at Charles Sturt University. Prior to this appointment she was employed at the University of South Australia as Manager, Learning Analytics, and Manager, Enhancing Student Academic Potential, an academic intervention program targeting first-year students who had been identified as academically vulnerable. In her time in learning analytics related roles, Cassandra has developed a national and international profile for her work as a practitioner and scholar. In 2015 she was lead researcher and author for a commissioned report for the Office for Learning Analytics that investigated learning analytics take up across the Australian higher education sector. More recent research has focused on leadership, and its affordances for learning analytics implementations, in addition to conceptual works exploring ontological and epistemological framings of learning and learning analytics.

Cassandra regularly reviews for peak international learning analytics organisations, including the Journal of Learning Analytics and the Learning Analytics and Knowledge (LAK) Conference, and is presently Chair of the Practitioner Track for LAK 2018 (to be held in Sydney in March). Cassandra has also enjoyed extensive experience in the international education industry, primarily in management roles supporting the needs of international students. In 2007, Cassandra led the team at Edith Cowan University which an Australian Office of Learning and Teaching program full program award in the category 'The First-Year Experience', and has also been an assessor for this award. Cassandra has presented widely on themes relating to learning analytics, student support, and intercultural interactions. Particular interests include learning analytics implementations and practice in higher education, intercultural relations between students, and embedding quality and continuous improvement tenets into all aspects of her work.

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 for this year's network meeting is how we substantiate successful outcomes and communicate them to key stakeholders inside and beyond higher education institutions. The aspiration for the Student Equity network is that discussions will lead to:

- Improved sharing of existing and emerging evidence of successful strategies 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 focusing 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 2018, the focus will be on measures of program success and the methods used to evaluate outcomes.

The group will be encouraged to reflect on the strengths of current approaches to demonstrate success and how any weaknesses can be addressed. In anticipation of the introduction of a performance-based funding regime for higher education, we will also discuss possible new measures of success that go beyond the existing indicators of access, participation, retention, success and completion rates and would reward positive outcomes for students from equity backgrounds.

Convener



Dr Nadine Zacharias

National Centre for Student Equity in Higher Education

Nadine a research-trained practitioner and a practice-informed researcher with expertise in the fields of equity policy, equity program design, management and evaluation, inclusive teaching and learning in higher education, and gender equity in employment. She joined the National Centre for Student Equity in Higher Education (NCSEHE) in 2017 as a Senior Research Fellow to work on the intersection of equity research, policy and practice and to nurture increased collaborations and exchanges between researchers, practitioners and policymakers. 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. She was the Chair of the 2015 Equity Practitioners in Higher Education Australasia (EPHEA) conference in Geelong and EPHEA President in 2012/13.

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 (<https://www.ncsehe.edu.au/publications/the-australian-student-equity-programme-and-institutional-change-paradigm-shift-or-business-as-usual/>).

She is currently involved in collaborative research projects which focus on student persistence 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/>).

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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



Dawn Jones
Deakin University

Dawn Jones leads Innovation and Ideas, Peer Support, in Deakin's Student Academic and Peer Support Services area. With more than 30 years of hands-on teaching, management and student mentoring experience, her current leadership includes advising on all student peer mentoring programs and developments at Deakin, including the PASS and CloudPASS programs, Maths Mentors, Success Coaches, Students Helping Students Mentors, Study Hall and the Deakin Student Mentor Community of Practice. In 2014 Dawn and her team created the Deakin Students Helping Students Strategy to bring together more than 30 social, academic and practical peer support programs across the University to establish common ground and a One-Deakin approach to best practice, reward and recognition, recruitment and training and other areas. More currently Dawn has created and implemented a coordinator development program for new and established peer support program coordinators and has launched the Victorian Peers4Peers Network, a STARS Conference initiative, with her colleague Dr Rosalind McFarlane from Monash University.

Deakin operates to ensure that engagement and innovation are grounded in all aspects of Deakin life, and student peer mentoring is a crucial part of students' Deakin University experience. Working on the principle that 'learning happens everywhere', Dawn has led Deakin's student mentoring community to become a key factor in the integration of all Deakin experiences, and has placed Deakin student peer mentoring in a vibrant, global context.



Rosalind McFarlane
Monash University

Rosalind McFarlane is the Senior Program Coordinator for English Connect at Monash University. A co-curricular peer program, English Connect delivers language in cultural context, communication skills and student engagement programs. With a background in cross-cultural literature, Ros leads the Conversational English and Language for Employment portfolios. These include Let's Chat, a semester-long engagement program focusing on everyday English in an Australian cultural context, as well as Workplace Talk, focusing on professional communication skills for final year students and those doing work-integrated learning. Ros also leads collaborations with the Faculty of Business and Economics regarding global professional practice as well as the Faculty of Education on placement-related communication. In 2017 Ros also launched the Victorian-Tasmania chapter of the STARS Peers4Peers Network in collaboration with Dawn Jones from Deakin University.

Monash University is invested in student engagement especially in the peer learning space. With programs such as PASS, Peer Mentors and English Connect, the university is looking at new innovations in peer learning and how they contribute to the student engagement experience overall. With English Connect, Monash is committed to providing excellence in international student support and global outreach for all students.



Jane Skalicky
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



Katie Yamaguchi
UNSW Sydney

Katie Yamaguchi is the Peer Mentoring Project Officer with Student Life at UNSW Sydney. She manages the centralized operations for 27 different Peer Mentoring Programs across the university, including providing training to over 1000 Mentors who support approximately 4500 commencing students through transition each year.

Katie brings 15 years of experience in education, training and facilitation, and event management, to create purposeful programs and training packages for 'Peer Mentoring @ UNSW'. Recently, Katie's focus has been in the Online Learning space, to create more flexible and accessible training packages. In 2017, she presented at the ANZSSA Conference on the development and successful implementation of a new Blended Learning Peer Mentor training package. Following on from that, Katie is now introducing digital badging into the training packages to make students' achievements more recognizable.

Katie is passionate about Mentoring and building a Mentoring Community of Practice, both at UNSW and across Australia/Internationally and is one of the Peers4Peers Network Ambassadors for the NSW region.

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SHARING IDEAS, RESOURCES AND EXPERIENCES NETWORK

1:45PM - 3:15PM

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.

The success of the first meeting network meeting, attended by close to 50 university staff who engaged in the opportunity to shape SIREN's future, has prompted its continuation and a call for those intending to participate to:

- Contact one of the group convenors (listed below) regarding input they may be willing to share with others
- Bring an idea, resource or experience they are willing to share
- Share ideas on Gogledocs link (contact convenors if you wish to be added)

We will also identify some of the techniques for managing workload participants discussed last year.

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Convenors



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).



Ed Campbell

Student Engagement and Retention
University of New England

Ed is Manager – Student Engagement and Retention at the University of New England and Chairs UNE's Orientation Committee which supports the transition of more than 10,000 commencing students (studying online and on campus) each year. He leads UNE's Early Alert Program which won an OLT Program Award and Citation in 2011 and has been involved in student engagement for the past 18 years. He is passionate about Engagement Analytics and is responsible for the development of UNE's peer-based Personalised Retention & Engagement Program (PREP) which supports commencing students from enrolment through the first weeks of studies. He has a background in rural journalism, public relations and marketing, is a reformed musician, and a very amateur gardener.

**Dr Georgina Heath**

School of Psychology
University of South Australia

Dr Georgina Heath is a Psychology Lecturer and First Year Coordinator at the University of South Australia. Georgina has been employed in her current role since 2016, however, she has been teaching at the University of South Australia since 2010 whilst completing her PhD which was conferred in 2015. Georgina currently coordinates two large first year courses (Psychology 1A and 1B) along with a variety of other Psychology courses. In her role as First Year Coordinator Georgina has been working on a project to assist with student engagement and retention in the School of Psychology, Social Work and Social Policy.

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'. Georgina has published her findings from her PhD and presented her work in this area at international conferences.

THE EMPLOYABILITY NETWORK THROUGH STARS (TEN-STARS)

1:45PM - 3:15PM

For students, going to university is about having a fantastic student experience. Students want to make new friends, have a lot of fun, develop themselves, be inspired by ideas and by people and learn. School-leavers anticipate independence and developing identities beyond the family unit. Mid-career mature-aged learners seek new skills, up-to-date knowledge and nurtured qualities and certification in anticipation of career advancement and promotion. Postgraduates often seek to advance knowledge, develop their own scholarly identities and to gain access to scholarly communities.

University is as much about the student-experience as it is about what comes after. Many students are motivated by career passages that they expect university to open-up for them. The implicit (and increasingly explicit) promise or contractual agreement that universities are making to future and enrolled students and to graduates is that at the conclusion of their degrees, they will be employable.

Employability means that graduates (from their own perspectives, as well as those of other stakeholders including employers in the target industries) have what it takes to be hired and function competently and confidently in graduate-level careers, and/or to start-up new enterprise (entrepreneurs) or innovate in existing industry (intrapreneurs). In addition to being employable (hireable) upon, or soon after, graduation, employability also means that university graduates have the resilience, self and cultural awareness and leadership capabilities to recognise, ride and shape the tides of change (including of a digital nature).

What does it take to be employable? An employable graduate has skills – both the requisite technical skills to operate effectively in the target industry, and the qualities of a graduate that are not discipline-specific, or in other words, supersede the specific functions of this job at this time and in this place. These super-skills include spoken and written communication, showing and acting-upon motivation and initiative in appropriate ways, and problem-solving, including conceptualising problems and deriving workable solutions. Related to super-skills, an employable graduate has certain attributes or positive qualities that have been practiced and developed through the university experience. For example, employable graduates are personable and reasonably easy to get along with. They are persistent and stick with it even when the going gets tough. After all, each graduate completed each unit, cumulating to an entire degree.

Employable graduates have assimilated knowledge. They are reasonably well-rounded, have been introduced to ideas across a number of fields, have learned how to think, how to research and how to discern between tested and untested ideas, opinions and assertions. In addition, employable graduates have been taught and mentored by academics who have expertise and background knowledge in specific disciplines.

Employable graduates are also self-aware and have distinctive identities. As students, they reflected on who they are, who they are becoming and how they are different from other graduates. In other words, what are their specific value-propositions and what makes them stand-out? Academics have supported students to reflect on the learning activities (including assessment) that make them more employable.

Students have also been encouraged to pursue extra-curricular pursuits and to weave them into their formal studies as co-curriculum. These students are able to answer interview questions based on their studies; they retrieve examples from their assignments and collaboration with other students to sell themselves. In other words, a three-year degree becomes equivalent to three-years of work experience on their resumes.

Employability does not magically occur. This is where practice and research come into play. Research has shown that some approaches and strategies work better than others to nurture student/graduate employability. Employability researchers have pursued many questions, such as the following:

1. How do employability ratings differ between various stakeholders (students, graduates, academics, employers)?
2. Are graduates more employable when supported through add-on initiatives or when employability is embedded in curriculum and assessment?
3. What are the measures of employability and can these outcomes be used to rank universities?
4. When and how are student career ambitions formed and how do their career choices intersect with discipline selection?
5. How do efficacious employability supports differ between professional disciplines (e.g. engineering and nursing) versus generalist disciplines (e.g. humanities and arts)?
6. What other differences exist between disciplines in the context of employability?
7. Do academic employability beliefs and self-described actions differ from what they actually do to support students in teaching contexts? In other words, do academics do what they say they will do?

The Employability Network through STARS (TEN-STARS) provides a Community of Practise for researchers who have (or aspire to) pose these or a multitude of other research questions, and/or apply the findings to improve student employability supports. TEN-STARS invites membership of researchers, academics (including full-time, casual, tutors and all others), university career centre and external professionals, leaders among students and graduates, employers in all industries and all others interested in nurturing and improving employability. It is only by collaborating, discussing and sharing diverse experiences and perspectives that we can have meaningful impact on graduate employability.

The focus of the 2018 networking session will be on bringing together inaugural members of the TEN-STARS Community of Practise. We will meet and greet and begin hunting, gathering and aggregating a comprehensive collective of research results, resources and workable strategies. Furthermore, we will set goals for future collaborative work, such as journal special issues.

All advocates of graduate employability are welcome.

Convenor

**Professor Shelley Kinash, PhD**

Director, Advancement of Learning and Teaching
University of Southern Queensland

Professor Shelley Kinash is the Director, Advancement of Learning and Teaching at the University of Southern Queensland (USQ). She is responsible for leading a team of 45 people and directly supervises a total of nine staff, including four Associate Directors, each of whom is responsible for a staff team in the four respective areas of: courses, programs, media-enhanced content and academic development. The resulting high-impact outcomes have been advancement of: academic (teaching) staff engagement and achievements, the overall student learning experience and graduate employability. Prior to taking on this position at USQ, Professor Kinash was the Director of Learning & Teaching at Bond University for 8.5 years. She completed her PhD in Educational Technology through the University of Calgary, Canada and has been an academic for 25 years.

Professor Kinash led three national research projects competitively funded through the Australian Government, Office for Learning and Teaching – Graduate Employability, Postgraduate Student Experience and Student Evaluation of Teaching. She has 384 published works (journal papers, book chapters, case studies, videos, podcasts ...) which have been downloaded over 43,000 times from 165 countries. Her research publications have been cited 846 times. She has delivered 16 keynote/plenary addresses in 6 countries. Her work is showcased as a case study in the 2016 Australian Government commissioned report – ‘Impact evaluation of key themes funded by the Office for Learning and Teaching 2012-2016’ <https://nla.gov.au/nla.obj-423919664/view>

TRANSITION OUT NETWORK

1:45PM - 3:15PM

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 Trevor Cullen

Associate Dean – Design Media and Communications
School of Arts and Humanities
Edith Cowan University

Trevor is Professor of Journalism and Associate Dean for Design, Media and Communications 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 – <https://journalismcapstoneunits.org>. He is the first journalism educator in Australia to become a National Teaching Fellow, and also, to receive an Australian Award for University Teaching (AAUT). For more information about his research and publications, please click on – <http://www.trevorcullen.id.au>



Professor Jessica Vanderlelie

Pro Vice-Chancellor Student Success
La Trobe University

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. Jessica's achievements in the development and implementation of practice-based curriculum have been recognised nationally through a series of prestigious awards, including the Australian Award for Excellence in Teaching (early career) in 2012 and an OLT citation for her work in innovative assessment design in biochemistry. In 2015, Jessica was awarded an Australian Office of Learning and Teaching Fellowship for a project entitled 'Engaging Alumni for Graduate Employability' and her recent work engages academics in the development of authentic, discipline-specific employability curriculum across the student lifecycle.

CONFERENCE VENUE

Skycity Convention Centre

88 Federal Street, Auckland
Level 5





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