

PROCEEDINGS



STARS

STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

7 - 10 JULY 2019

**CROWN
PROMENADE**

MELBOURNE

UNISTARS.ORG

WELCOME



Karen Nelson
University of Southern Queensland



Rachael Field
Bond University

On behalf of the STARS Team it is with great pleasure that we welcome you to the 5th STARS Conference in Melbourne. A special welcome to our delegates who are with us for the first time this year – you are among friends, and welcome home to all the loyal members of the STARS community.

We respectfully acknowledge the Boon Wurrung and the Wurundjeri people who are the Traditional Custodians of the Land on which we are gathering, listening and learning together over the days of the conference. We pay our deep respects to the Elders of the Kulin Nation – past, present and emerging – and in the spirit of reconciliation extend that respect to all First Nations Australians present. We acknowledge that this Conference is being held during NAIDOC Week, which is held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. We affirm our commitment to walking with Aboriginal and Torres Strait Islander peoples and through education supporting the key elements Voice. Treaty. Truth. that are the constitutional reforms set out in the Uluru Statement from the Heart: <https://www.1voiceuluru.org>

Our call for papers for STARS 2020 will exemplify this commitment.

The STARS Team is thrilled to be celebrating our 5th anniversary as one of Australasia's most welcoming and collegial academic communities of practice. The next few days offer us a wonderful opportunity to learn together and share our diverse expertise, experience and knowledge – all grounded and guided by our collective commitment to, and passion for, enhancing the student experience and student learning success.

The STARS Team is proud to be continuing the tradition of excellence established by our predecessor the International First Year in Higher Education (FYHE) Conference. As we celebrate our 5th birthday as STARS, we acknowledge our many devoted colleagues who contributed to leading the FYHE Conference and the Australasian higher education sector over the

previous two decades. In particular, we recognise the significant contribution to that endeavour of our inaugural STARS Fellow, Professor Sally Kift, and also the immense collective contribution of all our Fellows. Thank you to: Dr Ron Oliver, Mary Kelly AM, Dr Linda Leach and Nick Zepke.

It's important to emphasise that STARS is a not-for-profit conference. Any profits that are generated from the registrations after costs are invested in operating the Student Success Journal – a publication which is now indexed by Scopus (the world's largest abstract and citation database of peer-reviewed literature) thanks to the tireless work of our Journal Manager Tracy Creagh. The Student Success Journal offers an internationally respected open-access outlet for the scholarship of the STARS community, and we commend it to all our delegates as a destination for your scholarly writing and research.

The focus of STARS is expressed by our broad guiding themes: Students, Transitions, Achievement, Retention, and Success. These themes provide the conceptual framework for our annual discourse and guide our analysis of tertiary curriculum, programs, practice and culture. The themes are at the centre of our considerations about how our institutions are creating environments that enable students, in all their diversity, to realise their potential through post-secondary education.

We commend the full, rich program to you which offers 14 sessions of 6 parallel papers across the 2 days, all informative and thought-provoking and organised around the exploration of the individual STARS themes. This year we also have an unprecedented number of very interesting posters. Morning tea on Day 1 offers some focussed time for us to engage with this visual feast and discuss the posters with their authors. We will again be providing delegates the opportunity to contribute to deciding the people's choice poster award, and our Fellows will again be awarding some additional poster prizes.

We also commend to you the plenary sessions. Our opening keynote will be delivered by Professor Kerri-Lee Krause who is Deputy Vice-Chancellor (Academic) and Professor of Higher Education at La Trobe University and well known nationally and internationally for her sustained contributions to higher education. Her keynote will explore the grand challenges facing learning, teaching and the student experience in Australian post-secondary education.

Building on the panel format that you told us was a success in 2017 and 2018, our opening plenary panel for Day 2 will be another interactive facilitated Q and A session on the topic: 'University Staff Well-Being: Fitting your own Oxygen Mask First'. The panel members will explore with delegates whether self-care is a critical professional virtue for university staff, particularly in terms of their capacity to create and support effective learning and teaching environments for student success. The key message of the panel is that university staff should fit their own oxygen mask first. In the STARS spirit of democratic participation, there will be an opportunity for two delegates to be part of this 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, Rachael or Jason.

Our closing keynote on Day 2 is a celebration of the collective wisdom of four of our esteemed Fellows (Sally, Ron, Nick and Linda) who have chosen the topic of: 'Anchor points and blue skies thinking: A conversation in four parts'. This keynote will build on Kerri-Lee's suggestion that both blue-sky thinking and educational anchor points are needed when planning for the future, with the Fellows addressing three important and topical influences of student success: student engagement, technology and employability.

There will also be a workshop session on the issue of getting published in higher education, focussing particularly on tips and strategies for successful writing for STARS and the Student Success Journal. This session will be presented

by the editors of the Student Success Journal: Professors Karen Nelson, Rachael Field and Ron Oliver, along with Journal Manager – Ms Tracy Creagh.

This year as part of our time together during the opening session we will be inducting a new STARS Fellow for 2019. The STARS Team are delighted to be recognising the wonderful contribution that this leading light of higher education has made in Australia and far beyond. Many thanks to our Fellows for their considered nomination, and for making this part of the conference so inspiring for us all.

Finally, we commend to you the final day of the program on Wednesday which involves meetings of the STARS Networks. The STARS Networks emerged from the FYHE and STARS special interest groups. Launched in 2017, the Networks are a critical aspect of the significant potential STARS has to support the dissemination of good practice and the development of positive and collegial communities of practice on important issues for the student experience in post-secondary education. There are 11 STARS Networks in 2019: Co-Curricular Recognition Network, First-in-Family Network, First Year Experience Network, Peer Programs Network, Psychological Well-being Network, SERGE (Student Engagement Research Group) Network, Sharing Ideas, Resources and Experiences Network, STEM Network, Student Equity Network, The Employability Network through STARS (TEN-STARS), and the Transition Out Network. Our sincere thanks go to all the expert convenors of these Networks for their energy, expertise and commitment. This year we offer a special welcome to Tracy Creagh who has recently taken up the role of coordinating the STARS Network groups and supporting our wonderful Network Convenors.

Our sincere hope is that every delegate will find value in the program for the enrichment of 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. During your time at STARS, 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 to renew old and forge new collaborations. 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.

Some additional messages of thanks from the STARS Team. First, thank you to our colleagues here at the universities in Melbourne who have been so supportive of STARS 2019. We particularly thank the senior staff who are making time available to spend with us or who have provided funding support for staff to attend. We very much appreciate your support. Second, a very big thank you goes to all the Friends of STARS, so many of whom loyally endorse and attend the conference every year, and model through their own practice a genuine and sustained commitment to student learning and the student experience. Third, we extend a special thanks to the many referees who generously gave their time and expertise to provide the double blind peer reviews of the refereed papers to ensure these submissions meet the required standard of research quality.

In addition, we gratefully acknowledge and thank our sponsors for their valuable contribution towards the success of STARS 2019: NCSEHE and Pearson. The contributions of our sponsors support the conference in creating quality opportunities to share scholarship, good practice, inspirational innovations and student-centred knowledge.

Finally, our heartfelt thanks go to Jason Thomas, our incredible Event Director, who we have been proudly working with since the 2007 FYHE conference. Jason's professionalism and expertise is undoubtedly the foundation for the success of the conference and for STARS' reputation as such a collegial and enjoyable experience. Jason never fails in going above and beyond the call of duty. Thank you, Jason!

Finally, we understand that conference funding is scarce in contemporary universities and want to gratefully acknowledge the choice of each delegate to be with us this year. Our aim every year is to provide a rich and inspiring conference experience that ensures we all leave with some new knowledge about achieving excellence in supporting student learning success. Evaluation data from previous conferences affirms this aspiration: 96% of respondents say that they would be able to apply something learnt at the conference within their institution, and 98% say they believe STARS is helping their institution and the sector to enhance the student experience.

Once again, on behalf of everyone in the STARS Team a very warm welcome and thank you for your commitment to promoting student learning success. We are all very much looking forward to meeting and talking with you, please do come and say hello!



Karen Nelson and Rachael Field
STARS Conference Co-Chairs

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CONFERENCE INFORMATION

THE STARS TEAM



Tracy Creagh AFHEA
Manager
Student Success Journal
Coordinator – STARS Networks



Professor Rachael Field SFHEA
Conference Co-Chair
Professor of Law
Bond University
Australian Learning and Teaching Fellow
WLAQ QLD Woman Lawyer of the Year 2013
Editor, Student Success Journal



Mary Kelly AM
STARS Fellow (2017)
Queensland University of Technology



Professor Sally Kift PFHEA
Inaugural STARS Fellow (2015)
President, Australian Learning and Teaching Fellows (ALTF)
Chair, Student Success Journal Advisory Board



Dr Linda Leach
STARS Fellow (2018)
Honorary Research Associate
Massey University



Professor Karen Nelson PFHEA
Conference Co-Chair
Deputy Vice-Chancellor (Academic)
University of Southern Queensland
Chief Editor, Student Success Journal



Dr Ron Oliver
STARS Fellow (2016)
Practice Report Editor
Student Success Journal
Editor, Student Success Journal



Jason Thomas
Event Director
Jason Thomas Events



Susan Thomas
Jason Thomas Events



Nick Zepke
STARS Fellow (2018)
Honorary Research Fellow
Massey University

SOCIAL FUNCTIONS

Welcome to STARS

Date:	Sunday 7 July 2019
Time:	5:00pm – 7:00pm
Venue:	Mesh Bar, Crown Promenade
Dress:	Smart Casual

Conference Dinner

STARS turns 5 Birthday Party. Come as your favourite childhood hero or character!

Date:	Tuesday 9 July 2019
Time:	7:00pm – 10:30pm
Venue:	The Aviary, Crown Towers

GENERAL INFORMATION

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. Connect to the network CrownWifi and follow the prompts.

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 2019 Conference and thank them for their support and their valuable contribution towards the success of STARS.



The National Centre for Student Equity in Higher Education (NCSEHE) is a research and policy centre funded by the Australian Government Department of Education and Training, and based at Curtin University. The NCSEHE provides national leadership in student equity in higher education, connecting research, policy and practice to improve higher education participation and success for marginalised and disadvantaged people.

The NCSEHE's diverse activities focus on strengthening Australia's research quality, capability and capacity to build a robust evidence base; and informing evidence-based policy design and implementation, and institutional best practice.

The NCSEHE conducts a broad scope of activities including:

- research-based projects both independently and in collaboration with other organisations,

funded through external grants or through Centre resources

- the NCSEHE Research Grants Program
- equity policy and program evaluation
- Research Fellowships and Equity Fellowships
- student equity data analysis, online resources and briefing notes
- print and digital publications
- collaborative and independent events
- representation at national and international conferences
- an emphasis on effective communication through channels including: website, electronic newsletters, social media and general media exposure.

The Centre has established a strong national presence, engaging with key stakeholders and maintaining sector-wide partnerships to enhance outcomes and delivery of research and recommendations. The growing reputation and influence of the Centre has contributed to student equity becoming firmly incorporated into higher education policy.

<https://www.ncsehe.edu.au>



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Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

<https://pearson.com.au>



FULL PROGRAM

Key

RP – Refereed Paper

GPR – Good Practice Report

EI – Emerging Initiatives

SUNDAY 7 JULY 2019

3:30pm	Registration open	
5:00pm - 7:00pm	Welcome Reception	Mesh Bar, Crown Promenade

MONDAY 8 JULY 2019**ROOM Promenade Room**

7:30am	Registration Opens
8:45am - 9:00am	Welcome & Conference Opening

ROOM PROMENADE ROOM

9:00am - 10:00am	Keynote Presentation Student Experience 2038: Grand Challenges Ahead <i>Professor Kerri-Lee Krause</i> <i>Deputy Vice-Chancellor (Academic) and Professor of Higher Education</i> <i>La Trobe University</i>
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10:00am - 10:50am	Morning Tea including Poster Session
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ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 1	01A - RP - STUDENTS	01B - RP - SUCCESS	01C - EI - TRANSITIONS	01D - EI - SUCCESS	01E - RP - TRANSITIONS	01F - EI - STUDENTS

10:50am - 11:20am	First year mature age students' motivations for university study <i>Jeff Waters, Narelle Lemon</i> <i>Swinburne University of Technology</i>	Online learning in Australian higher education: Opportunities, challenges and transformations <i>Cathy Stone</i> <i>University of Newcastle, NCSEHE</i>	Can academic integrity be taught using a board game? <i>Amanda White</i> <i>University of Technology Sydney</i>	Enhancing student engagement through fun and focus <i>Jackie Hammill, Thinh Nguyen, Fiona Henderson</i> <i>Victoria University</i>	International students' transition to university: connection and disconnection in online group work interactions <i>Jade Sleeman, Catherine Lang, Eva Dakich</i> <i>La Trobe University</i>	Inclusion in the library: Monash University's Inclusive Teaching Toolkit <i>Lenise Prater, Susannah Phillips, Homa Babai, Zachary Kendal</i> <i>Monash University</i>
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10 minute change over

Parallel Session 2	02A - RP - STUDENTS	02B - RP - TRANSITIONS	02C - EI - STUDENTS	02D - RP - RETENTION	02E - RP - SUCCESS	02F - EI - STUDENTS
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11:30am - 12:00pm	Engaging the disengaged: Exploring the use of course specific learning analytics and nudging to enhance online student engagement <i>Jill Lawrence, Alice Brown, Petrea Redmond, Marita Basson</i> <i>University of Southern Queensland</i>	Achieving Purposeful Transitions: A Framework to Embed Co-Construction into an Institution Wide Approach to Student Transition <i>Kylie Austin, Julia Coyle</i> <i>University of Wollongong</i>	Sense of belonging among international students at Australian universities <i>Evianne L. van Gijn-Grosvenor, Penny Huisman</i> <i>Macquarie University</i>	Risk is relative: Person and place do matter in undergraduate engagement and retention <i>Geoff Woolcott, Robert Whannell, Daniel Chamberlain</i> <i>Southern Cross University, University of New England, La Trobe University</i>	Co-creating learning enrichment opportunities with students and their peers for student success <i>Elena Verezub, Kathryn Wallace, Stephen Price, Elena Sinchenko</i> <i>Swinburne University of Technology</i>	From Facebook to aMigo! Using social media to enhance the new student experience <i>Judith Little, Lloyd Gordon, Wendy Blastock</i> <i>Monash University</i>
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10 minute change over

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 3	03A - RP - STUDENTS	03B - RP - TRANSITIONS	03C - RP - ACHIEVEMENT	03D - GPR - RETENTION	03E - RP - SUCCESS	03F - EI - STUDENTS
12:10pm - 12:40pm	<p>"I didn't want to have anything to do with it and then I went there...": The role of university outreach for prospective first-in-family students</p> <p><i>Sally Patfield, Jenny Gore, Leanne Fray</i></p> <p><i>The University of Newcastle</i></p>	<p>I surprised myself: Skills awareness, reflection, and employability in final year Mathematics students</p> <p><i>Megan Pozzi, Stephanie Bonson</i></p> <p><i>Queensland University of Technology</i></p>	<p>Self-efficacy and academic performance: a chicken-and-egg conundrum</p> <p><i>Kate Talsma, Kimberley Norris, Benjamin Schütz</i></p> <p><i>University of Tasmania, University of Bremen</i></p>	<p>Regional Study Hubs: Increasing Student Engagement to Support Regional Students Facing High First-Year Attrition Risk Factors</p> <p><i>Monica Davis, Duncan Taylor</i></p> <p><i>Country Universities Centre</i></p>	<p>The impact of a Student vs Worker identity on work-study conflict and facilitation in university students</p> <p><i>Tony Machin, Peter Creed, Michelle Hood, Paula Brough, Andrea Bialocerowski, Sonya Winterbotham, Lindsay Eastgate</i></p> <p><i>University of Southern Queensland, Griffith University</i></p>	<p>Supervision for Success: Using team-style supervision to increase the sense of belonging amongst Chinese Doctor of Business Administration students</p> <p><i>Sarah Carr</i></p> <p><i>University of Otago</i></p>
12:40pm - 1:40pm	Lunch					
Parallel Session 4	04A - RP - STUDENTS	04B - GPR - TRANSITIONS	04C - EI - ACHIEVEMENT	04D - EI - RETENTION	04E - EI - SUCCESS	04F - EI - STUDENTS
1:40pm - 2:10pm	<p>Understanding social connectedness and mental wellbeing in first year health science students through a student-led research project</p> <p><i>Ryan Naylor, Lisa Kennedy, Morgan Turnbull, Shani Fernando, QingYan Zhang, Lauren Mascali, Sabrina Ngatiran</i></p> <p><i>La Trobe University</i></p>	<p>Improving access to work integrated learning for transition to work</p> <p><i>Natalie Lloyd, Teena Clerke, Megan Paull, Sally Male</i></p> <p><i>University of Technology, Murdoch University, The University of Western Australia</i></p>	<p>Increasing preservice teacher expertise through the use of a situated learning environment: A case study</p> <p><i>Hannah Harvey</i></p> <p><i>University of South Australia</i></p>	<p>An investigation into the value of intervention and redrafting to support at-risk first-year Humanities students</p> <p><i>Patricia Dooley, Jane Grellier</i></p> <p><i>Curtin University</i></p>	<p>What's the Problem? – Student Resilience in Issue Resolution</p> <p><i>Jennifer Allen, Timothy Roberts</i></p> <p><i>University of Newcastle</i></p>	<p>VU Kick Start: A pilot intervention for first-in-family university students</p> <p><i>Laurie A Chapin, Bert Oraison</i></p> <p><i>Victoria University</i></p>
10 minute change over						

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 5	05A - GPR - SUCCESS ➞	05B - RP - TRANSITIONS ➞	05C - EI - ACHIEVEMENT ➞	05D - EI - STUDENTS	➞ 05E - RP - SUCCESS	➞ 05F - RP - STUDENTS ➞
2:20pm - 2:50pm	New kids on the Block: Results of a First Year College initiative <i>Trish McCluskey, John Weldon, Andrew Smallridge</i> <i>Victoria University</i>	Using an alternate reality game to facilitate student engagement during orientation <i>Sarah Glencross, Sandra Elsom, Marguerite Westacott, Colleen Stieler-Hunt</i> <i>University of the Sunshine Coast</i>	The GPA of median grades (GPAM): An initiative to ameliorate unfairness caused by varying grading outcomes at a University <i>Adam Piggott</i> <i>The University of Queensland</i>	Hide-and-seek: Second-year undergraduates lost in the muddy middle <i>M. Sarah-Jane Gregory</i> <i>Griffith University</i>	Longitudinal Analysis of STEM peer support visitation patterns: STIMulating learning <i>Richard Medland, Charith Rathnayaka, Gabrielle Ward</i> <i>Queensland University of Technology</i>	School teachers, family, friends and colleagues: supporting successful regional students in an Australian online enabling program <i>Sarah Lambert</i> <i>Deakin University</i>
10 minute change over						
Parallel Session 6	06A - RP - STUDENTS ➞	➞ 06B - EI - TRANSITIONS	➞ 06C - EI - ACHIEVEMENT ➞	06D - EI - RETENTION	➞ 06E - EI - SUCCESS	➞ 06F - EI - TRANSITIONS ➞
3:00pm - 3:30pm	How do students adapt in response to academic failure? <i>Rola Ajjawi, David Boud, Nadine Zacharias, Mary Dracup, Sue Bennett</i> <i>Deakin University, Swinburne University, University of Wollongong</i>	An Instrumental Mentoring Program to Support Student Engagement and Academic Success <i>Cindy Ann Smith, Susan Beltman, Toni Dobinson, Judith Dinham, John Bailey, Tony Püllella</i> <i>Curtin University</i>	Embedded Student Engagement Programs: Communication Skills in the Faculty of Arts and Monash Business School <i>Rosalind McFarlane, Lucas Santos</i> <i>Monash University</i>	Riding the carousel: Designing an online enabling program to maximise positive learner engagement and outcomes <i>Carolyn O'Dwyer</i> <i>La Trobe University</i>	Developing and Enacting Student Governance and Leadership Training in Higher Education <i>Mollie Dollinger, Jessica Vanderlelie</i> <i>La Trobe University</i>	Lunch with Alumni: a co-creative approach to student-industry engagement <i>Derek Huynh</i> <i>The University of Melbourne</i>
3:30pm - 4:00pm	Afternoon Tea					
ROOM	PROMENADE ROOM					
4:00pm - 5:30pm	Workshop Getting published - Writing Research Papers and Practice Reports for STARS and the Student Success Journal <i>Student Success Journal: Editors Professors Karen Nelson, Rachael Field and Ron Oliver and Journal Manager – Ms Tracy Creagh</i> Evening at Leisure					

TUESDAY 9 JULY 2019

ROOM	PROMENADE ROOM					
8:30am - 9:30am	Keynote Presentation University Staff Well-Being Panel: Fitting your own Oxygen Mask First					
9:30am - 10:00am	Morning Tea					
ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 7	07A - RP - STUDENTS	07B - EI - TRANSITIONS	07C - EI - ACHIEVEMENT	07D - EI - TRANSITIONS	07E - EI - SUCCESS	07F - EI - STUDENTS
10:00am - 10:30am	Engagement and participation: Same same or different and why does it matter? <i>Sharon Pittaway, Timothy Moss</i> <i>Deakin University, Torrens University</i>	IGNITE: Arrive & Thrive Early Engagement of Students <i>Karim Banayoti, Mitchell Liddle, Brooke Mees, Juliette Subramaniam, David White, Karl Zivkovic</i> <i>Western Sydney University</i>	Quantifying student learning within the 'zone of proximal development': Application in an accelerated program <i>Steven Jeffery O'Bryan</i> <i>Victoria University</i>	Navigating tensions at the interface of Widening Participation Outreach and Recruitment – The UNSW ASPIRE Advantage Program <i>Samantha Skinner</i> <i>UNSW Sydney</i>	Workload perceptions and learning approaches: Is it all about attitude? <i>Tania Blanksby, Ryan Naylor</i> <i>La Trobe University</i>	"How can 'Sense of Belonging' inform your teaching strategy? Reflections from a core Business Unit <i>Elizabeth Levin, Andrew Rixon</i> <i>Swinburne University of Technology</i>
10 minute change over						
Parallel Session 8	08A - EI - STUDENTS	08B - EI - TRANSITIONS	08C - EI - ACHIEVEMENT	08D - EI - SUCCESS	08E - EI - SUCCESS	
10:40am - 11:10am	Scaling Belonging: Maintaining grassroots integrity <i>Rachel Wilson, Bronwyn Clarke, Gabrielle Murray</i> <i>RMIT University</i>	Using action research to explore postgraduate transition and develop disciplinary literacies for engineering students <i>Rosalie Goldsmith, Xi Jin</i> <i>University of Technology Sydney</i>	Initiating eportfolio for the Double Degree in Teacher Education in Monash College: Insights and possibilities <i>Thi Nhay Nguyen, Sharon Whippy</i> <i>Monash College</i>	Responsible peer referrals - developing an online training module for student leaders by student leaders <i>Jacqueline Adriaanse, Andrea Kornhoff</i> <i>University of Wollongong</i>	Victoria University's First Year College – Creating Culture through Revolutionary Transformation <i>Loretta Konjarski, Janet Young, Andrew Smallridge</i> <i>Victoria University</i>	
10 minute change over						
Parallel Session 9	09A - GPR - STUDENTS	09B - EI - TRANSITIONS	09C - EI - TRANSITIONS	09D - EI - SUCCESS	09E - EI - SUCCESS	
11:20am - 11:50am	Students as Partners Good Practice Report: A University-wide implementation <i>Madelaine-Marie Judd, Ishara Sahama, Jessica Morgan, James Forde</i> <i>The University of Queensland</i>	An analysis of agency in university wide language policy and planning <i>Kerry Hunter, Caroline Havery</i> <i>University of Technology Sydney</i>	Job Ready: An employability short course for STEM students <i>Madeleine Yewers, Julia Cleghom, Jenny Martin, Rosemary Arnold, Turlough Crowe, Clayton Camer, Belinda Day, Deborah King</i> <i>The University of Melbourne</i>	Trials, Tribulations & Triumphs of the First Year Model <i>Samuel Howe, Loretta Konjarski, Humberto Oraison, Andrew Smallridge</i> <i>Victoria University</i>	I have a quick question! Student voice and the Higher Degree Research journey <i>Jennifer Allen, Ashleigh McIntyre, Meghann Smith</i> <i>University of Newcastle</i>	
10 minute change over						

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 10	10A - GPR - STUDENTS 	10B - EI - TRANSITIONS 	10C - EI - TRANSITIONS 	10D - RP - ACHIEVEMENT	 10E - RP - ACHIEVEMENT	
12:00pm - 12:30pm	UNSW ASPIRE / Aspire UWA: A look back and look forward <i>Elisa McGowan, Cate Morris, Ann Jardine, Jaquelyn Pyke</i> <i>The University of Western Australia, The University of New South Wales</i>	University Specialist Employment Partnerships (USEP). A collaboration supporting graduates with disability into the workforce <i>David Swayn, Theresa Madson, Colleen Hooper, Ali Parker, Caroline Krix, Gabrielle O'Brien, Natalie Searson, Kate Carroll</i> <i>National Disability Coordination Program, Griffith University, Mylestones Employment, University of Wollongong</i>	Learning from what goes Wrong in the Lab: Scaffolding Students out of the Learning Pit <i>Christine Devine, Dana Burfeind</i> <i>Queensland University of Technology</i>	Think, talk, write, reflect: How to teach students to think critically <i>Sandra Egege, Steve Parker</i> <i>Flinders University</i>	Synthesising analogue and digital: Abstraction as an integrated pedagogical tool <i>Linda Matthews, Samantha Donnelly</i> <i>University of Technology Sydney</i>	
12:30pm - 1:30pm	Lunch					
Parallel Session 11	11A - EI - STUDENTS 	11B - RP - SUCCESS 	11C - EI - TRANSITIONS 	11D - RP - RETENTION	 11E - EI - SUCCESS	
1:30pm - 2:00pm	Facilitating Collaboration and Unity in a Cross Disciplinary Capstone <i>Elizabeth Levin, Kouros Dini</i> <i>Swinburne University of Technology</i>	The benefits of good tutor-student relationships in the first year <i>Ella R Kahu, Catherine Picton</i> <i>Massey University</i>	Enter stage right: Interactive theatre as enabler of transition success in higher education <i>Allison Creed</i> <i>University of Melbourne</i>	Teacher soft skills: Building a student-centred conceptual framework <i>Masami Yamaguchi, Ana Lobo, Joanna Richardson</i> <i>Griffith University</i>	Investing in understanding and tracking the evolving needs of online students to inform targeted programs for transition and success: Plan, Prepare and Connect <i>Deanna Horvath, Amy Larsen, Emma Stirling, Michael Coldrey, John Bevacqua, Melissa Buultjens, Phillip Buultjens</i> <i>La Trobe University</i>	
10 minute change over						

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 12	12A - EI - STUDENTS	12B - EI - TRANSITIONS	12C - EI - TRANSITIONS	12D - EI - TRANSITIONS	12E - EI - SUCCESS	
2:10pm - 2:40pm	Deakin's Students Helping Students and Students as Partners Collection: a contemporary take on the Classic Cut <i>Lynn Milburn, Dawn Jones</i> <i>Deakin University</i>	A tailored approach to professional development for enabling educators at UniSA College <i>Sarah Hattam, Tanya Weiler, Tristan King</i> <i>University of South Australia</i>	Communicating for the future: A whole of course approach to embedding communication skills <i>Heather Pate, Tina Fleming, Harriet Mills, Robert Davis</i> <i>Edith Cowan University</i>	Inclusive Pedagogy and Universal Design for Learning in a transition to university undergraduate unit: the student experience <i>Petra Brown, Mary Dracup, Kelly George</i> <i>Deakin University</i>	Learning Analytics - Supporting Students at Risk <i>Kulari Lokuge, Prateek Jindal</i> <i>Monash College</i>	
10 minute change over						
Parallel Session 13	13A - EI - STUDENTS	13B - EI - STUDENTS	13C - EI - STUDENTS	13D - EI - STUDENTS	13E - EI - STUDENTS	
2:50pm - 3:20pm	Engaging alumni: remaining connected, not just reconnecting <i>Owen G. Jepps, M. Sarah-Jane Gregory, Sarah Cresswell</i> <i>Griffith University</i>	A reflection on harnessing learned optimism, resilience and team growth behaviour in order to support student groups <i>Melinda Chadwick</i> <i>Macquarie University</i>	UNSW Sydney's FIAP: An emerging strategy for social inclusion <i>Bethany Ross, Sarah Shores</i> <i>UNSW Sydney</i>	Shifting the focus: From reluctant casual employees to enthusiastic volunteers <i>Kristina Sokolova</i> <i>Massey University</i>	Development and implementation of 3D digital cadavers to enhance student learning, online engagement and success in a foundation health Anatomy and Physiology course <i>Leanne Kenway, Abdullah Karaksha</i> <i>Griffith University</i>	
3:20pm - 3:50pm	Afternoon Tea					
ROOM	PROMENADE ROOM					
3:50pm - 4:50pm	Keynote Presentation Anchor points and blue skies thinking: A conversation in four parts <i>The STARS Fellows</i>					
4:50pm - 5:00pm	Journal Annoucement					
5:00pm - 5:10pm	Close / 2020 Announcement					
7:00pm - 10:30pm	STARS turns 5 Birthday Party Crown Aviary, Crown Towers Hotel, via Level 3					

WEDNESDAY 10 JULY 2019 - NETWORK DAY**(additional cost to Standard Registration - Day pass or Session Pass required)**

ROOM	M 1&2	M 3&4	M 5&6	M 12&13
9:30am - 11:00am	Sharing Ideas, Resources and Experiences Network	Transitions Out Network	SERGE Network	The Employability Network through STARS (TEN-STARS)
11:00am - 11:30am	Morning Tea			
11:30am - 1:00pm	First in Family Network	Science, Technology, Engineering and Mathematics Network	Psychological Wellbeing Network	Co-Curricular Recognition Network
1:00pm - 1:45pm	Lunch			
1:45pm - 3:15pm	First Year Experience Network	Student Equity Network	Peer Programs Network	
3:15pm - 3:30pm	Afternoon Tea			



MONDAY

KEYNOTE ADDRESS

Student experience 2038: Grand challenges ahead

In 2038, we will enrol first year students born in 2020. Those at uni right now will be looking back on 15 years or so of post-university activity, whether as a parent or carer, a member of the workforce, a self-managed entrepreneur, a mature age learner, an engaged community member or perhaps something quite different. It's an opportune time to take stock of lessons from the past and the grand challenges ahead.

This keynote will begin by looking back over key themes of the last two decades of research on the Australian higher education student experience, before reflecting on what the future of post-secondary education might hold. We will consider lessons learned over the last 20 years about such issues as the changing nature of the student experience, the role of the undergraduate curriculum and assessment in enhancing student learning and outcomes, and the role of technology in shaping student engagement. Conference attendees will then be invited to contemplate what the 'next great leap forward' in post-secondary education might look like. There will be an opportunity for some blue-sky thinking, as well as a salutary reminder of some of the educational anchor points that we don't want to lose in future potential changes. These anchor points include the enduring value of social connectedness and personalized learning interactions and the ever-present importance of social justice, equity and diversity priorities in post-secondary education.

The presentation will consider both grand challenges and opportunities for transforming post-secondary education, remembering that we operate in an ecosystem with significant interdependencies. These include such factors as changing industry needs, the impact of funding and regulatory frameworks, technological disruption, the universalization of post-secondary education and a range of global trends. We will conclude with a focus on policy and practical implications for those with a particular interest in the quality of the student experience, retention and success in a changing post-secondary education landscape.



Professor Kerri-Lee Krause

Deputy Vice-Chancellor (Academic) and Professor of Higher Education
La Trobe University

Professor Kerri-Lee Krause is the Deputy Vice-Chancellor (Academic) and Professor of Higher Education at La Trobe University. She is an experienced senior executive who is acknowledged nationally and internationally for her contributions to higher education research, policy and practice.

Her national leadership roles include: Deputy Chair, Higher Education Standards Panel, Board member of Higher Education Services and Chair of Universities Australia Deputy Vice-Chancellor (Academic) Committee.

A member of the Australian Institute of Company Directors, Professor Krause's international leadership in the field of higher education quality enhancement has been recognised through such appointments as international reviewer and advisor on student engagement for the Scottish Quality Assurance Agency. She also chaired the Ministerial Implementation Working Group for the Transparency of Higher Education Admissions.













At La Trobe University, she provides strategic leadership to enhance the quality of learning and teaching and the student experience and she has previously led several successful university-wide curriculum transformation initiatives. As a Fellow of the international Society for Research in Higher Education she is internationally recognised for her research on the contemporary undergraduate student experience and implications for quality and standards in institutional settings. Her research expertise spans broadly across higher education policy areas, with a particular focus on the changing student experience, the evolving nature of academic work and implications for organizational renewal in higher education.



POSTER SESSION








POSTER PROGRAM

#	Title	Authors	Institution
P01 	An Insight into Improving STEM First Year Students' Performance	Bitu Zaferanloo, Brenton Hall, David Richards, Jason But, Matthew Mitchell, Tonghua Zhang, François Malherbe, Caslon Chua, Angela Carbone	Swinburne University of Technology
P02 	Becoming engineers and scientists – early steps on the journey	Renee Smit	University of Cape Town
P03 	Enabling reflections: Embedding a reflective learning paradigm across a tertiary preparation course design	Carolyn O'Dwyer, Fran Lee	La Trobe University
P04 	From papyrus to silicon: introducing free digital textbooks to enhance learning	Daniel Eldridge, Bitu Zaferanloo, Caslon Chia, Angela Carbone, Francois Malherbe	Swinburne University of Technology
P05 	Who Benefits Most? The Evaluation of First-Year Seminar Learning Gains Using a College Success Factor Index	Thomas D Cox, Masha Krsmanovic, Jamil Johnson	University of Central Florida
P06 	Research in the undergraduate curriculum: Evaluating a hallmark of undergraduate research development at La Trobe University, Melbourne	Hannah Schurholz	La Trobe University
P07 	Start learning anytime: disrupting the timetable to maximise flexibility	Trina Jorre de St Jorre, Beverley Oliver, Jeff Chamberlain	Deakin University
P08 	The influence of life-partners on the first-in-family student experience	Lesley Andrew, Julie Dare, Leesa Costello, Ken Robinson	Edith Cowan University
P09 	The Sweetest Memory: Engaging and Empowering low-SES students from refugee or asylum seeker backgrounds while celebrating our shared humanity	Carolina Morison, Sonal Singh	Macquarie University
P10 	Working in partnership with students in developing their leadership and professional capacity – adapting an educative mentoring model	Rainie Yu	Auckland University of Technology

#	Title	Authors	Institution
P11 	Enrollment management system for medical students based on institutional research	Akinori Yamabe, Yoshikazu Asada, Kazuya Atsumi	Jichi Medical University
P12 	Everybody's Business - a holistic approach to enabling student transition	Teresa Thai, Nicole Jurgens, Catherine Madigan	University of South Australia
P13 	Goal Setting & Transition Tracking: Facilitating self-direction in students across pathways	Meera Gopalkrishna, Jude Liew	Monash College
P14 	Hofstede's cultural dimensions as an explanatory framework for clinical issues, student retention and progression: A mixed methods study	Jacqueline Rojo, Lucie Ramjan, Leanne Hunt, Bronwyn Everett, Yenna Salamonson	Western Sydney University
P15 	Layered literacies: Embedding ALL support in a first-year writing course to support student success	Hannah Gerrard	Massey University
P16 	Picturing the first year experience	Ella R Kahu	Massey University
P17 	Understanding heterogeneous transitions using a linear student learning journey model	Christopher Watson	University of Southern Queensland
P18 	Developing Intercultural Competence for Transition to University	Thuy Dinh, Alison Brown	Monash College
P19 	The Orientation Challenge: A scalable team-based approach to building meaningful connections in first years	Logandran Balavijendran, Imran Zaveer	University of Melbourne
P20 	DaSSL: An innovative framework for developing and supporting student leadership capabilities in higher education	Jane Skalicky	University of Tasmania
P21 	Engaging Students Through the Gamification of Lectures	Trish Cap, Chris Starbuck, Chai Poovaviranon	Monash College
P22 	First year biology students' perceptions on the usefulness of a metacognitive activity	Prasad Chunduri, Fergus Hanlin, Mark Williams, Lesley Lluka	The University of Queensland

POSTER PROGRAM CONTINUED

#	Title	Authors	Institution
P23 	Helping students map their way to success	Natasha Wilson, Pek Foong Ng	University of South Australia
P24 	Students-as-Partners Creating Flexible Internship Experiences with the Community Partner, Scouts Queensland	M. Sarah-Jane Gregory, Faith Valencia-Forrester, Ben Cameron	Griffith University, Scouts Queensland
P25 	Using eportfolio in the Initial Teacher Education double degree: Insights from an Australian case	Nhai Nguyen, Sharon Whippy	Monash College
P26 	Personal, Peer, Public: Developing a values-based framework for peer mentoring	Isabella Ofner, Rachel Hanley	Deakin University
P27 	Returning to Study? Outreach support for students returning from Leave of Absence	Sarah Cox, Rebecca Eaton	La Trobe University
P28 	An institutional approach to supporting mental health and wellbeing in higher education	Jane Skalicky	University of Tasmania
P29 	The Student Voice: Students as Partners (SaP) in Higher Education	Kaled Idris-Said, Tania Blanksby	La Trobe University
P30 	Peer Mentoring in Nursing – Improving Retention, Enhancing Education	Ewan McDonald, Rita Manassis, Tania Blanksby	La Trobe University
P31 	A model of integrated support for students' retention and success in higher education	Jane Skalicky, Lucy Sun, Matthew Hingston, Kristin Warr Pedersen	University of Tasmania
P32 	Someone Like Me	Diane Robbie	Online Education Services
P33 	Be curious, not furious: a centralised approach to academic integrity	Diane Robbie	Online Education Services
P34 	Development of National Guidelines in Australia for Improving Student Outcomes in Online Education	Cathy Stone	National Centre for Student Equity in Higher Education, University of Newcastle

#	Title	Authors	Institution
P35 	Effectiveness of short answer test papers in evaluating academic nursing programs: A review of the literature	Annette Stunden, Diana Jeffereis	Western Sydney University
P36 	Partnering with students to develop innovative projects that connect international and domestic students and build their experience	Karen Walker, Freia Kirkaldy	University of Sydney
P37 	Student Narratives: What Matters for Student Well-Being?	Catherine Vu, Abi Brooker	University of Melbourne
P38 	What does success mean to undergraduate students?	Sophie Foyster, Abi Brooker	University of Melbourne
P39 	Students as Partners in Developing Effective Online Training	Jacqueline Adriaanse	University of Wollongong
P40 	Students as Co-creators in Curriculum Design and Development for Tertiary Education	Jodie Gibbons, Aleksandra Trifkovic	Victoria University
P41 	First in My Family Program: from an idea to an organisation-wide response	Zoe Morrison	University of Sydney

P01 POSTER STUDENTS

An Insight into improving STEM First Year Students' performance

**Bit a Zaferanloo, Brenton Hall, David Richards, Jason But, Matthew Mitchell
Tonghua Zhang, François Malherbe, Caslon Chua and Angela Carbone**
Swinburne University of Technology

This poster presents a pilot study that trailed approaches to monitor and evaluate the academic success of first year students. It reports on the methodology to identify key issues that could be addressed to improve engagement. We conducted a pilot study to look at students enrolled in computer science, engineering and science courses, as STEM courses are generally considered "difficult". Through the first year unit convenors, approaches were trialed to gain insights on how to improve performance. The methodology of this pilot study is to collect reliable data that can measure attendance and engagement, gauge general interest in the unit and measure the effect of the approaches. The units selected for study are based on past failure rates. Student engagement data were collected through a weekly in-class topic related single question survey. This is a strategy used to improve engagement, and at the same time, students were regularly reminded of available university support once a fortnight. The pilot study showed that with improved engagement and support, students were able to perform better.

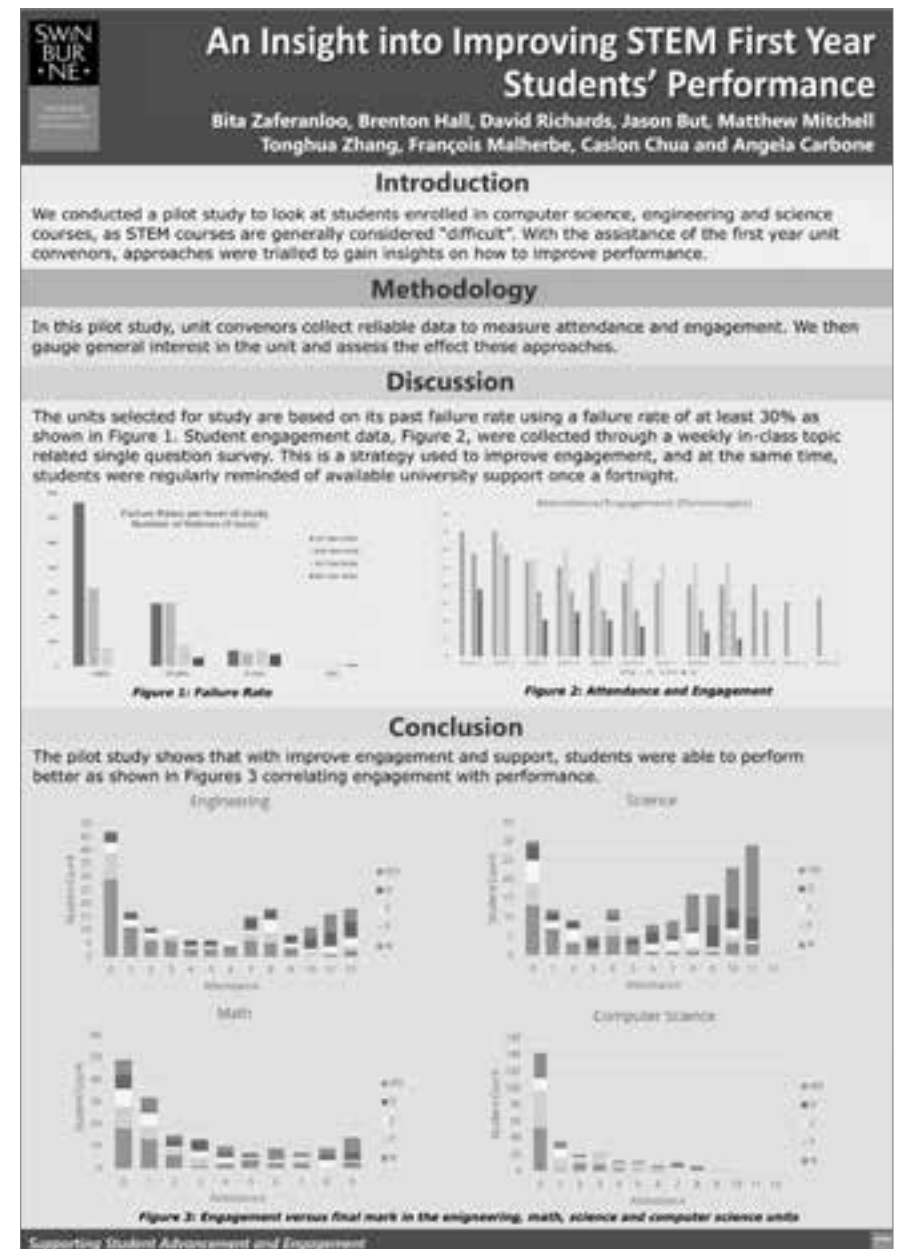
Biography

Bit a Zaferanloo is the Lecturer in Microbial Biotechnology and Deputy Academic Director (Student Engagement) at Swinburne. Her research interests are focused on "Natural Products and Drug Discovery" and "Student Engagement". Her aspiration is to further recognition of research impact especially in the field of the STEM education.

Caslon Chua is a Senior Lecturer in the School of Software and Electrical Engineering at Swinburne. His research interests focus on data analytics, data visualisation and human computer interaction. Caslon is also the Deputy Academic Director (Student Engagement) and is passionate about supporting students to improve their employability.

François Malherbe is a Senior Lecturer in Chemistry and Environmental Science, and is currently the Academic Director (Student Engagement) for the Faculty of Science, Engineering and Technology. He has over 20 years' experience teaching STEM related units in 5 different countries, and is passionate about student empowerment through academic success.

Angela Carbone commenced as the Associate Dean (Learning Innovation) and Professor in the Faculty of Science, Engineering and Technology, Swinburne University of Technology. At the core of Angela's professional work is her immersion in pedagogy, drive for innovation and excellence in educational practice, and leadership in continual improvement.



P02 POSTER STUDENTS

Becoming engineers and scientists – early steps on the journey

Reneé Smit
University of Cape Town

Critical shortages in STEM graduates necessitate attention to various factors that impact on student success in these disciplines. The development of a professional identity as students progress through the curriculum is not well-understood in this context.

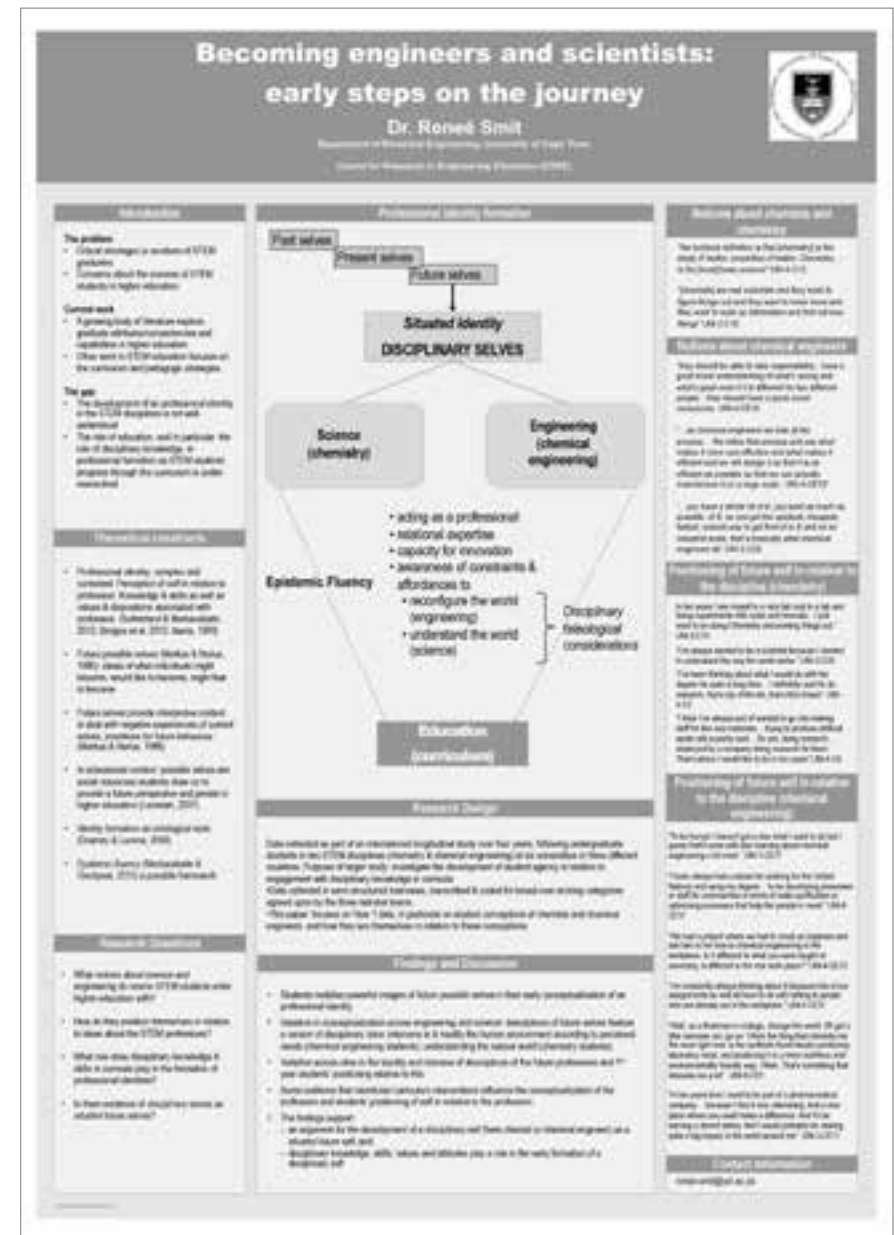
This longitudinal study follows students in chemistry and chemical engineering at six higher education institutions in three countries. The study explores relationships between disciplinary knowledge, curriculum and agency. Semi-structured interviews probed a range of topics; the poster reports on first-year data, focusing on aspects of identity development.

Of interest for this study is Markus & Nurius' (1986) concept of future selves. An ability to imagine a future self plays a role in student success (Clegg & Stevenson, n.d), and encourages persistence (Leondari, 2007) and student agency (Klemencic, 2015), especially as identification with a field of study strengthens (Verdin & Godwin, 2007). This notion of the development of a disciplinary self as a situated future self is a central analytical concept in the study.

The data demonstrate complex notions held by students: from general descriptive ideas to deeply-held identification with disciplinary selves. Interesting early links surface between technical curriculum knowledge and ideas about disciplinary selves, and differences emerge between disciplines and across national contexts.

Biography

Reneé Smit works as a senior lecturer Academic Development (ADL) in the department of Electrical Engineering at the University of Cape Town, South Africa. Her research interest is the field of higher education studies broadly, and in particular engineering professional education. She works at the intersection of professional education in engineering, the nature of engineering knowledge and the applied philosophy of engineering. The research has implications for educating engineers, but also for collaborative work between practitioners in science and engineering.



P03 POSTER STUDENTS

Enabling reflections: Embedding a reflective learning paradigm across a tertiary preparation course design

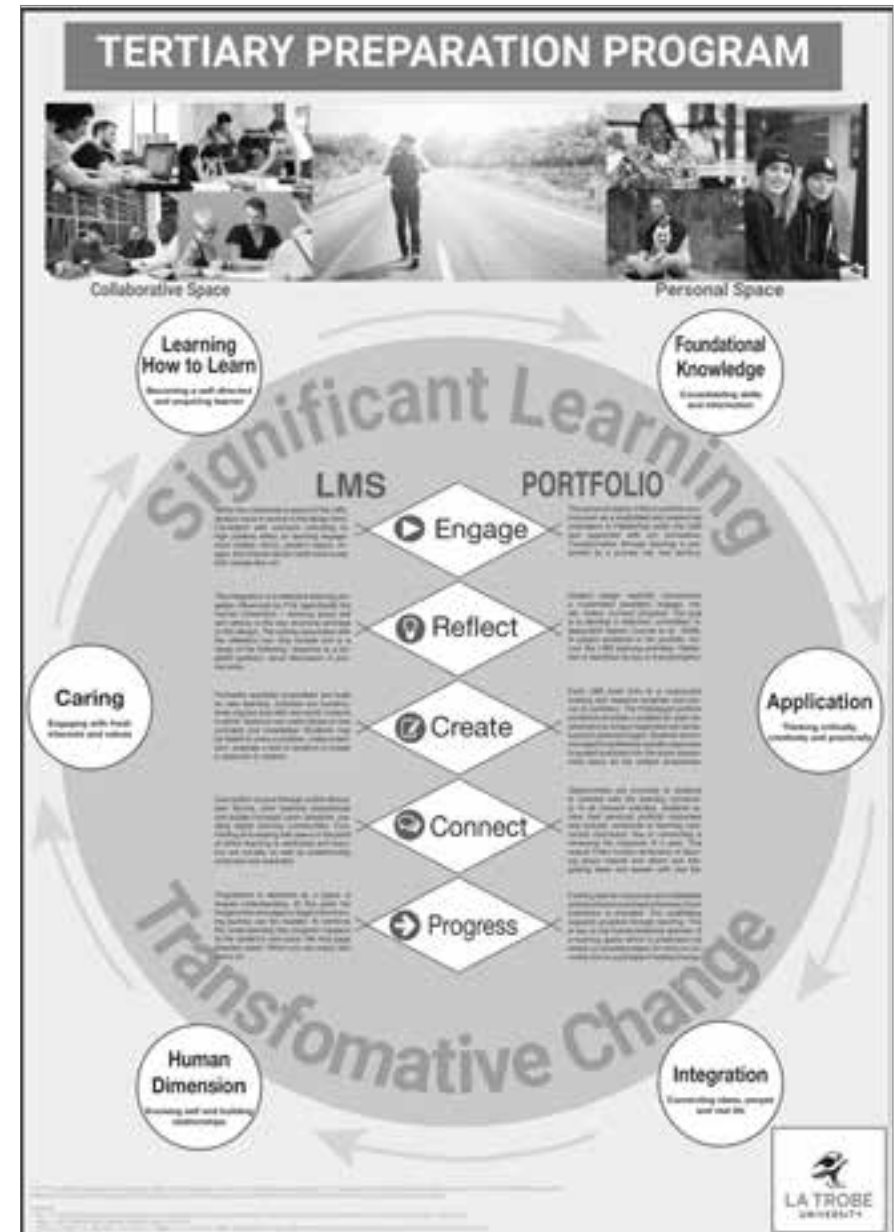
Carolyn O'Dwyer, Fran Lee
La Trobe University

This poster charts a visual representation of the pedagogical principle and the embedded reflective learning paradigm developed to structure the design of an online tertiary enabling program. In 2017/2018, a face to face single semester enabling program underwent a redesign into fully online mode. In place of 4 x15 credit point subjects, 18 x 5 credit point subjects were created to be offered across 6 online study periods multiple times through the academic year on a carousel model so that students could curate subject choices according to prior attainment and aspiration, and transition to undergraduate study on successful completion of 60 credit points. When combined with the complex learning needs of online enabling students, the non-linear course structure, high level of flexibility and rapid subject turnover presented some specific challenges to a course wide educational design approach. The poster maps these and shows how they were aligned and managed.

Biography

Dr Carolyn O'Dwyer has led enabling education at La Trobe University since 2013. This has included the curricular design of the online Tertiary Preparation Program as well as the curriculum development for the previous Tertiary Enabling Program. Her research interests include equity in higher education and inclusive curriculum design.

Fran is an experienced educational designer working in higher and vocational education. Fran has a fine art background and enjoys working in the creative spheres of education. In particular, collaborating to design and develop innovative educational outcomes with a strong focus on providing a personal learning space for reflective practice.



P04 POSTER STUDENTS

From papyrus to silicon: Introducing free digital textbooks to enhance learning

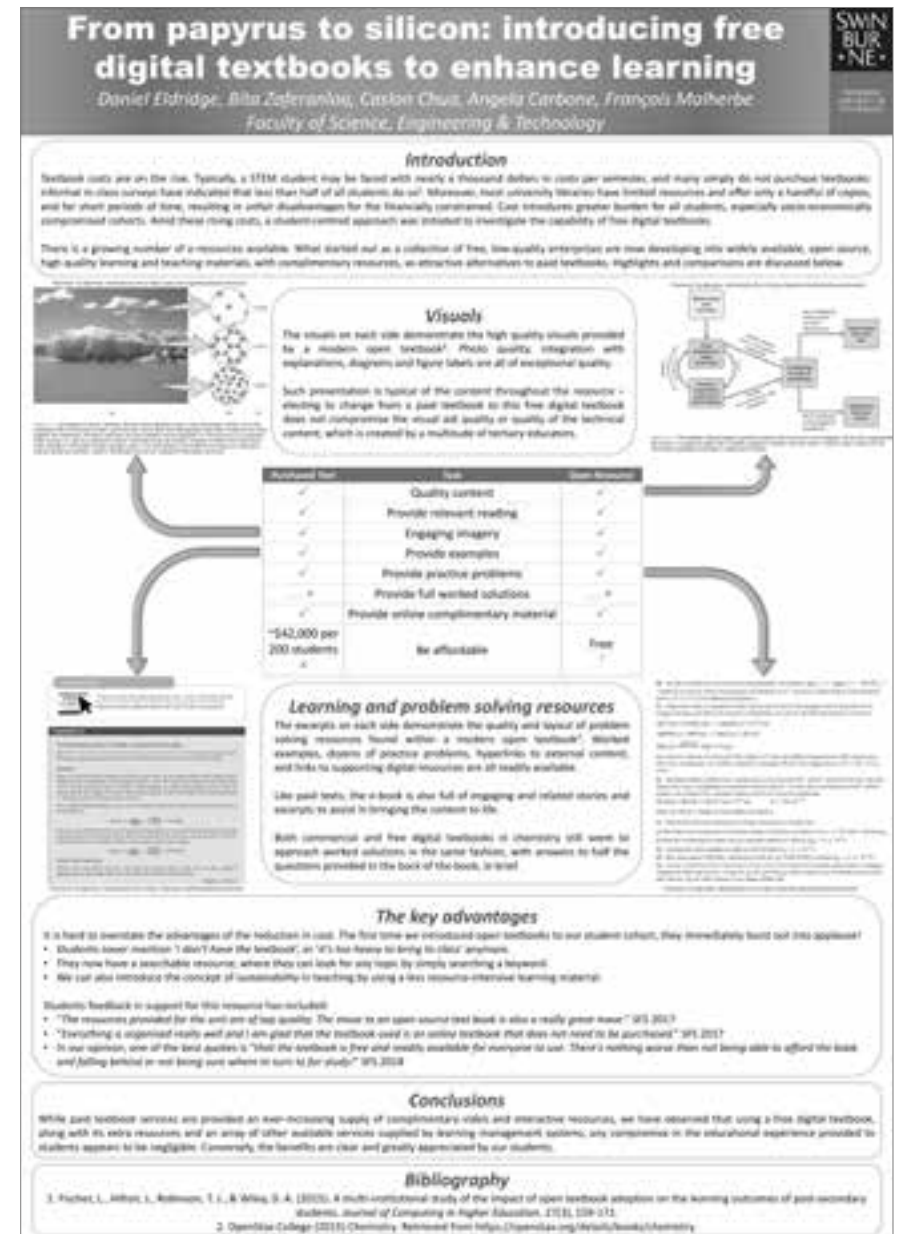
Daniel Eldridge, Bitā Zaferanloo, Caslon Chia, Angela Carbone, Francois Malherbe
Swinburne University of Technology

With the deployment of digital technologies in learning environments, hardcopy textbooks have become redundant and an unnecessary expense. The objective of our initiative is to minimise financial burdens on commencing students by removing prescribed textbooks for foundational units. Typically, a STEM student may be faced with nearly a thousand dollars in costs per semester, and many simply do not purchase textbooks: informal in-class surveys have indicated that less than half of all students do so. Moreover, most university libraries have limited resources and offer only a handful of copies, and for short periods of time, resulting in unfair disadvantages for the financially constrained. By analysing data on engagement activities and overall results of separate cohorts, with prescribed published textbook and with an opensource textbook, we demonstrate that free digital textbooks have the potential to enhance student learning by breaking down barriers of affordability and accessibility, and by offering unmatched search capabilities, unique interactive features and external hyperlinks to related topics. Concurrently, we can also introduce the concept of sustainability in teaching.

Biography

Daniel Eldridge is the Course Director for the Bachelor of Science, and the Deputy Academic Director, Digital Learning. His educational activities focus on the creation and implementation of activities that encourage student engagement, as engaging teaching is not about what resources you have, but more about how to use them.

François Malherbe is a Senior Lecturer in Chemistry and Environmental Science, and is currently the Academic Director (Student Engagement) for the Faculty of Science, Engineering and Technology. He has over 20 years' experience teaching STEM related units in 5 different countries, and is passionate about student empowerment through academic success.



P05 POSTER SUCCESS

Who benefits most? The evaluation of First-Year Seminar Learning Gains Using a College Success Factor Index

Thomas D Cox, Masha Krsmanovic, Jamil Johnson

University of Central Florida

Utilizing a sample of 1,548 first-year students, this study examined the impact of an academic-themed first-year seminar (FYS) course on students' learning gains to determine differences in learning gains for each of the 10 measured indices that have been proven to affect college success. The results elucidate which students "gained" the most and in what areas.

Biography

Dr Thomas D Cox is an Associate Professor of Higher Education at the University of Central Florida. His research interests include student success, barriers to adult learning, and first year seminar. He is the 2016 Excellence in Graduate Teaching Award winner for the University of Central Florida. He has published numerous papers and given many presentations in the area of the scholarship of teaching and learning and adult learning in higher education contexts.

Masha Krsmanovic is PhD candidate in the Higher Education and Policy Studies PhD program at the University of Central Florida. She is expected to graduate in August 2019. Her research interests include issues involving first year student success and other topics related to student success. She is the 2019 Teacher of the Year for the UCF Student Life Skills 1501 Course (First Year Seminar).

Dr Jamil Johnson is the Coordinator of the Student Life Skills course (First Year Seminar) at the University of Central Florida. He is also an adjunct professor in the Higher Education and Policy Studies doctoral program.

Who Benefits Most?

The Evaluation of First-Year Seminar Learning Gains Using a College Success Factor Index

Masha Krsmanovic;
Dr. Thomas D. Cox, Dr. Jamil Johnson
University of Central Florida

PURPOSE
This study examined the impact of an academic FYS course on students' learning gains in 10 areas that have been proven to affect college success.

RESEARCH QUESTIONS

- Does participation in the FYS course improve students' learning gains in any of the 10 examined areas
Data Analysis:
a. Paired samples t-test
b. Descriptive statistics
- Are there any differences in the learning gains between the three special student populations: FTIC, summer bridge, and international students?
Data Analysis:
a. One-way ANOVA: Responsibility; Competition; Expectations; Wellness; Family Involvement; Precision
b. Kruskal-Wallis: Task-planning, Time

RESEARCH DESIGN
Quasi-experimental pre-test/post-test design

INSTRUMENT

- Pre-test / post-test, 100 Likert-type questions, 10 for each learning outcome
- Greater score = lower performance
- Lower score = greater performance

SAMPLE

- 1,548 first-year students who completed the FYS in 2016-2017
- 75% response rate (1,161 participants)
 - 774 FTIC
 - 351 Summer Bridge
 - 36 International

RESEARCH QUESTION 1: Does participation in the FYS course improve students' learning gains in any of the 10 examined areas?
FINDING: Statistically significant differences in the pre- and post-test for each of the 10 measured areas.

RESEARCH QUESTION 2: Are there any differences in the learning gains between the three special student populations: FTIC, summer bridge, and international students?
FINDING: Statistically significant between-group differences for two of the measured areas: Expectations and College Involvement

GREATEST LEARNING GAINS

- Wellness (M = 2.80, SD = 4.78)
- Competition (M = 2.30, SD = 4.48)
- College-involvement (M = 2.28, SD = 4.43)
- Precision (M = 2.28, SD = 4.54)

LOWEST LEARNING GAINS

- Family-involvement (M = 0.92, SD = 3.83)
- Expectations (M = 1.22, SD = 3.67)
- Responsibility (M = 1.30, SD = 3.62)

BETWEEN-GROUP DIFFERENCES:

- International students' post-test scores significantly lower than FTIC students and Summer Bridge students for the Expectations factor
- International students' post-test scores significantly lower than Summer Bridge program students for the College-involvement factor

P06 POSTER STUDENTS

Research in the undergraduate curriculum: Evaluating a hallmark of undergraduate research development at La Trobe University, Melbourne

Hannah Schurholz
La Trobe University


Embedding research projects into the undergraduate curriculum and introducing students to research practice through pedagogy has long been associated with a range of benefits (Brew, 2006), including an increased level of student engagement and success (Kuh, 2008) and higher levels of confidence (Myatt, 2009), confirmation of career plans, communication and increased transition into postgraduate study (Craney et al., 2011). In 2014 La Trobe University introduced a curriculum-based research development and leadership program for undergraduate students that was unique in the Australian tertiary landscape. Overarching objectives were to attract high-ATAR students to the institution; build a multidisciplinary cohort of academically excellent students from Science, Humanities, Law, Business and Education disciplines across two campuses; and convert students to postgraduate study. The Hallmark Program encapsulated a comprehensive curricular and co-curricular development framework and had a scholarship component that was offered to 24 students per year from 2014 till 2018. These students from different disciplinary backgrounds came together for one subject each semester for three years to learn about research practice while also regularly participating in leadership development workshops, team-building activities and bi-annual employability symposia. By the end of 2018, three student cohorts (50 students) had completed the 3-year program successfully with 20% of these students enrolled in a La Trobe PhD Program by March 2019. This paper in poster format presents the outcomes of a comprehensive program evaluation and suggests recommendations for future practice.

Biography

Dr Hannah Schürholz is a lecturer in the Office of the Pro-Vice Chancellor Student Success at La Trobe University. She coordinates the La Trobe Student Excellence Academy and is also involved with coordinating work-based learning subjects. Her research includes projects on the role of undergraduate research in the university curriculum and the assessment of the graduate capability 'Speaking' in students' first year at university.

Research in the Undergraduate Curriculum

Evaluating a hallmark of undergraduate research development at La Trobe University, Melbourne



Introduction

Embedding research projects into the undergraduate curriculum and introducing students to research practice through pedagogy has long been associated with a range of benefits (Brew, 2006), including an increased level of student engagement and success (Kuh, 2008), higher levels of confidence (Myatt, 2009), confirmation of career plans, communication and increased transition into postgraduate study (Craney et al., 2011; Zimbardo & Myers, 2012).

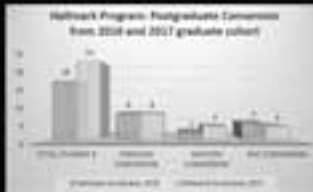
In 2014 La Trobe University introduced a curriculum-based research development and leadership program for undergraduate students that was unique in the Australian tertiary landscape. Overarching objectives were to attract high-ATAR students to the institution; build a multidisciplinary cohort of academically excellent students from Science, Humanities, Law, Business and Education disciplines across two campuses; and convert students to postgraduate study. The Hallmark Program encapsulated a comprehensive curricular and co-curricular development framework and a scholarship component that was offered to 24 students per year from 2014 till 2018. These students from different disciplinary backgrounds came together for one subject each semester for three years to learn about research practice while also regularly participating in leadership development workshops, team-building activities and bi-annual employability symposia. The unique journey that the students experienced as hallmark scholars was shaped by a firm sense of belonging to a small cohort of equally motivated peers, commitment to becoming emerging researchers throughout their undergraduate degree and the willingness to look beyond their own disciplinary boundaries and interests. By the end of 2018, three student cohorts (50 students) had completed the 3-year program successfully with 20% of these students enrolled in a La Trobe PhD Program by March 2019.

Components

- Hallmark Orientation Program (Year 1)
- Leadership development (Year 1, 2, 3)
- Research experience (Year 1 and 2)
- Additional research training (Research project, Year 3)
- Student conferences (Year 1, 2, 3)
- International study tour (Year 3)

Enrolment & Progression

Hallmark Program: Postgraduate Conversion
(from 2018 and 2017 graduate cohort)



Evaluation

Benefits (not identified as being offered elsewhere in students' degrees)

- Access to internships, research opportunities and international study tours
- Networking skills of high value
- Familiarity with the 'culture of the academic', which students did not find commonly in their disciplinary studies
- Brought into leadership theory and one's own emerging leadership styles and competence was considered challenging but rewarding
- Multidisciplinary learning was helpful and seen as eye-opening

Challenges

- Authentic learning / multidisciplinary teaching of research practice across two campuses
- Student attrition due to change of course, leaving university or not interested in undergraduate research
- Frequent strategic institutional changes impacting the direction of the program

Recommendations

- Opt for best practice approach to teach a multidisciplinary cohort across various campuses in UG research & leadership
- Promote cohort building exercises to strengthen identification with the program and peer bonding
- Include team and individual research projects
- Include a diverse curriculum that fosters interest in a research career
- Enhance student learning by embedding research internships and international experiences

References

Presented at: National Hospitality, Students' Success and Research Program, Student Success - in collaboration with the Pro-Vice Chancellor, Student Success, La Trobe University, Melbourne, 2019. The authors acknowledge the La Trobe University, the research and the support of the research students and the development of their academic careers during their undergraduate years. Email: h.schurholz@latrobe.edu.au

LA TROBE
UNIVERSITY

P07 POSTER STUDENTS

Start learning anytime: Disrupting the timetable to maximise flexibility

Trina Jorre de St Jorre, Beverley Oliver, Jeff Chamberlain
Deakin University

Contemporary students spend more time in paid work and have greater carer responsibilities than their predecessors (Stone, 2017), so they value and often require the flexibility afforded by studying partially or entirely online (George- Walker & Keeffe, 2010; Sheppard & Smith, 2016). The proportion of students choosing to study entirely or partially online has consequently increased, and is especially high amongst mature-age and part-time students who are often more constrained by other responsibilities (Norton & Cherastidham, 2018). However, even with the flexibility of online study, these students are still at a higher risk of attrition (Norton & Cherastidham, 2018).

Online study does offer greater flexibility than studying on campus, but weekly and trimester calendars still ultimately dictate the pace of curriculum delivery and assessment deadlines. Deadlines help universities and their staff to predict and manage workload and provide students with an impetus for accountability and self- management. However, for learners that are unable to prioritise study above other responsibilities, meeting imposed deadlines can be extremely challenging (Stone, 2017). With this in mind, Deakin University introduced an innovation called 'Start anytime' which unleashes units of study from weekly and trimester calendars to maximise flexibility. Students are able to start studying any day that the university is open, and progress through learning and assessment in their own space and pace online. Self-paced study has its own challenges, particularly in regards to self- management and isolation. However, our investigation into students' expectations and experience of 'Start anytime' suggests that it can have considerable benefits for experienced adult learners who have difficulty fitting study around their busy lives. In this poster, we describe the measures put in place to maximise student support and their perspectives on both the challenges and benefits of asynchronous online learning.

Start learning anytime: disrupting the timetable to maximise flexibility



Dr Trina Jorre de St Jorre, Prof Beverley Oliver, Dr Jeff Chamberlain

Self-paced study is associated with challenges, but our investigation suggests it can have considerable benefits for experienced adult learners

For learners who cannot prioritise study over other responsibilities, the deadlines imposed by assessment and the academic timetable can be challenging and contribute to attrition.

Start Anytime was designed to unleash units of study from weekly and trimester calendars to help postgraduate students fit study around their busy lives.

Flexible Design

- Students can enrol in Start Anytime units on any day that the university is open.
- All resources are provided at enrolment, so students don't need to wait for week-by-week instalments.
- Students have 4 weeks to 12 months to progress through learning and assessment at their own pace online.
- Units are designed so that students can follow detailed prompts and sequences throughout comprehensive modules of learning.
- Assessments are designed to exclude group work or live assessment, and to mitigate the risk of plagiarism.
- Students who enrol in Start Anytime units are able to transfer seamlessly into timetabled versions of the unit – for whatever reason.

Mechanisms for support

- "Guarantees" set clear expectations for a responsive relationship between students and teachers, including a commitment to respond to student enquiries within 48 hours, and assessment of formative assignments within 5 days of submission.
- Multiple channels for contacting the unit chair, including email, telephone and meetings (Skype, phone or face-to-face) as required.
- Discussion forums allow students to engage in synchronous conversations with their peers and teachers.
- Guide to self-management included in online study guides.
- Login reminders to encourage regular student engagement with the unit site.

Trial and evaluation

Start Anytime was initially piloted in two existing postgraduate business units in 2018. Students were invited to complete:
A survey at enrolment, investigating their motivations and expectations of self-paced online study (n= 68, 30% response rate)
A survey at completion that included the university's standard student evaluation question set and additional questions specifically investigating their experience of the 'Start anytime' mode of study. (n= 37, 29% response rate)

"Being able to access all materials from the start was excellent. Having plenty of time to engage with learning materials led to deeper learning. The flexible approach enabled me to fit study in with my work and family, and allow for unexpected problems. I felt more in control and way less stressed. I have previously had to discontinue units due to sudden family issues as I have a disabled child, and this was just so much better"

"Start early, don't leave assignments to [the] last minute, interact with other class mate[s] on [the] cloud and do not [be] afraid to ask questions"

Student expectations and experience

- Flexibility was the main motivator and benefit described.
- Self-management was challenging for most students, but was outweighed by benefits.
- 92% would recommend Start Anytime to other students.
- Students had mixed perceptions of the difficulty, depth of learning and enjoyment associated with studying in a 'Start Anytime' unit in comparison to a timetabled unit.
- Only three students suggested that lack of peer interaction was a challenge – this likely reflects the interests, intent and needs of this postgraduate cohort – who likely find it difficult to engage in collaborative learning for the same reasons they enrolled in Start Anytime.

Establishing clear expectations and providing opportunities for students to withdraw early or transfer to timetabled study is important to allowing students to decide whether self-paced study suits their lives and learning needs

P09 POSTER STUDENTS

The sweetest memory: Engaging and empowering low-SES students from refugee or asylum seeker backgrounds while celebrating our shared humanity

Carolina Morison, Sonal Singh
Macquarie University

The Sweetest Memory is a book of recipes, memories and artworks contributed by students from low-SES refugee or asylum seeker backgrounds and university professionals who encourage the success of under-represented and disadvantaged students in higher education. The book's production empowered participating students with a sense of belonging and contribution to the creation of a simple yet powerful message regarding our shared humanity. The Sweetest Memory gently imbues us with emotion and an awareness of the challenges faced by people forced to journey in search of safety. This understanding is the first foundation for welcoming, equitable and compassionate communities. The Sweetest Memory celebrates our shared humanity and seeks to alleviate the financial hardship often experienced by students of low-SES refugee or asylum seeker backgrounds pursuing higher education, by providing a sustainable source of funds for grants.

Biography

Carolina Morison is a former economist and current WP practitioner interested in exploring the socio-economic inequities that impact on educational disadvantage. More broadly, Carolina is passionate about international food security issues, international relations and efforts towards realising the Sustainable Development Goals.

Dr Sonal Singh is a dedicated equity researcher and practitioner and has various publications in peer reviewed journals exploring issues of equity. Sonal strongly believes community engagement is key to promoting sustainable development.

the sweetest memory

Engaging and empowering low-SES students from refugee and asylum seeker backgrounds while celebrating our shared humanity

Carolina Morison, Dr Sonal Singh
Macquarie University, Welcoming Participation Unit, Sydney, 2008-2019
carolina.morison@mq.edu.au / sonal.singh@mq.edu.au

A BOOK OF EMOTIONS
The Sweetest Memory is a book of collaborative recipes, memories and artworks shared by students of low SES refugee or asylum seeker backgrounds, alongside members of the University's community of professionals and academics. Through the book, students were engaged in a learning community and empowered the story-telling to foster a sense of belonging to the University. The creative outcome reflects our shared humanity.

"The message of inclusivity – everyone has a story to tell and all are worthy of our attention."
Participating Student

BELONGING TO A LEARNING COMMUNITY
Low SES students from refugee or asylum seeker backgrounds participated in a learning community that created The Sweetest Memory. Students expressed emotional connection with the central theme of the book: belonging. We shared, the

Visual art

We wrote recipes and memories

Kate (2018) reflects that emotional connections associated with learning communities have "the potential to have a much more profound influence upon students and society than merely content learning."

The Sweetest Memory empowered students to sustain and share personal memories that created challenges of understanding and built a sense of social inclusion and belonging. Belonging researcher Adkins (2018) notes that "emotional literacy (is) attached to the experience of learning."

OUR SHARED HUMANITY
Underrepresented or disadvantaged students often report feeling isolated from the learning environment. Many academics, including Thomas (2018) identify institutional barriers as creating socio-cultural barriers for students who do not share similar backgrounds with 'traditional' students.

The Sweetest Memory offered an inclusive platform for participating students to share "personal and academic knowledge through a reciprocal process", that helped "humanise the learning environment" (Jha and Kim 2018).

Celebrating our shared humanity encouraged students to realise common perspectives and values that united their confidence and sense of empowerment as individuals, belonging to the whole.

"Value as the prior experience of students from refugee backgrounds bring to their learning, focus on their strengths"
Participating Academic

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AWAWARENESS OF FINANCIAL HARDSHIP
Kawachi, I. & Pickett, K. (2001). Financial hardship is the most challenging barrier for disadvantaged students that can negatively affect low SES student confidence, well-being and academic engagement.

Financial hardship is experienced by many students of refugee or asylum seeker backgrounds and can compound other stresses they may feel when navigating settlement and identity-shaping in communities, including university learning environments.

The Sweetest Memory gently raises awareness of the challenges faced by people forced to flee in search of safety. Proceeds from book sales go towards the Refugee Financial Grant to help alleviate financial hardship experienced by many students studying at the University who are of refugee or asylum seeker backgrounds.

"Knowing my vulnerability is getting involved in this book is not my price"
Participating Student

OUTCOMES
The Sweetest Memory Engagement Students

Over 100 students	8 Partner schools
30 University academics and professionals	Raising the awareness of over 400 members of the University community

Student outcomes as a result of participating in The Sweetest Memory project for them

Reduced financial hardship
Increased engagement with the University
Feeling that their contribution was valued

"Recognise yourself in her and she who are not like you and me"
Carlos Fuentes

P10 POSTER STUDENTS

Working in partnership with students in developing their leadership and professional capacity – adapting an educative mentoring model

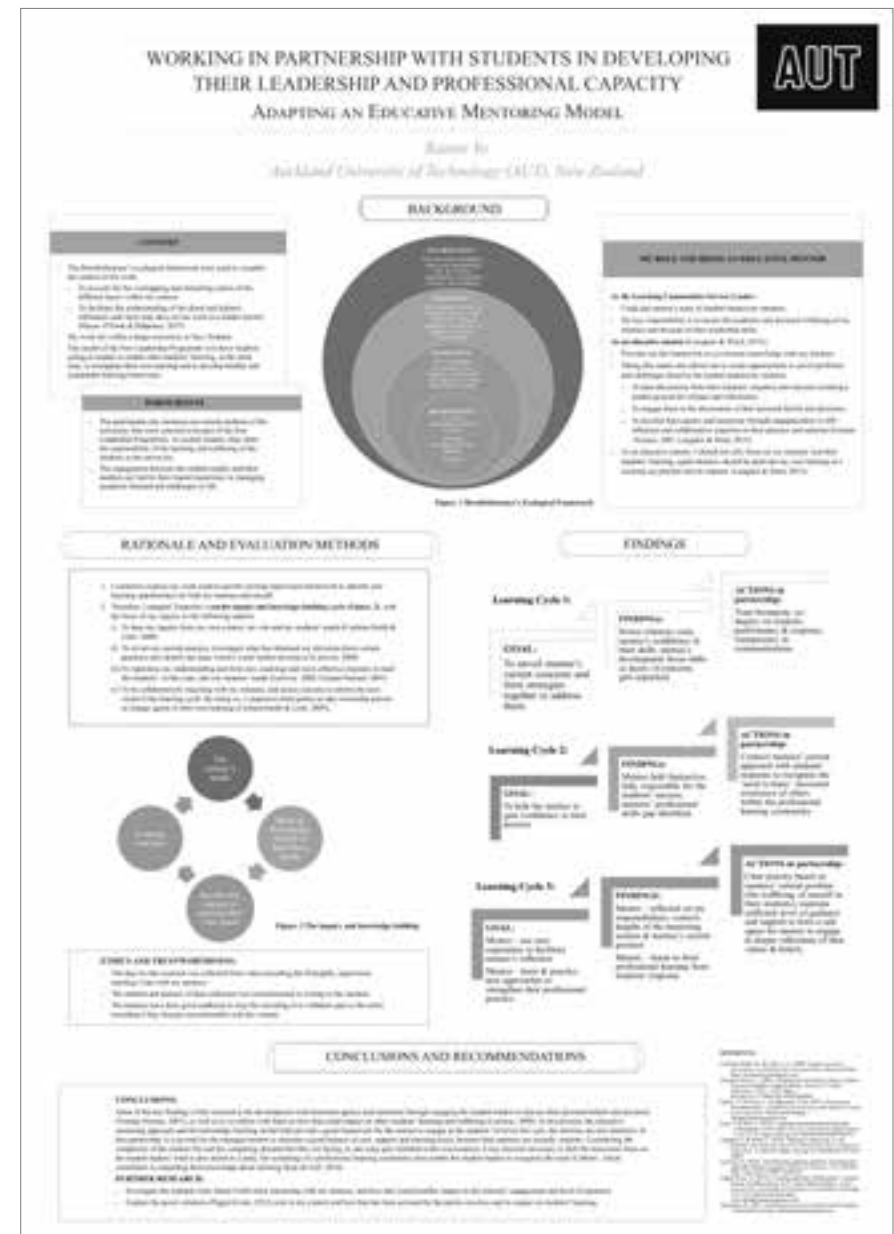
Rainie Yu

Auckland University of Technology

This poster will present the research collected from my work as a Learning Communities Service Leader. It was based from the learning conversations I had with my students as part of their compulsory supervision meetings. My work sits as part of a Peer Leadership Programme within a large university of New Zealand. My role is to lead, mentor and oversee the supervision of these student leaders. The university has a strong focus on working collaboratively across departments and schools in supporting the achievement of our students. Hence, I work to develop the students' leadership and professional capacity through collaboratively inquiring with them from their current concerns, empowering them to take ownership of their professional practice and to act as change agents in their own learning (Cochran-Smith & Lytle, 2009).

Biography

Rainie works at the forefront of student development and academic support in higher education. She believes in the students' ability in realising their full potential. Gratefully, she is involved in her students' exciting personal growth and the widening of their professional capabilities in her day-to-day work. Rainie is as an educator that is holding a Master Degree in Accounting and is currently working towards completing her Master in Education. She is a real people person and her energy comes from those that love and support her.



P11 POSTER TRANSITIONS

Enrolment management system for medical students based on institutional research

Akinori Yamabe, Yoshikazu Asada, Kazuya Atsumi
Jichi Medical University

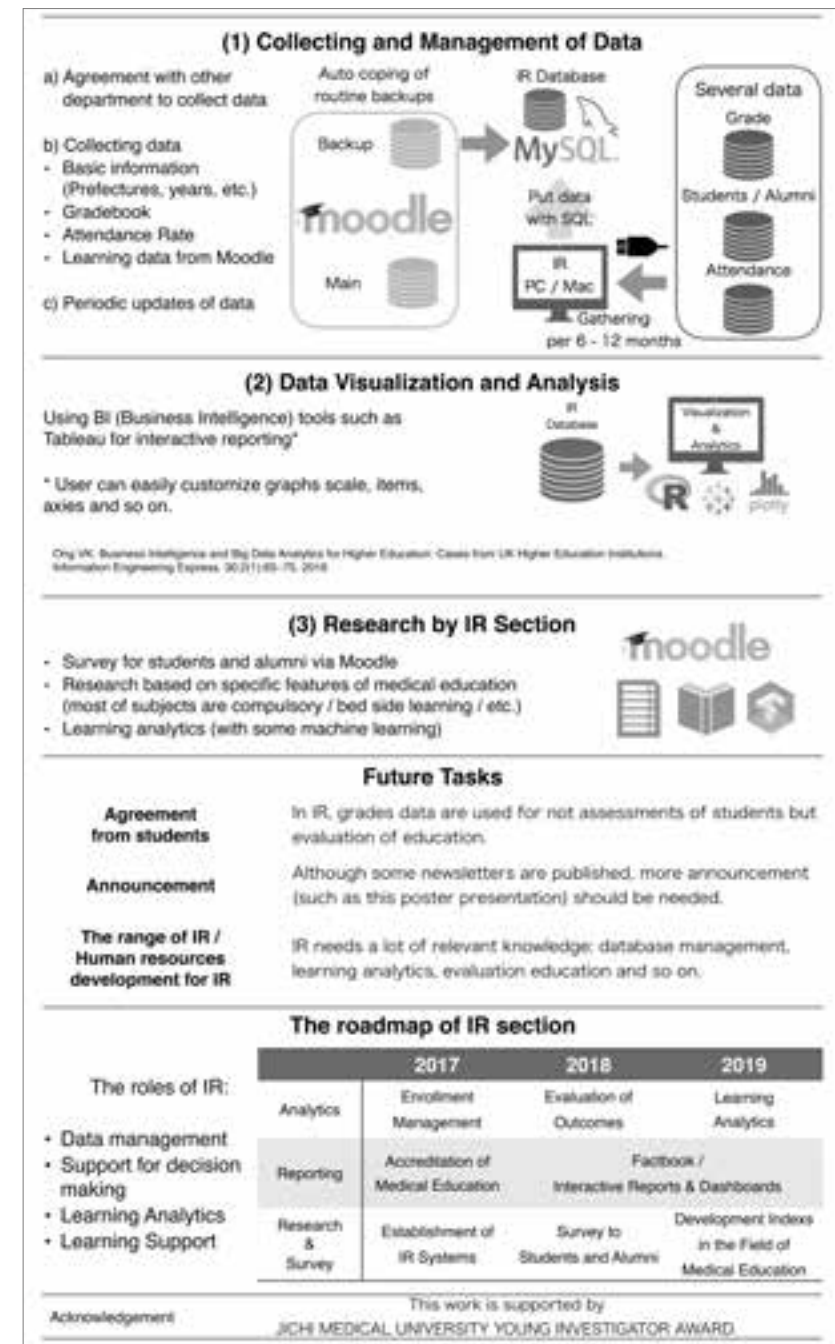
In this paper, the activities for enrolment management at Jichi Medical University (JMU) in Japan are described. There are several such support systems, including a Student Support Center, a Medical Education Center, a Peer Support System, and Student Mentor System for maintaining the students' physical and mental health and ensuring their learning success. In 2017, Institutional Certified Evaluation and Accreditation started in Japan; JMU obtained a high-quality certification. Taking advantage of that experience, we will consider future issues for improving student support.

Biography

Akinori Yamabe is an Associate Professor at Jichi Medical University in Japan where he is responsible for teaching liberal arts to undergraduate students. His research involves higher education themes from international perspectives. He also manages the public policy studies laboratory at the graduate school and serves the student support centre.

Yoshikazu Asada is an Assistant Professor of Center for Information at Jichi Medical University of Japan. His research focuses on the institutional research such as enrolment management. He is also interested in instructional design with technology enhanced learning, such as using the Learning Management System, Moodle, of the university.

Professor Kazuya Atsumi is a Chief Professor of General Studies Department at Jichi Medical University in Japan where he is teaching cultural anthropology. He has been conducting his anthropological research among the Saanich people, one of the groups of the First Nations in Vancouver Island, Canada since 1991.



P12 POSTER TRANSITIONS

Everybody's Business - a holistic approach to enabling student transition

Teresa Thai, Nicole Jurgens, Catherine Madigan

University of South Australia

UniSA College is a pathway provider offering Aboriginal Pathway, Foundation Studies and Diploma programs into undergraduate degrees at the University of South Australia. As part of a student-centred service innovation, the College developed an internal transfer project which commenced in 2013. The aim of this project was to provide College students a seamless transition experience, by minimising administrative, financial and institutional barriers with a bonus of increased retention. Since its inception, the project has created a whole of university supported initiative which has enabled over 1300 students to successfully transition into a UniSA degree. The College's internal transfer project is recognised as university wide best practice with continued support from internal stakeholders and university management, underpinning its success.

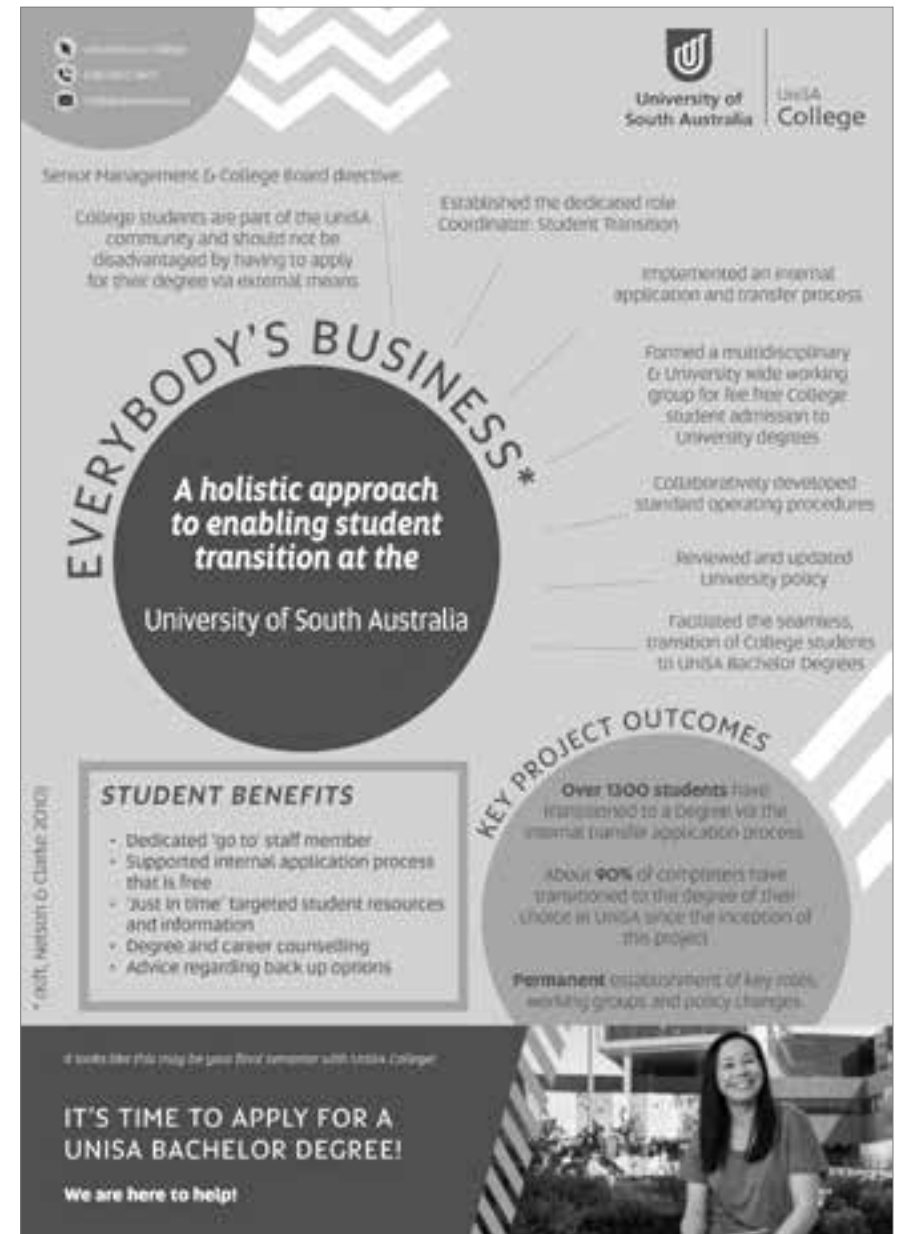
Biography

Meet the trio who are dedicated to empowering students and ensuring the best study experience in the enabling education sector. Based in UniSA College at the University of South Australia, Catherine Madigan, Nicole Jurgens and Teresa Thai are committed professional staff members who between them have almost 30 years experience in Higher Education.

Catherine Madigan, as College Manager has been instrumental in building the College from the ground up and together with team members has co-created a professional staff team focused on delivering a supported and positive enabling student experience to those commencing their tertiary study journeys at UniSA College.

Nicole as Coordinator: Student Orientation & Transition is responsible for ensuring students settle in to their new lives as UniSA College students and facilitate the transition to University degrees with ease.

Teresa as Coordinator: Student Success has an all-encompassing responsibility for ensuring that unnecessary pain points are addressed throughout the student lifecycle and that well-designed student communications, administrative processes and experiences springboard student retention and success long term.



P13 POSTER TRANSITIONS

Goal setting & transition tracking: Facilitating self-direction in students across pathways

Meera Gopalkrishna, Jude Liew
Monash College

International students at Monash College face challenges in navigating both their new geographical space and an unfamiliar academic culture. In this poster presentation, we will review how the goal setting process and the use of a Transition Tracking Card helps to address these challenges whilst keeping students connected to Monash College as they transition to Monash University in terms of academic expectations in Foundation Year and Diplomas.

Biography

Meera Gopalkrishna is currently a Unit Leader and Foundation Year teacher at Monash College who has been teaching over the past decade in both Singapore and Melbourne. Meera has a keen interest in exploring the challenges faced by international students and in assisting their successful transition from Foundation Year to University.

Jude Liew is a professional educator with over 13 years of teaching experience in the secondary and tertiary education sectors. Jude is currently a Learning Consultant at Monash College and is passionate in supporting students through their studies, assisting students to achieve the goals they set out to achieve.



MONASH
College

**GOAL SETTING & TRANSITION TRACKING:
FACILITATING SELF-DIRECTION
IN STUDENTS ACROSS PATHWAYS**

By Meera Gopalkrishna & Jude Liew



FOUNDATION YEAR (FY)

- ✓ Transition Tracking card distributed to the whole FY cohort at the beginning of the semester
- ✓ Long-term goal: Requirements of their destination degree
- ✓ Short-term goals: Individual assessments for each subject
- ✓ Students taken through goal-setting process by their teacher mentors during FYLife (Home group sessions)
- ✓ Opportunities to review goals given at different points in the semester



DIPLOMA AT-RISK STUDENTS

- ✓ Transition tracking card given during one-on-one support sessions
- ✓ Conducted by a Learning Consultant, students are guided through the goal-setting process by the Learning Consultant
- ✓ Students set relevant academic goals to successfully complete their course and transition to the university
- ✓ Students are required to attend regular support sessions and the transition tracking card is utilised to keep track of the goals

CHALLENGES / ACADEMIC EXPECTATIONS OF PATHWAY STUDENTS:

- ✓ International students in peripetual struggle with different academic expectations at a new country (Sherry, Thomas & Choi, 2018)
- ✓ Students face difficulties with transitioning from their home countries to a new academic and geographical space
- ✓ Students' first year is of utmost importance as they are inclined to be especially susceptible to withdrawing (Madrino, 2001)
- ✓ The Transition Tracking Card is a proposed solution to familiarise students with the academic expectations and also addresses the importance of social activities
- ✓ The focus of the tracking card is on transitioning international students into our institution and then successfully transitioning them onwards to university

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P14 POSTER TRANSITIONS

Hofstede's cultural dimensions as an explanatory framework for clinical issues, student retention and progression: A mixed methods study

Jacqueline Rojo, Lucie Ramjan, Leanne Hunt, Bronwyn Everett, Yenna Salamonson
Western Sydney University

Clinical placement is an integral component of nursing education (Bisholt, Ohlsson, Engstrom, Johansson, & Gustafsson, 2014), supported by clinical facilitators who guide and nurture students as well as assess clinical performance. Between 2015 and 2018, data were retrieved from clinical facilitators' reports of student-related clinical issues. Data was framed by Hofstede's cultural dimensions theory (Kirkman, Lowe, & Gibson, 2006), to better understand these clinical issues. The study found that international and overseas-born students were less likely to have problems related to acceptance of power differentials, however were more likely to be reported for issues related to task performance and avoiding challenging situations. Further, high academically performing students were more likely to be reported for practising outside their scope. The study also identified that discontinuing students were three times more likely to experience clinical issues, underscoring the importance of preparing commencing students transitioning into the nursing program.

Biography

Associate Lecturer Jacqueline Rojo, School of Nursing and Midwifery, Western Sydney University, New South Wales, Australia - Jacqueline Rojo is dedicated to enhancing the learning experience of nursing students in both the clinical and classroom setting. She has a passion for student learning and understanding the student experience as a means to make the student journey more enjoyable.

Associate Professor Lucie Ramjan, School of Nursing and Midwifery, Western Sydney University, New South Wales, Australia - 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.

Senior Lecturer Leanne Hunt, School of Nursing and Midwifery, Western Sydney University, New South Wales, Australia - Leanne Hunt is committed to research that improves the learning experiences for students in nursing education with a particular interest in clinical education, clinical placement experience and transition to graduate practice. Leanne is involved in a number of interdisciplinary projects focusing on the enhancement of the clinical placement experience for nursing students.

Associate Professor Bronwyn Everett, School of Nursing and Midwifery, Western Sydney University, New South Wales, Australia - Bronwyn Everett is passionate about enhancing the learning and clinical placement experiences of undergraduate nursing students, particular for those students from CALD backgrounds with English as an Additional Language (EAL). Bronwyn is involved in a cross disciplinary program of research exploring student equity in higher education.

Professor Yenna Salamonson, School of Nursing and Midwifery, Western Sydney University, New South Wales, Australia - Yenna Salamonson has committed 30 years to creating a positive learning experience for students in nursing education/research. Her extensive program of research includes focusing on supporting the academic performance of nursing students for whom English is an additional language. She has been a recipient of a number of local and national teaching awards.



P16 POSTER TRANSITIONS

Picturing the first year experience

Ella R Kahu
Massey University

The transition to university is challenging and many students withdraw or fail in their first year (Edwards & McMillan, 2015). According to Lakoff and Johnson (1980), our conceptual thinking is fundamentally metaphorical and plays a critical role in how we experience and understand our world. Metaphorical analysis is therefore a valuable tool to access student understandings of their experience. This poster reports on a subset of data from a project following 19 young university students through their first year at an Australian university. Midway through semester two 14 students were shown 40 photographs, asked to choose three or four, then talk about them in relation to their experiences at university. Photo elicitation is a valuable method that can "elicit implicit knowledge and self-identities in a way that other methods cannot" (Edgar, 1999, p. 198). The data – the photos chosen and the transcribed interviews – were thematically analysed with a particular aim of identifying the metaphors (in both the images and the talk) that students used to depict their experiences. The metaphors were clustered into six overarching themes that together paint a compelling picture of how students experience their first year at university.

Biography

Ella is a Senior Lecturer in the School of Psychology at Massey University in Wellington, New Zealand. Her research is in social psychology, in particular researching and theorising student engagement. She is passionate about teaching first year students and currently teaches a first year distance course on identity and citizenship.

Ella R Kahu STARS 2019

Picturing the First Year Experience

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Findings

The overarching metaphor was university as a journey; students talked about where they were going, pathways open to them, and experiences and challenges along the way. Some students focused on the destination more than the journey with university seen as a stepping stone. The end point was a degree, a "better job", or a professional identity. Rollercoasters depicted university as exciting but stressful and scary. Highs included social aspects and grades; lows were assignments and stress. Stress was depicted by fires and car wrecks. Students talked about having a grown up life with increased freedom but increased pressure. Finally, students talked about course content. Knowledge was "stuff" that could be thrown or dumped by staff and that students had to take, get, or absorb. These stories highlight the turmoil of the first year at university and the extent of the change students are experiencing. Understanding their first year will be like this could help prepare new students. Equally, viewing the student experience through metaphorical images can help academic and support staff better understand and support students.

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Journey




Paul: "Life is a journey. You know, you come through turns and twists, like the different weather. Like it's snowing. You go through those hard times, but I can see it's kind of going up a hill up you would get to a point where you can see a view."

Stepping stone




Aaron: "It's like a stepping stone to where I want to be in the real world, I have to do this."

Rollercoaster




Matthew: "Honestly, it's been highs and lows and then all of sudden highs and just it's been insane. You go from one high and then I've gone to the lowest of lows and then I've gone, sort back up again."

Fire




Simon: "Sometimes I feel like this. Like everything's just on fire, it's burning, it's crazy with all the stress."

Grown up life



Joan: "Just having yourself to sort of grow up and, like you can't really mess around anymore. This is life sort of thing. This is important and you've got to do it."

Stuff



Tony: "Then there's sometimes where I'm doing my anatomy and physiology readings and it feels like a mountain. Every time I turn a page like there's more stuff that I don't know."

P17 POSTER TRANSITIONS

Understanding heterogeneous transitions using a linear student learning journey model

Christopher Watson

University of Southern Queensland

Unlike other approaches to student support in higher education, student transition expounds university study as an intentional journey of growth and change. It rejects notions of normativity and acknowledges that the real student journey is a series of heterogeneous transitions occurring in dynamic alignments (Gale & Parker, 2014; Sotirin, 2005). It provides that individuals evolve uniquely as they acquire discipline-based knowledge and skills, with the intent of achieving an aspirational self-concept and vocational identity.


Enabling student transitions has increased in importance recently as institutions focus their efforts on retaining students in an environment of widening participation (Kift, 2009; Lawrence, 2005). Research indicates that increasing the capacity of students to effectively navigate change, while minimising barriers to successful transitions, directly impacts student persistence and shapes their progression and overall success (Postareff, Mattsson, Lindblom-Ylänne & Hailikari, 2017).

The emerging complex issue is how to best identify these unique, randomised transitions in a student learning journey that is typically described as linear. Existing mapping frameworks focus on university administrative processes or course based milestones, often leading to support services which are not holistic enough to address transition issues.

This poster proposes a new way of mapping the student learning journey through identifying key transition phases, and milestones where proactive transition planning can be implemented by both the university support systems and the students themselves.

Biography

Christopher's motivation is to understand the complexity of student transitions in higher education and to inspire institutions to use these understandings to enable student success. In research, his interests are the psychological correlates of academic success, and in practice, he is dedicated to enriching the personal and professional growth of students through extra-curricular activities.



Understanding heterogeneous transitions using a linear student learning journey model

Christopher Watson

Introduction

Unlike other approaches to student support in higher education, student transition expounds university study as an intentional journey of growth and change. It rejects notions of normativity and acknowledges that the real student journey is a series of heterogeneous transitions occurring in dynamic alignments (Gale & Parker, 2014; Sotirin, 2005). It provides that individuals evolve uniquely as they acquire discipline-based knowledge and skills, with the intent of achieving an aspirational self-concept and vocational identity.

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Transition phases

The model below shows the overarching transition phases well established by higher education research (Sotirin, 2012). These phases are: transition towards university, transition into university, transition through university and transition out or back to university.

Transition phases give context to the multiple layers below, which describe examples of the variety of milestones students may need to successfully achieve in order to progress in their journey. The displayed milestones are not an exhaustive list and will be very much influenced by the unique characteristics of an institution's student population. By grouping these milestones into overarching phases, predictors may be made of what transitions might occur; proactive support can be implemented and barriers may be addressed.

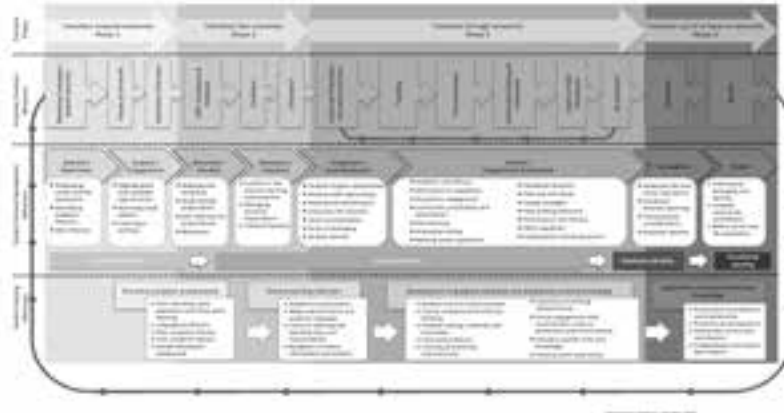
Milestone layers

The milestone layers summarise the milestones students need to successfully navigate during their journey. Historically, the journey map has been expressed in the framework of university processes, however, the inclusion of personal development and learning milestones allows an understanding of the extent of the various transitions occurring during each phase.

Conclusion

The model below proposes a new approach to mapping the student journey to better understand the multi-layered transitions students navigate during their study. It is proposed that improved understanding allows proactive transition support beyond a linear, university-centric, often approach.

University Student Learning Journey Map



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P18 POSTER TRANSITIONS

Developing intercultural competence for transition to university

Thuy Dinh, Alison Brown
Monash College

This presentation introduces the initiative of developing intercultural competence through intercultural speaking activities that connect local and international students at Monash University and Monash College in the Speakup intercultural club. It introduces intercultural communicative competence (ICC) and meta-cultural competence (MCC), the innovative approach and content and evaluation of the program from educators, facilitators and students. The presentation suggests that a sense of belonging and connection and intercultural competence be emphasised in curriculum.

Biography

Thuy Dinh (PhD in Linguistics) is currently a learning skills adviser for Monash University Foundation Year. Prior to this, she was a learning skills adviser and lecturer in Applied Linguistics at Monash University. Her interests include curriculum development, intercultural competence, and academic skills.

Alison has worked as a Learning Adviser, Learning and Teaching lecturer, and manager, at several universities over many years. She is interested in a range of peer learning models. She has been at Monash College since 2017, where she has initiated the Peer Mentor and Speak Up programs.



DEVELOPING INTERCULTURAL COMPETENCE for TRANSITION to UNIVERSITY

Aims

- Develop intercultural awareness & communication skills
- Build a sense of belonging and connection
- Support transition to university
- Maximise interaction between local & international students
- Encourage peer learning

Facilitators

- Local Monash University students
- Recruited through MU English Connect
- Varied discipline backgrounds
- Outgoing & friendly
- Trained at Monash College

Targeted students

- Monash College students (IELTS 5.5-7.0)
- Foundation year (16-22 yrs old)
- English bridging program
- MC Diplomas
- Saudi Teacher group

Communication Skills

- Greeting
- Making requests
- Politeness strategies
- Clarification
- Negotiation
- Discussion
- Debating

Sample Topics

- Successful conversations
- Multi-cultural Australia
- Festivals across cultures
- Australian slang & idioms
- Body language
- Food across cultures

Evaluation and reflection

- 220 attended over 12 weeks
- 100% agreed it was useful & improved their speaking skills
- Found cultural topics interesting
- Found peer learning, scenario-based activities & cultural communication motivating
- Future plans:
 - Two levels – lower & advanced

Intercultural communicative competence (Byram 2008)
Meta-cultural competence (Martinez, 2013)



Interactive sessions

"We really like Speakup & I come every week. I learn things that I can't in class. So much new knowledge"

"I want to improve English and Speakup has helped me"

"For those who are coming frequently, they're becoming very confident at speaking and good at joking with us, which makes for a great dynamic."

Speakup intercultural club

At: First Floor - Student Centre Monash College
Email: Speakup@monashcollege.edu.au

P19 POSTER TRANSITIONS

The Orientation Challenge: A scalable team-based approach to building meaningful connections in first years

Logandran Balavijendran, Imran Zaveer
University of Melbourne

Despite consensus that social networks have a substantial impact on the university experience, research reports that students are finding it increasingly difficult to form connections (Baik, Naylor, & Arkoudis, 2015). Building upon group forming theory (Tuckman, 1965) and gamification (Nah, Zeng, Telaprolu, Ayyappa, & Eschenbrenner, 2014), we designed the Orientation Challenge, a program to help students form meaningful connections. Similar to scavenger hunts, students complete tasks in groups of 4 over 4 days. The program was piloted with commencing students at the University of Melbourne (n=418). More than 90% of students (n=108) agreed the experience created a sense of belonging and helped create a network of friends, and this sentiment persisted across the semester. Qualtrics (a survey tool) was re-purposed to automate registrations, distribute tasks and collect submissions, making the program easy to implement, scale and adapt. This poster presents the program design, discusses results and includes a live demonstration.

Biography

Logandran Balavijendran is a Learning Strategist in Academic Skills at the University of Melbourne. His experience in higher education spans 15 years and 3 countries, and includes teaching, course development and student administration. He is passionate about learning design, student voice, transition pedagogy and intercultural communication. And the future.

Imran Zaveer is part of a team responsible for strategic design and implementation of university-wide student engagement campaigns, such as orientation and employability week, at the University of Melbourne. He is committed to improving the student experience using human-centred design and welcomes opportunities to collaborate and co-create. Contact imran.zaveer@unimelb.edu.au.



P20 POSTER ACHIEVEMENT

DaSSL: An innovative framework for developing and supporting student leadership capabilities in higher education

Jane Skalicky

University of Tasmania

Student leadership is increasingly becoming a stated priority of higher education institutions. Programs that claim to develop leadership capabilities in students are proliferating across university campuses worldwide. However, the contested understanding of the term 'leadership' has resulted in lack of clarity regarding how this may be 'developed' in higher education. There are many programs that contribute towards developing leadership in students and not all of them do so explicitly. Moreover, in the absence of clear conceptual underpinnings and pedagogic approaches, it is questionable whether these programs can deliver the graduate capabilities employers are increasingly expecting. Recognising this diversity and range of different understandings of leadership that underpin these programs, we present an overarching inclusive framework, the Developing and Supporting Student Leadership Framework (DaSSL), that provides guidelines to support quality assurance across the broad range of leadership development initiatives in higher education (Skalicky et al., 2018).

Biography

Jane Skalicky is an education specialist with extensive experience supporting student learning, engagement, progression and success in higher education. Currently, she holds the position of Director of the University's Student Retention and Success portfolio, and was lead investigator for the project that saw the development of the DaSSL Framework.

DaSSL: An innovative framework for developing and supporting student leadership capabilities in higher education
Dr Jane Skalicky, Student Experience and Success, University of Tasmania

REFLECTION TOOL & ACTION PLAN

The reflection tool is intended to assist the participants in developing their leadership capabilities by providing a structured framework for reflection. It is designed to be used by students and staff alike, and is intended to be used as a tool for reflection and action planning. The tool is designed to be used by students and staff alike, and is intended to be used as a tool for reflection and action planning.

GOOD PRACTICE PRINCIPLES & GUIDELINES

The framework is designed to provide a structured framework for reflection and action planning. It is designed to be used by students and staff alike, and is intended to be used as a tool for reflection and action planning.

CASE STUDIES

The framework is designed to provide a structured framework for reflection and action planning. It is designed to be used by students and staff alike, and is intended to be used as a tool for reflection and action planning.

SUPPORTING RESOURCES

The framework is designed to provide a structured framework for reflection and action planning. It is designed to be used by students and staff alike, and is intended to be used as a tool for reflection and action planning.

References

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University of Tasmania, University of Melbourne, University of Ottawa, Monash University, Curtin University

P21 POSTER ACHIEVEMENT

Engaging students through the gamification of lectures

Trish Cap, Chris Starbuck, Chai Poovaviranon
Monash College

Student attendance at lectures is critical to students' engagement and satisfaction in a unit. By gamifying the weekly lectures of the unit Contemporary Worlds 2 in Diploma of Arts at Monash College, the team aimed to increase attendance levels via student engagement while maintaining high level pass grades. The outcomes revealed an increase in both student attendance and the Student Evaluation of the Teaching and Unit (SETU) score. Further, a student survey revealed engagement and teamwork as the top two aspects that students enjoyed and developed.

Biography

Trish Cap - Working across both Arts and Business disciplines Trish joined Monash College in 2006 and leads three units in the Arts Diploma program. In 2014 she was nominated for an Outstanding Contributions Award for integrating hands on exercises into her teaching program, enabling students to take a 'real world' approach to their studies. In 2018 she won the Outstanding Contributions Award for innovative practices for her work on the "Global Crisis" which involved gamifying lectures to enhance student engagement in the classroom. Her passion is in the field of globalisation.

Chris Starbuck - is a Digital Education Specialist from the Monash Education Academy. He has worked in field of eLearning for over 10 years and during this time has won multiple awards for the innovations he has helped develop. Throughout this work he has constantly pushed for the use of gamification as a way to engage learners of all ages and believes that immersive learning plays a key role in the future of education.

Chai Poovaviranon - is a multimedia designer and web developer. He has worked in the education industry for almost 10 years. His latest project "Global Crisis" earned him the "Monash College Outstanding Award" for innovation in 2018. His passion is to apply the technology enhancing learning and teaching experience. He uses his creativity to design interactive eLearning resources to engage learners.

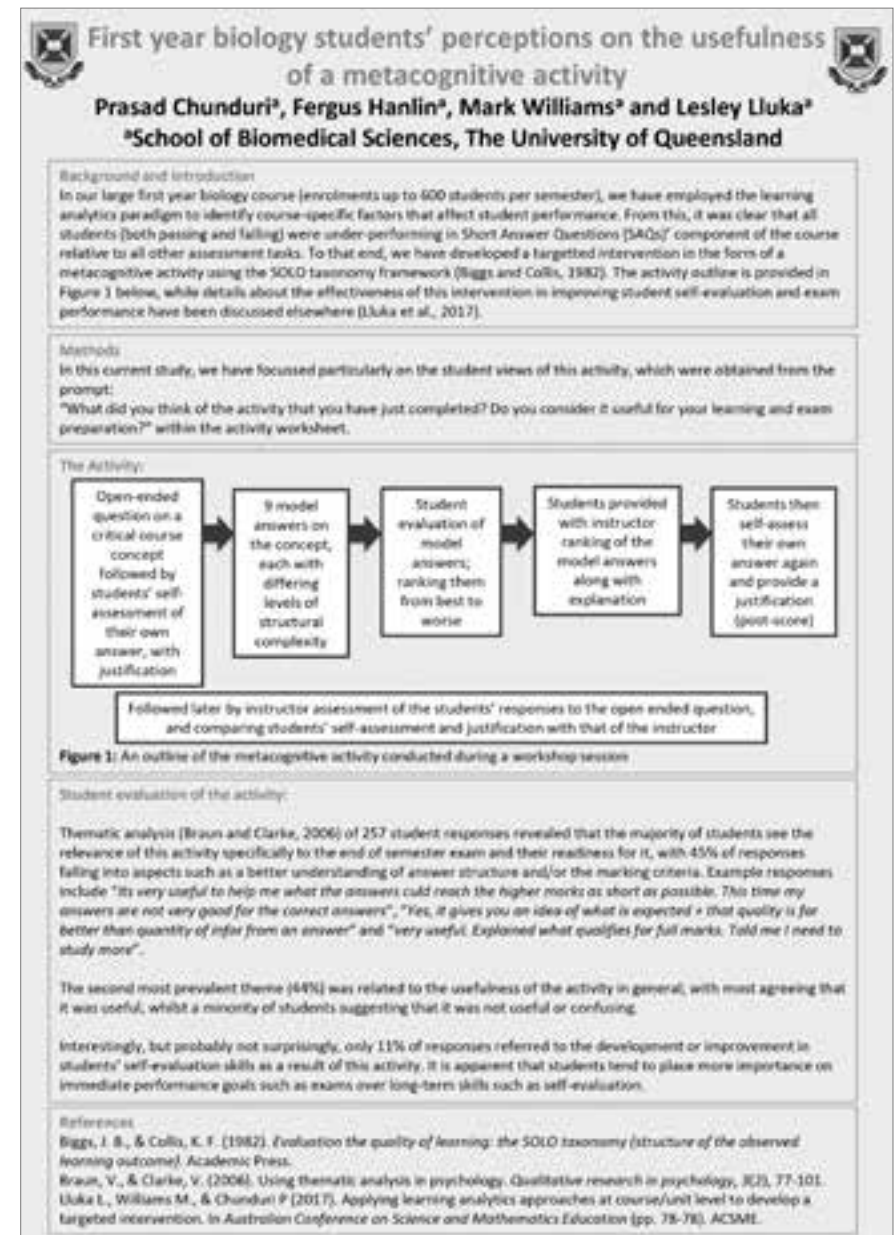


P22 POSTER ACHIEVEMENT

First year biology students' perceptions on the usefulness of a metacognitive activity

Prasad Chunduri, Fergus Hanlin, Mark Williams, Lesley Lluka
The University of Queensland

In our large first year biology course (enrolments up to 600 students per semester), we have employed the learning analytics paradigm to identify course-specific factors that affect student performance. From this, it was clear that all students (both passing and failing) were under-performing in the Short Answer Questions (SAQs) component of the course relative to all other assessment tasks. To that end, we have developed a targetted intervention in the form of a metacognitive activity that involves students answering practice SAQs during lecture time, along with being able to see and mark a range of model answers possible for the SAQs (answers developed by the instructor, and ranging in complexity). This was followed by giving students access to the instructor's marking scheme as well as verbal explanation from the instructor, justifying the marking scheme. Students were asked to mark their own answer prior to, and after, seeing the model answers and instructor marking/justification, in order to develop/ improve their self- evaluation abilities.



P23 POSTER ACHIEVEMENT

Helping students map their way to success

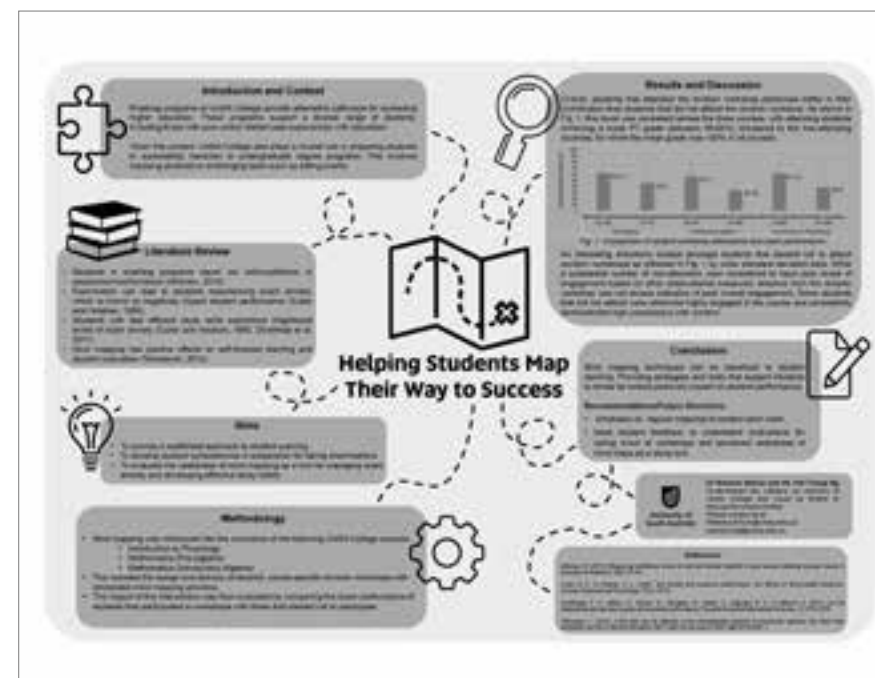
Natasha Wilson, Pek Foong Ng
University of South Australia

Enabling programs provide alternative pathways for accessing higher education and support a diverse range of students, including those with poor and/or distant past experiences with education. UniSA College adopts a scaffolded approach to student learning, including developing student competencies with challenging tasks such as examinations. Students in enabling programs benefit not only from building knowledge of subject content but also from the development of effective study skills. It is within this context that mind mapping was introduced to the course curriculum of three math and science courses to address an identified need for tools that can reduce exam anxiety and support exam revision. This study revealed that mind mapping techniques can be beneficial to student learning and performance on final exams and thus could have positive implications for successful transition to undergraduate study.

Biography

Dr Natasha Wilson joined UniSA College as a lecturer in 2017. Natasha teaches foundation level science courses which support students to transition to studying science in their undergraduate degrees. She has a keen interest in student engagement and enjoys finding new ways to help students connect with challenging scientific concepts.

Pek Foong Ng is a lecturer at University of South Australia. She received her Master of Education degree in 1997. Her recent research focuses on examining the influence of affective factors on learning and achievement in mathematics.



P24 POSTER ACHIEVEMENT

Students-as-partners creating flexible internship experiences with the community partner, Scouts Queensland

M. Sarah-Jane Gregory

Scouts Queensland, Griffith University

Faith Valencia-Forrester, Ben Cameron

Griffith University

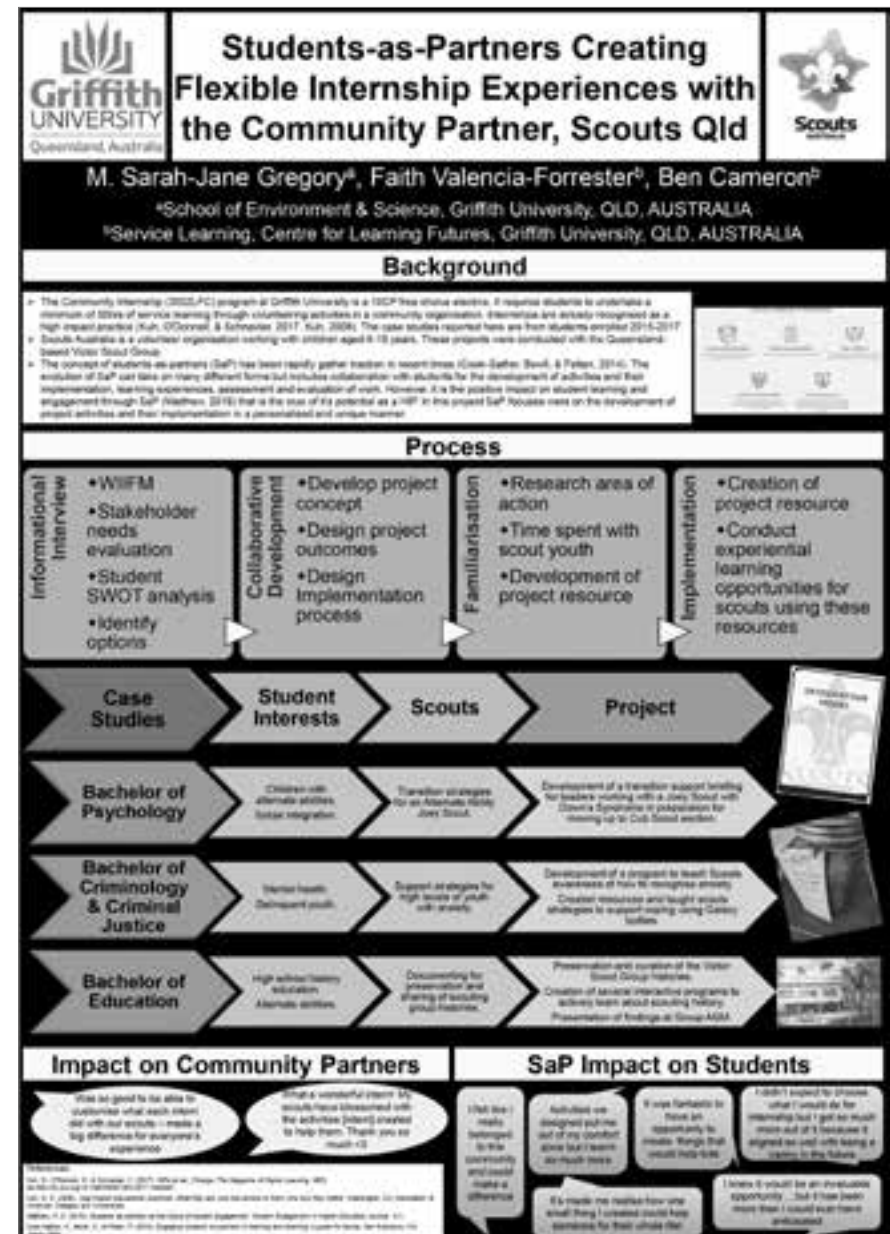
High-impact practices (HIPs) in higher education are recognisably engaging and transformative (Kuh, O'Donnell & Schneider, 2017, Kuh, 2008) and students are reported to benefit significantly from undertaking multiple HIPs (Finley & McNair, 2013). This poster will highlight how the HIPs of authentic experiential learning in the form of community internships and collaborative projects with students-as-partners (SaP) were combined. Three case studies are presented of students from psychology, criminology and education. Students were able to develop unique, personalised internship experiences together with a community partner, Scouts Queensland. Internship projects all followed a core process involving evaluating need and researching potential interventions. Interns then each developed, implemented and reviewed a unique and effective intervention for relevant scout sections. This approach had demonstrated positive impacts on the students; developing capabilities and senses of ownership, connectedness and purpose. The internships were measurably beneficial to the scouts and the extended community.

Biography

Sarah-Jane Gregory is a scout leader with Community Internship Program partner, Victor Scout Group. She is also an academic/Second-Year Experience Coordinator (School of Environment & Science) and doctoral candidate (School of Education), Griffith University. Combined these roles afford her a unique perspective on the transformative nature of holistic student experiences and their value in higher education.

Faith Valencia-Forrester is the Director of Service Learning at Griffith University. She is a strategic connector specialising in project-based creative solutions addressing media reporting of disadvantage. A university-led work-integrated learning specialist and former media director, television and radio producer, skilled in mobile media and event production, who seeks to develop critical thinking skills and transformation.

Ben Cameron is the Industry Engagement/Partnerships Coordinator for Community Internship Program at Griffith University. The program strategically targets the volunteer sector for students' hard and transferable skill development and was a winner of both a 2016 OLT citation and 2017 AAUT Programs that Enhance Learning.



P25 POSTER ACHIEVEMENT

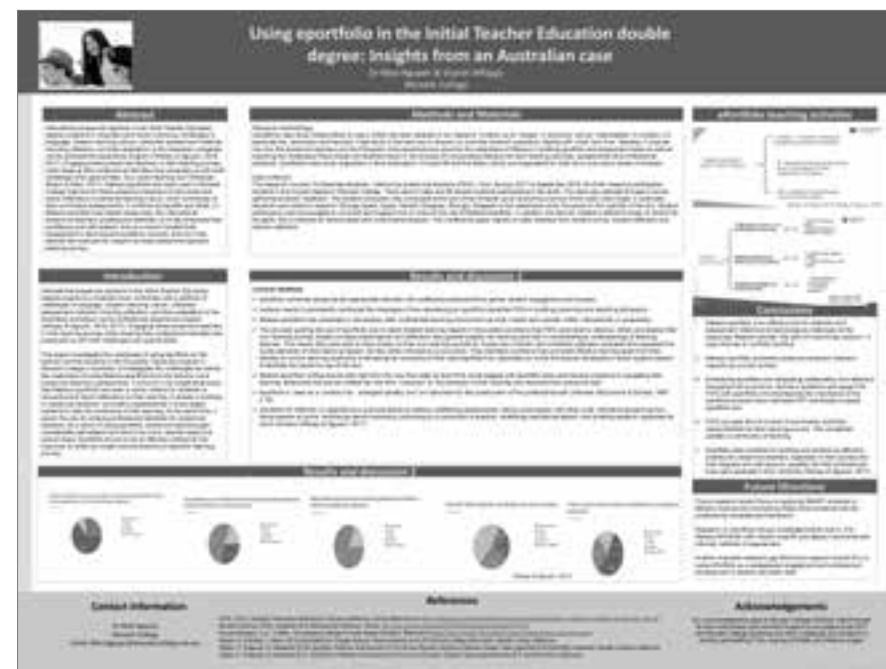
Using eportfolio in the Initial Teacher Education double degree: Insights from an Australian case

Nhai Nguyen, Sharon Whippy
Monash College

International preservice teachers in the Initial Teacher Education degree programs in Australia have faced numerous challenges in language, western learning culture, unfamiliar assessment methods including reflection, and their adaptation to the Australian workplace via the professional experience program (Whippy & Nguyen, 2018, 2017). Engaging these preservice teachers in their learning journey while shaping their professional identities has presented us with both challenges and opportunities. As a useful learning tool (Strampel, Sibson & Main, 2017), Mahara eportfolio has been used in Monash College Diploma for these preservice teachers to document and share reflections on personal learning inquiry, which contributes to their summative assessments. It confirms its benefits are trifold: (i) Mahara eportfolio has helped shape early the international preservice teachers' professional identities; (ii) it has enhanced their confidence and self-esteem, and as a result, boosted their engagement in learning and academic success; and (iii) it has allowed the instructor an insight into these preservice teachers' learning journey.

Biography

Dr Nguyen earned her PhD Degree in Faculty of Education, Monash University. She has woven 17 years of research, teaching and industry experiences into the design, development and delivery of Teacher Education, Cultural Studies, Professional Communication and Higher Education. Before joining Monash College, she was a Senior Lecturer in the Centre of Communication and Design at RMIT University, Vietnam. She has delivered keynote speeches in international and national conferences as well as published across disciplines.



P26 POSTER ACHIEVEMENT

Personal, Peer, Public: Developing a values-based framework for peer mentoring

Isabella Ofner, Rachel Hanley
Deakin University

At Deakin University, Students Helping Students (SHS) programs play a key role in developing leadership capabilities among student mentors that go beyond academic achievement. In order to consolidate approaches for leadership development opportunities for student mentors across the university, a group of peer support program coordinators has drafted a SHS Leadership Development framework. Adapting the Social Change Model, this framework is underpinned by eight specific peer mentoring values that develop leadership skills within the personal, peer, and public domain. The purpose of this framework is to create a basis for guiding student mentors to develop and strengthen their leadership capabilities through involvement in SHS roles.

Biography

With a background in cultural studies and linguistics, Isabella has held both academic and professional roles in Australia and overseas. As a former international student, she is particularly interested in improving transition and academic support for students from CALD backgrounds. She holds the position of Peer Support Programs Coordinator (Students Helping Students) in the Student Academic and Peer Support team at Deakin University.

Rachel is a Project Coordinator in Deakin University's Student Orientation and Experience Team. Rachel's first experience with mentoring programs was in a voluntary role with a refugee youth mentoring program. This experience sparked a passion for empowering young people to achieve their personal goals and led to a career in higher education peer mentoring and student support programs.

Personal, Peer, Public
Developing a values-based leadership framework for peer mentoring

Isabella Ofner, Rachel Hanley, Project Coordinator, Engagement and Community, Division of Student Life, Deakin University
Dr Isabella Ofner, Peer Support Programs Coordinator, Academic and Peer Support, Division of Student Life, Deakin University

At Deakin University, Students Helping Students (SHS) programs play a key role in developing leadership capabilities among student mentors that go beyond academic achievement. In order to consolidate approaches for leadership development opportunities for student mentors across the university, a group of peer support program coordinators has drafted a SHS Leadership Development framework. Adapting the Social Change Model, this framework is underpinned by eight specific peer mentoring values that develop leadership skills within the personal, peer, and public domain. The purpose of this framework is to create a basis for guiding student mentors to develop and strengthen their leadership capabilities through involvement in SHS roles.

Why a mentoring framework?
Leadership skills are increasingly being seen as a key capability for graduates employment, with peer mentoring programs in the tertiary education sector providing ample opportunities for students to gain and develop their leadership capabilities whilst undertaking their studies.
However, leadership can be quite an ambiguous concept, and therefore a need was identified for having a framework to define and contextualise leadership in order to be effective.

Our approach:
A thorough literature review was conducted, examining a range of leadership models, including values-based approaches, complexity and chaos theories, behavioural theories, and the Social Change Model.
A project group consisting of peer support coordinators came together to draft a framework underpinned by the above theoretical work. The draft was circulated for review among the Community of Practice (COP) and the Student Mentor Community of Practice, and after many iterations, the SHS Leadership Development Framework was created.

The SHS Leadership Development Framework
The framework consists of the three domains 'Personal', 'Peer', and 'Public' to which the self-assigned eight associated core values, as described and illustrated in detail below.
These values are closely connected amongst each other to ensure that the student is able to collaborate with and inspire others to be motivated by their own growing self-reflection and awareness.
The core value of the framework is respectability - the act of creating and giving back. The concept of respectability underpins the movement between the domains and ensures sustainability of Deakin's peer mentoring programs.
One of the core challenges with the SHS Leadership Development framework is the question of how the framework can be used to evaluate and measure student leadership development.
The next phase of this project will focus on the development of an evaluation tool to provide a consistent and transparent approach to measuring the development of student leadership capabilities.

Value	Description	Domain
Self-awareness	Students are able to reflect and critically-assess their own beliefs and values, with the aim of bettering equality, broadening perspective and integrating multiple viewpoints whilst strengthening their emotional intelligence.	Personal
Pursue	The personal value encompasses the degree of commitment and responsibility that students develop towards their personal growth, to peer mentoring and to serving the wider community more broadly.	
Courage	Curiosity, empathy and innovation require courage. Courage is also guided by ethical behaviour and integrity, acting in accordance with social practices embedded in peer mentoring.	
Growth	Students are encouraged, continuously learning, and ongoing capability building ensure that both student mentors and mentoring programs thrive and adapt to the demands of and challenges of the 21 st century.	Peer
Inspiration	Peer mentoring thrives as engaged student mentors who are passionate about making a difference and who strive to empower others to become independent learners.	
Collaboration	A desire for working collaboratively and for developing meaningful partnerships lie at the heart of peer mentoring. Peer mentors actively support other students in navigating the challenges of university life and learning, solve problems together and create connections within Deakin and with the wider community.	
Respect	Respect is an integral part of Deakin's values and is essential for developing leadership skills. Practising inclusivity, valuing diversity and seeking to achieve optimum results are core elements of building respectful relationships and communities.	Public
Service	At the heart of peer mentoring lies the concept of respectability - of giving and receiving back - and by making this dual exchange, student mentors act as change agents for themselves and their peers, and effective positive change to their programs, at university level, and within the wider community.	

References:
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Isabella Ofner, Rachel Hanley. The importance of peer mentoring in developing leadership capabilities of university students. *Journal of Leadership Studies*, 2018, 31(1), 1-10.

P27 POSTER RETENTION

Returning to Study? Outreach support for students returning from Leave of Absence

Sarah Cox, Rebecca Eaton

La Trobe University

The Succeed at La Trobe program proactively outreaches to students at specific 'challenge' points across the lifecycle to enable increased persistence, engagement and success. In 2018, the program piloted outreach to students on a Leave of Absence who were due to return to study. The calls provided tailored advice on re-enrolment, support to aid re-transition back to study, extension of leave processes and/or discontinuation. Of the 928 students called, 479 were successfully reached. Receptivity to the outreach was positive, with 96% of students reporting being appreciative or very appreciative of the call. While early re-enrolment data indicates the possible benefits of the outreach in supporting re-transition to study, the longer-term impact will be evaluated by tracking re-enrolment and retention rates post-Census.

Biography

Sarah Cox is Senior Coordinator for Success and Retention at La Trobe University. She is involved in several projects aimed at improving the student experience across the university and manages the Succeed at La Trobe Program. She is a regular contributor at STARS.

Dr Rebecca Eaton worked as Group Transition Coordinator within the Griffith Health Executive taking a strategic approach to enhancing retention and success. This led to her current role as Senior Manager, Transition and Success at La Trobe University, where she manages institutional portfolios focused on supporting transition across the lifecycle.

Returning to Study? Outreach support for students returning from Leave of Absence

Sarah Cox & Rebecca Eaton, Student Success, La Trobe University

Background

¹ In the current higher education context, discovering ways to decrease student attrition has never been more important. One factor which contributes to high attrition rates is non-return after leave of absence (LoA; Wintre, Bowers, Gortner, & Lange, 2006).

- According to Hefrey, Szakowicz and Luskman (2017), despite many students on LoA at any given time, there is little data on the specific re-engagement rates of these students. There is some evidence, however, suggesting that a significant number of students on LoA do not return to study (The Victoria Institute, 2015), thereby highlighting the importance of devising strategies to promote re-engagement to study after a period of leave.
- In order to re-engage and support La Trobe students on a LoA, the Succeed at La Trobe program, in conjunction with Student Services, provided targeted outreach to students on a LoA due to return to study in 2018. This outreach was an extension of the support offered more broadly by the Succeed at La Trobe program which reaches out to students at specific 'challenge' points across the lifecycle to enable increased persistence, engagement and ongoing success.

Method

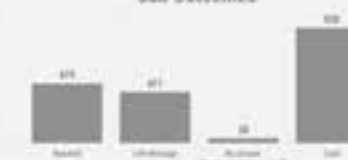
² Outreach was conducted via personalised phone calls which followed two email communications sent from central administration prompting students to either re-enrol, extend leave or discontinue. Only students who had yet to take action following these communications were included in the outreach.

- The focus of the communication balanced informed support with a nurturing approach designed to rene a sense of connection and belonging with the institution, vital after a period of absence. The calls utilised an appreciative advising methodology to promote student self-efficacy, understanding of university support systems and a sense of belonging to achieve positive outcomes.
- The calls provided advice to students around re-enrolment, processes to extend leave or discontinue (depending on circumstances) and also recommended resources and support services targeting individual needs. Where students intended to return to study, the outreach discussed re-enrolment, timetabling and specific supports to assist re-transition to study. For students considering discontinuation, referrals to course or career advisors were made in addition to providing information on relevant processes.

Results

- A total of 1179 students were identified as returning from LoA, with 928 able to be contacted via phone. Of the 928 contacted, 479 (52%) were successfully reached.
- Students were highly receptive to the outreach, with 96% recorded as being appreciative or highly appreciative of the call.
- Over 300 referrals were placed, with teaching staff, administration, online support and careers most commonly cited. Other referrals included transition workshops, wellbeing and financial aid.
- Enrolment reports three weeks post outreach found that the numbers of students yet to re-enrol had reduced significantly from 1179 to 224 students.

Call Outcomes



Conclusion

- These results suggest that the outreach, in addition to central communications, was effective in supporting the re-engagement of students returning from leave.
- Due to high student receptivity and positive preliminary results, the campaign will be extended into core business and the outreach scope extended to include international and postgraduate students.
- Ongoing success of the outreach campaign will be assessed via examination of re-enrolment and retention of these students post Census in September 1 2019.

Quick Statistics



Succeed at La Trobe

LA TROBE UNIVERSITY

All kinds of clever

P28 POSTER SUCCESS

An institutional approach to supporting mental health and wellbeing in higher education

Jane Skalicky

University of Tasmania

Student mental health has become a priority area for higher education institutions in Australia following the 2017 release of the Orygen report titled Under the Radar: The Mental Health of Australian University Students, which revealed that a high number of university students are likely to experience mental ill-health in any one year, with students from non-traditional backgrounds being at particularly high risk. The report together with a growing body of national and international research suggests that the likelihood of university students experiencing mental health and wellbeing issues is even higher than people in the general population, with the university experience itself contributing to the psychological distress of students. To ensure that the mental health and wellbeing of university students is included within the core business of higher education delivery, the report identified a number of opportunities and recommendations for the higher education sector, including the need for universities to have a whole-of-institution mental health and wellbeing policy that includes explicit reference to student mental health and a measurable implementation plan.

Biography

Jane Skalicky is an education specialist with extensive experience supporting student learning, engagement, progression and success in higher education. As Director of the University's Student Retention and Success portfolio, Jane has led the development of key institutional strategies and policies, including those inclusive of student mental health and wellbeing.

An Institutional Approach to Supporting Mental Health and Wellbeing in Higher Education

Jane Skalicky, University of Tasmania

Introduction

Student mental health has become a priority area for higher education institutions in Australia following the release of the Orygen (2017) report titled *Under the Radar: The Mental Health of Australian University Students*. The report revealed that a high number of university students are likely to experience mental ill-health in any one year, with students from non-traditional backgrounds being at particularly high risk. Moreover, the likelihood of university students experiencing mental health and wellbeing issues is higher than for people in the general population, with the university experience itself contributing to the psychological distress of students.

To ensure that the mental health and wellbeing of university students is included within the core business of higher education delivery, the Orygen report identified a number of opportunities and recommendations for the higher education sector, including the need for universities to have a whole-of-institution mental health and wellbeing policy that includes explicit reference to mental health and a measurable implementation plan.

The Health Promoting University (HPU) Framework

The Health Promoting University (HPU) Framework is an international strategic framework based on the Ottawa Charter for Health Promotion, for promoting and protecting the health of university students and staff. The framework calls upon higher education institutions to incorporate health promotion values and principles into their strategy, planning, business practices and academic endeavours. It highlights that universities are uniquely placed to generate, share and implement knowledge, practice and research that can enhance the health and wellbeing of individuals and communities. Worldwide, many universities, including the University of Tasmania, have committed to the HPU Framework to enhance the health and wellbeing of their students and staff and also the communities in which they are embedded.

Framework for Promoting Student Mental Wellbeing in Universities

In 2016, an Australian Health Promoting Universities Network was formed, underpinned by the World Health Organisation's Health Promoting University Framework. The key document championed by the Network, *A Framework for Promoting Student Mental Wellbeing in Universities* (Ball et al., 2016), identifies key actions that, individually and together, are fundamental to developing a whole-of-institution approach to student mental health and wellbeing, as well as institutional enablers for achieving these actions.

For each action and enabler, the framework identifies priority activities and provides measures of progress, acknowledging that individual institutional approaches will vary according to local contexts and priorities. The framework is represented in Figure 1.

Summary of Findings

The Taskforce was chaired by the author and brought together key University stakeholders, including management, academics, professional staff and practitioners and undertook a gap analysis of the university and external agency student activities currently occurring across the University.

The table below presents a summary of the gap analysis and key stakeholder responsibilities for one of the core activities to undertake from Action Area 4 of the Framework.

Taskforce Key Recommendations

One of the main outcomes of the Taskforce was a set of recommendations to lead the University in progressing a culture that promotes and supports student mental health and wellbeing, including:

- All levels of University leadership commit to the HPU-based Framework for Promoting Student Mental Wellbeing at University, to support the health and wellbeing of our students and staff.
- The University establishes a mental health and wellbeing governance group, that ensures shared accountability across the University in relation to both students and staff.
- The University develops a Mental Health and Wellbeing Strategy that adopts a whole-of-university currently approach (students and staff) with appropriate and timely goals and targets identified.
- The mental health and wellbeing governance group monitors and oversees the whole-of-university Mental Health and Wellbeing Strategy; and
- The University commits to prioritising and resourcing the implementation of the University's Mental Health and Wellbeing Strategy.

The array set of recommendations were fully endorsed by the University and included in further discussion to align the outcomes of the Taskforce report with a recent Work, Health and Safety review led by Human Resources. This has now led to the University committing to a whole-of-institution safety, health and wellbeing governance framework and detailed strategy and action plan to progress the University as a genuine health and safety promoting institution.

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P29 POSTER RETENTION

The Student Voice: Students as Partners (SaP) in Higher Education


Kaled Idris-Said, Tania Blanksby
La Trobe University

Students as Partners is a popular concept gaining traction in Higher Education. The College of Science, Health & Engineering (SHE) at La Trobe University provides a wide range of partnership opportunities to amplify the student voice and enhance the overall student experience. These provide avenues to bring together students from across the College to work in partnership developing programs, highlighting issues and providing the student perspective. By considering the student as a partner, the student plays a more active role in the university and encourages a student partner attitude.

Biography

Kaled Idris-Said is the Transition Advisor at La Trobe University, overseeing the development and delivery of student transition programs and workshops within the SHE College. He studied Psychology and Cultural Anthropology at University of Calgary in Canada. He has 16 years experience at a post-secondary institution and with state government supporting education and training.

Tania Blanksby is the Transition Manager, managing the STAR team in the College of Science, Health and Engineering at La Trobe University. She has extensive experience in the higher education sector through more than 20 years at La Trobe University as a lecturer, subject and course coordinator, first year coordinator in the faculty and centrally in Student Engagement.



THE STUDENT VOICE

Students as Partners in Higher Education

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

The College of Science, Health & Engineering (SHE) at La Trobe University provides a wide range of partnership opportunities to amplify the student voice and enhance the overall student experience. These avenues bring together students from across the College to work collaboratively to develop programs, highlighting issues and providing the student perspective. By considering the student as a partner, the student plays a more active role in the university and encourages a student partner attitude.

Many universities are embracing a partnership approach to form stronger relationships between the student body and university decision makers (Johnston, 2018; Healey, Flint, & Harrington, 2016). This provides avenues for students to share their experiences and perspective, working with staff to develop ideas and projects.


Students are an essential element in this partnership. Through ongoing dialogue, participants build relationships that are essential to engagement in lifelong learning and teaching (Matthews, 2017). In order to ensure the student voice is central to the creation and development of College initiatives that impact the student experience, SHE College actively encourages students to be involved via a number of forums:

Forum	Activities	Benefits
Student Advisory Group	Meet to discuss your role in the College	• Develop student voice • Share ideas, develop projects
Student Experience Summit	Bring together students from across the College to discuss and develop ideas	• Increase student engagement • Improve the student experience
College & School Committees	Participate in student committees, providing the student perspective	• Strengthen community • Develop student leaders • Develop initiatives

The mutual benefits of partnering with students includes improvement in student engagement and experience; strengthening the university community; and building a sense of belonging and value, which ultimately impacts student retention.

Why do students participate?

Student attending the 2018 Student Experience Summit were asked to pick their top three motivations:



Projects coming out of the 2018 Student Experience Summit and the 2018 SAG, included:

- The re-publication of the *First Year Survival Guide* for commencing students in 2019
- Peer-up Peer Advisor Hub over the first 6 weeks of semester
- SMS reminders for events and workshops that include Y/N confirmation of attendance
- Need for improved wayfinding, suggestion to use digital touch screens (I&O developing these)

latrobe.edu.au

P30 POSTER TRANSITIONS

Peer mentoring in nursing – improving retention, enhancing education

Ewan McDonald, Rita Manassis, Tania Blanksby
La Trobe University

In undergraduate nursing education, mentoring activities have been widely adopted and evaluated in different learning environments - clinical placement (Carey, Kent, & Latour, 2016) - simulation and clinical laboratory settings (Ramm, Thomson, & Jackson, 2015) as well as specific subjects and/or training modules in Nurse Education for senior students (McKenna & French, 2011).

Positive outcomes are reported for peer support with 'mentee' novice students - including psycho-motor skill development, improved cognitive learning and greater self-efficacy and confidence (Stone, Cooper, & Cant, 2013). Clinical experiences are enhanced by reducing social isolation (Christiansen & Bell, 2010). Peer support can foster friendships, forming a 'parallel community' to staff and university educators, and enables an 'ask anything' culture where students are able to engage with their peers who are not assessing their performance (Roberts, 2009). Nursing students value peer relationships as important for mental health and alleviating anxiety. This is important as depression and anxiety is comparatively high in young University cohorts to that of the general population (Horgan, McCarthy, & Sweeney, 2012).

Biography

Dr Ewan McDonald is a Lecturer in the School of Nursing & Midwifery at La Trobe University. He leads a team of educators for students at La Trobe Clinical School at the Austin Hospital. He is passionate about student engagement, simulation learning and professional mentoring and has recently published in Nurse Education Today.

Rita Manassis is First Year Coordinator at La Trobe University within the SHE College STAR team, helping to develop and deliver student transition programs. She has spent the last 20 years working in the tertiary sector, developing experiential learning initiatives enhancing the student experience and young people's leadership potential.

Tania Blanksby is the Transition Manager leading the SHE STAR team at La Trobe University. With over 25-years in HE, she has extensive experience and understanding of student transition and retention. She is committed to supporting students and staff to ensure an outstanding student experience.



Peer Mentoring in Nursing - Improving Retention, Enhancing Education

The Bachelor of Nursing Clinical Peer-Support Program

Dr Ewan McDonald, Rita Manassis & Tania Blanksby
College of Science, Health & Engineering, La Trobe University

Mentoring has long been adopted in health and social care workplaces, enabling new and less experienced colleagues to receive support, guidance and advice from more experienced colleagues. **Peer Mentoring** involves a mentor and mentee who are at a similar level of education and training. **Peer Support** often involves groups of mentors offering support to mentees in a group setting. Within the nursing profession peer support and peer mentoring has been widely adopted and evaluated.

Mentoring in Nursing Education

- Clinical Placement
- Simulation & Clinical Laboratories
- Specific subjects and training modules

Positive Outcomes

- Improved psycho-motor skill development
- Improved cognitive learning
- Enhanced clinical experiences and reduced social isolation
- Fostering a 'parallel community' to staff & university educators
- Enabling an 'ask anything' culture - peers do not assess performance
- Alleviating anxiety
- Greater self-efficacy and confidence

Peer-peer mentoring programs contribute to La Trobe University's key strategic pillar to create an **Outstanding Student Experience**. The University has a high proportion of students who are first-in-family, and particularly in Nursing, students from diverse backgrounds, including carers, mature-age and international students.

2018 - Bachelor of Nursing Clinical Peer Mentor Program


A collaborative relationship between the College of Science, Health & Engineering (SHE) and Clinical School led to the development of the pilot Bachelor of Nursing Clinical (BNC) Peer Mentor program in Semester 1 2018.

2nd year students, transitioning from a University Campus to a Hospital Clinical School, were provided with peer support in the classroom and clinical setting. Students met their Peer Mentor in the first Clinical Lab, and then at the clinical de-brief.



Students shared their experience. "I feel more confident and connected to the program."

Connect with the program and mentors for full year students.




2019 - A seamless approach

The success of the BNC Peer Mentor program has led to an expanded program where students are simultaneously Mentors and Mentees in two different learning environments.

In 2019, senior students mentor 1st years (Mentees), helping to navigate the University campus experience.

In 2020, these Mentees will continue being mentored in the BNC Peer Mentor program, whilst becoming Mentors for the new cohort of 1st years at the University campus.



This seamless mentoring model provides opportunities for Nursing students to:

- Connect early on to their discipline by providing meaningful connections with students on placement (for Mentees)
- Develop valuable leadership skills (critical for students applying for their graduate year and for their future Nursing careers (for Mentors))
- To have an improved student experience and satisfaction across all year levels, leading to improved retention rates within the School

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P31 POSTER SUCCESS

A model of integrated support for students' retention and success in higher education

Jane Skalicky, Lucy Sun, Matthew Hingston, Kristin Warr Pedersen
University of Tasmania

The Student Retention and Success portfolio at the University of Tasmania comprises a range of services, programs and other initiatives to support students in their transition to university and enhance their academic, personal and career development throughout the university lifecycle. The portfolio also works closely with College, School and Institute staff to enhance student engagement and academic progression and to assist academic staff in their support of students.

Structurally, the portfolio comprises five teams: Early intervention, Student Advice, Student Learning, Student Wellbeing, and Student Leadership, Career Development and Employment. However, in terms of functioning, the portfolio has progressed to an integrated model of support across three main themes related to student support and success at University: Academic Success, Wellbeing and Employability. This has allowed a more strategic and connected way of providing services, programs and interventions, rather than being piecemeal, and also enabled a more responsive and multi-disciplinary approach to supporting students. It has also led to more targeted and networked partnerships and collaborations with academic disciplines to inform the work of the portfolio and ensure that resources are evidence-based and deployed to points of most need and impact for students. With the University under new leadership and establishing its next 5-year vision and organisational structure around a college-based model, these partnerships should further consolidate and continue to drive the portfolio's work and ensure agility and relevance with the changing needs of the students and curriculum.

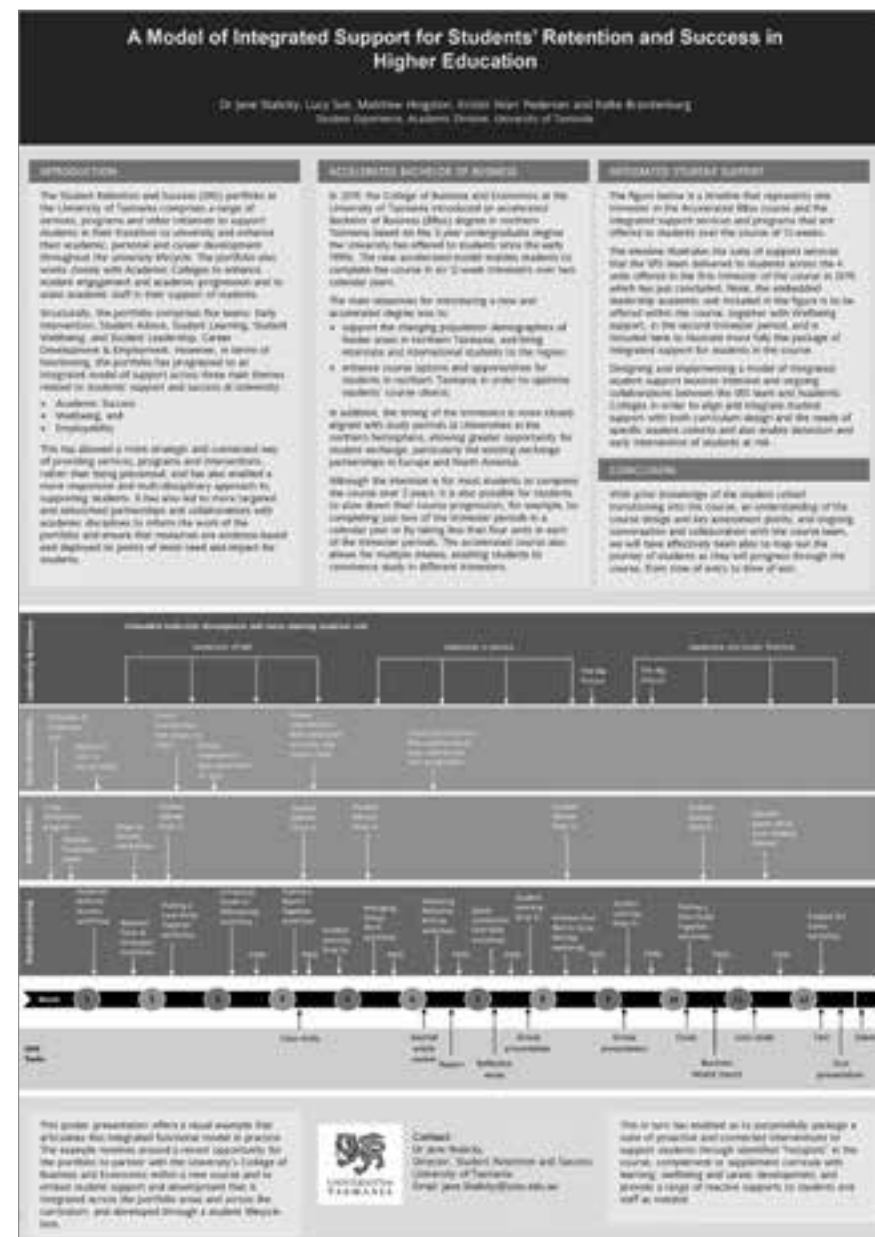
Biography

Jane Skalicky is an education specialist with extensive experience supporting student learning, engagement, progression and success in higher education. As Director of the University's Student Retention and Success portfolio, Jane has led the development of key institutional strategies and policies, including the University's Student Retention and Success Strategy.

Lucy Sun is Head of Student Learning Development in the University's Student Retention and Success portfolio and leads a team of Student Learning Advisers, Student Learning Librarians and student mentors to support the development of language and academic skills of all degree enrolled students at the University of Tasmania.

Matthew Hingston is Manager of Early Intervention in the University's Student Retention and Success portfolio and leads a team of staff in the support of students transitioning into university and through key stages of the student lifecycle. The support focuses on data-driven, early intervention with students at risk.

Kristin Warr Pedersen is Head of Student Leadership, Career Development and Employment in the University's Student Retention and Success portfolio and has designed and delivered a range of interdisciplinary and integrated learning programs for students and staff. Her research includes education for sustainability, peer professional learning, student leadership and distributed leadership.



P32 POSTER RETENTION

Someone Like Me

Diane Robbie

Online Education Services

This poster showcases a project that involved creating and placing introductory videos of relatable graduates into key first stage units to help build social capital and create a sense of belonging, linking students to the unit, the university and their career (Kift, 2015). For many students from low SES backgrounds, beginning university can be a foreign experience, and many feel out of place. Low SES students are often unfamiliar with the university context, including: curriculum, pedagogy, and academic discourse. This can lead to anxiety and discomfort around a lack of cultural "fit". Low SES students are more likely to succeed if they have a strong sense of agency which manifests as determination to complete (O'Shea, May & Stone, 2015; McKay & Devlin, 2016).

Recent graduates from first in family, regional, and low SES backgrounds were filmed talking about their online learning experience and shared their: study environment, habits and rituals; changes to their family, work, friends, life situations; challenges, struggles and aha moments; feelings and reactions to failing assessments, units and dropping out; proudest and lowest moments; and connections to their peers, course and discipline. Their honest reflections aimed to show students that someone like them, who had similar circumstances, was able to overcome them, succeed, and graduate.

Biography

Diane Robbie is the Director of Learning at Online Education Services (OES) and Authorised Officer (Misconduct) for Swinburne Online. She is an experienced senior academic with over 20 years in Higher Education teaching and learning.



P33 POSTER SUCCESS

Be curious, not furious: A centralised approach to academic integrity

Diane Robbie

Online Education Services

This poster reports on an approach used to manage academic integrity for large cohorts of non-traditional, totally online students across multiple disciplines. In line with TEQSA's Higher Education Standards Framework promoting quality assurance approaches in academic integrity, our processes and practices demonstrate a holistic and educative approach to academic integrity, whilst maintaining effective implementation of institutional policy (Australian Government, 2015).

Since 2015, we have made explicit changes to processes, resources and communications, enabling a paradigm shift from punitive allegations of plagiarism to a focus on education and achieving success through positive reinforcement and understanding. As we have oversight of all teaching staff across courses and students' study resources, we are in a unique position to adopt a centralised approach that is consistent and cohesive enabling timely management and decision making on all matters of academic integrity. We have created a one-stop shop for the processing of cases, communications to staff and students, development of resources and staff training. We have encouraged a culture of academic integrity in line with Bretag's suggested approach (Bretag, 2013), and the six key areas identified in the Good Practice Note (TEQSA, 2017). Tutors now proactively give students opportunities to practice and develop their academic writing through realistic and transparent expectations and information about academic integrity.

Biography

Diane Robbie is the Director of Learning at Online Education Services (OES) and Authorised Officer (Misconduct) for Swinburne Online. She is an experienced senior academic with over 20 years in Higher Education teaching and learning.



P34 POSTER SUCCESS

Development of National Guidelines in Australia for improving student outcomes in online education

Cathy Stone

National Centre for Student Equity in Higher Education, Curtin University
University of Newcastle

During 2016 an Australian research project was conducted under the sponsorship of the National Centre for Student Equity in Higher Education with the aim of improving student retention and academic success in online education (Stone, 2017). The research findings have informed a set of National Guidelines for Australian institutions for improving student outcomes in online learning. The study sought the combined wisdom of 151 higher education practitioners, both academic and professional, directly involved in online education, across 16 institutions, on ways to most effectively engage, teach and support online students. Interviews focused on discussion of strategies being used to engage and support online students, the impact of these on student retention and academic success, and what else institutions need to do, to better engage, support and retain online students. Interviews were transcribed and NVivo was used to analyse the data. Findings from the data, supported by other relevant literature and research (see for example, Greenland & Moore, 2014; Lambrinidis, 2014; Michael, 2012; O'Shea, Stone & Delahunty, 2015; Yoo & Huang, 2013) led to the development of 10 "National Guidelines for Improving Student Outcomes in Online Learning" which are aimed at informing institutional practice. This poster outlines these 10 guidelines, offering ideas for implementation across higher education institutions.

Biography

Dr Cathy Stone is an independent consultant and researcher in post-secondary student equity, retention and success. She is an Adjunct Fellow with the National Centre for Student Equity in Higher Education (NCSEHE) at Curtin University and a Conjoint Associate Professor in Social Work at the University of Newcastle.

Development of National Guidelines in Australia to improve student outcomes in online learning

Assoc Prof Cathy Stone, The University of Newcastle & The National Centre for Student Equity in Higher Education, Australia

1. Know who the students are

A comprehensive knowledge and understanding of the diversity of the online student cohort is needed, to develop appropriate support, teaching and communication strategies, including flexibility of approach to reduce barriers whenever possible.

2. Develop, implement & regularly review institution-wide quality standards for online education

Quality online education needs to be viewed as central to the institution's core business, with quality standards for online teaching, learning design and student support.

3. Intervene early to address student expectations, build skills & engage

Early contact & interventions to: explore student expectations; provide a realistic picture of online study; facilitate academic preparation; improve early engagement; build sense of belonging to a learning community.

4. Value & support 'teacher- presence'

Online teachers are crucial in building teacher-student & student-student relationships, providing online students with a sense of belonging, helping them to feel connected to a community of learning, increasing their likelihood of persisting.

5. Design for online

Education delivery needs to be designed for online first and foremost. In addition to the growing numbers of fully online students, blended learning for on-campus students is now the norm. Online technology provides multiple ways to access learning and undertake tasks, creating an inclusive learning space for all students.



6. Engage and support via content & delivery

'Interactive', 'connected', 'inclusive' and 'relevant' are all essential criteria for online learning content and teaching strategies, using a range of appropriate technologies, both synchronous and asynchronous, that are specific to online delivery.

7. Build collaboration across campus to offer holistic, integrated and embedded student support

Strong collaboration is required across the academic and professional areas of universities to embed support within the curriculum as much as possible, delivering it where and when it is most needed.

8. Contact and communicate throughout the student journey

Regular contact points when the institution reaches out to students to provide information, offer support and increase engagement have a demonstrated impact on retention and academic success of online students.

9. Use learning analytics to target and personalise student interventions

Data from the institution's systems provides information on online activity of students, which can be constructively harnessed to inform the development, personalisation and appropriate targeting of interventions to help students persist and succeed with their studies.

10. Invest in online education to ensure access and opportunity

Delivery of online education needs to be viewed as core business and invested in accordingly, by committing to it a level of priority and resourcing equitable with on-campus education.



P35 POSTER SUCCESS

Effectiveness of short answer test papers in evaluating academic nursing programs: A review of the literature

Annette Stunden, Diana Jeffereis

Western Sydney University

Short answer tests (SAT) examine students' knowledge and evaluate students' success (Earl, 2013). Short answer tests also stimulate the critical thinking process which is a skill nurses need in making clinical decisions (Maxwell, 2010). The purpose of this literature review is to combine the best available evidence as to whether short answer test papers meet organisations curricula learning outcomes. The majority of studies demonstrated that short answer tests equip students with the knowledge and skills for the clinical setting (Kantar, 2014). Three major themes were identified: the effects of increasing class sizes; authenticity and the validity. Short answer tests are commonly used by academic organisations to evaluate students' level of knowledge and their ability to critically analyse and problem solve (Jeppesen et al, 2017). To maintain authenticity and validity of an assessment, there is a need for an evidence-based approach to their design to meet the core learning objectives within the curriculum.

Biography

Annette Stunden: My area of interest is adult pedagogy and evidenced based learning experience. I am interested in students perception and experience of assessment items embedded into the teaching curricula. My presentation highlights the effectiveness of short answer tests which are now becoming obsolete due to the increasing cohorts of students and academic workloads. I am currently examining and investigating undergraduate nursing students digital literacy skills in preparation for the digitalised clinical environment.

Effectiveness of short answer test papers in evaluating academic nursing programs: A review of the literature

Western Sydney University


School of Nursing and Midwifery, Western Sydney University
Centre for Applied Nursing Research & Higher Institute for Nursing Studies Research
Centre for Oral Health Outcomes, Research Translation & Evaluation Research

Introduction

In nursing education, the measurement of students' knowledge and critical thinking skills is an important component for practice [1].

Aim

The purpose of this literature review is to combine the best evidence as to whether short answer test papers meet nursing facility curricula learning outcomes.



Method

Design


A systematic literature review was performed which examined perceptions of short answer tests and evaluated whether the curricula outcomes had been met. The review followed reporting guidelines and meta-analysis (PRISMA) outlined by Shea, et al (2007) [2]. The steps addressed were: searching the literature, critical appraisal of journals, reading and extracting data and synthesising data into a summary table.

Critical Appraisal

Critical appraisal was conducted on 5 studies (4 quantitative and 2 literature reviews) using the critical appraisal skills programme (CASP) tool. The articles were scored in regards to methodological quality.


Data Analysis

To ensure eligibility the articles were read and noted to identify similar responses and similarities were clustered into themes.



Findings

The majority of studies demonstrated that SAT's equip students with knowledge and skills upon graduation for the workforce. Three major themes identified: the effects of increasing class sizes; authenticity and validity of SAT's

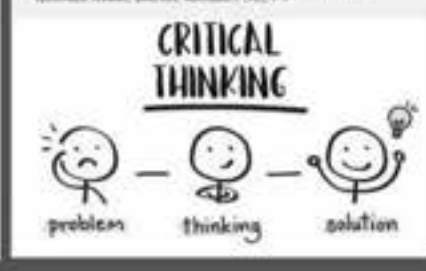


Conclusion

Short answer tests are commonly used by academic organisations to evaluate students' level of knowledge which consists of their ability to critically analyse and problem solve. To maintain authenticity and validity of an assessment, there is a need of an evidence-based approach to their design to meet the core learning objectives within the curriculum.

References

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P36 POSTER SUCCESS

Partnering with students to develop innovative projects that connect international and domestic students and build their experience

Karen Walker, Freia Kirkaldy
University of Sydney

This poster showcases the Student Experience Innovation Grants program, a new initiative launched at the University of Sydney which partners with students to develop innovative projects that connect international and domestic students and build their student experience. Students receive grant funding and ongoing skills building to implement peer-to-peer projects. Quantitative and qualitative feedback indicates the program is a successful model to connect international and domestic students and provide professional development opportunities for student partners.

Biography

Karen Walker has over thirteen years' experience in the Higher Education sector and is currently the Head, Student Affairs Engagement for the University of Sydney Faculty of Arts and Social Sciences. Her areas of expertise include first year transition, student leadership and career development through initiatives such as ArtSS Career-Ready.

Freia Kirkaldy has over five years' experience in the public and not-for-profit sectors, and is currently the Student Affairs and Engagement Coordinator for the University of Sydney Faculty of Arts and Social Sciences. Her areas of expertise include student volunteering, leadership development, innovation and social impact.



THE UNIVERSITY OF SYDNEY

Partnering with students to develop innovative projects that connect international and domestic students and build their experience

Karen Walker and Freia Kirkaldy, Faculty of Arts and Social Sciences

Program aims

Social disconnection between international students and domestic students, and lack of access to work-integrated learning opportunities have been identified as key issues impacting the international student experience in higher education (McQuaid, Duitman, Bak & Peltence, 2018; Jackson, 2017).

The Student Experience Innovation Grants program was trialed in 2018 to target these key issues by partnering with students to develop projects that connect international and domestic students and impact the student experience. Students receive grant funding of \$500-\$2,500 and training, mentoring and ongoing skills building to implement these peer-to-peer projects.

Program methodology



Project proposal
Students propose project ideas that connect international and domestic students and build the student experience. Ideas are assessed for a committee of staff and students.



Project co-design
Grants of \$500-\$2,500 are awarded and student partners begin training and work with staff to further develop project design and build graduate skills.



Project implementation
Student partners take the lead in implementing project activities, and project marketing, with staff to analyse data, reflect on funding, ongoing training and mentoring provided by staff.



Co-analysis and reporting
After the completion of project activities, student partners work with staff to analyse data, reflect on project outcomes and complete a final report.

Program results

The Student Experience Innovation Grants Program provides a practical, evidence-based example of how students and staff can partner together to address two key issues impacting the international student experience in higher education: social disconnection between international students and domestic students, and lack of access to work-integrated learning opportunities. Given these results, the program has received funding to scale in 2019.

Ten project grants were awarded to nineteen student partners, with 508 students participating and over 1.2 million people reached on social media.

Collected across projects, quantitative and qualitative data suggests the program was successful in achieving our aims to:

- Build the student experience:** E.g. 90% of participants reported increased student experience in "Language Buddies."
- Connect international and domestic students together and build a sense of community:** E.g. 100% of participants in the "International Student Workshops" reported increased sense of community, and 81.53% reported increased ability to connect.
- Partner with students to develop peer-led initiatives that impact academic, personal or professional success:** E.g. 100% of participants reported decreased stress after participating in "Sculptures by the Sea Coastal Walk."
- Build skills in line with the Graduate Qualities Framework:** Qualitative data analysis found most common areas of skills development were critical thinking, problem solving and inventiveness, verbal and written communication, interdisciplinary effectiveness and an integrated professional, ethical and personal identity and influence.

19 student partners



508 student participants



1.2 million+ social media



10 projects:
Australian Sport Experience
Language Buddies
International Student Workshops
Sculptures by the Sea Coastal Walk
ArtSS Career-Ready
International Student Leadership
International Student Mentorship
International Student Volunteer
International Student Entrepreneur
International Student Innovation

"I valued the amount of autonomy that the Faculty gave us to conceptualise and implement our ideas. This gave me a sense of ownership over the project. The process of developing the project from an idea to reality has been very enjoyable and fulfilling." – International student partner

"I had the opportunity to meet new people, who, outside of attending the Australian Sporting Experience, I could never have had the chance to talk to. I also had the opportunity to share my love for football with others." – Domestic student participant

"I feel better equipped for my personal and professional life. Community, in Australia, due to the nationality restriction, international students have less networking opportunities than local students. Thus, receiving professional training and mentoring from staff is not an easy or common thing for international students." – International student partner

"The International Student Workshop provides such a welcoming environment and it was my first time to feel such a strong sense of community at the University." – International student participant

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Jackson, B. (2017). Improving the international student experience: using work-integrated learning in Australia. Asia Pacific Journal of Education, 37(2), 149-160. doi: 10.1080/02673089.2017.1305585

P37 POSTER SUCCESS

Student narratives: What matters for student well-being?

Catherine Vu, Abi Brooker
University of Melbourne

Educators and scholars are invested in enhancing student well-being. However, demanding workloads for both the academic and the student can limit capacity and success of university-based interventions (Brooker et al., 2017; Storrie et al., 2010). We address the issue by asking students about the existing elements of university life that contribute to their well-being. Using a mixed methods approach, we: (i) identified themes in students' narratives about university life; and (ii) interrogated associations between those themes and students' well-being.

We asked 696 university students (undergraduate and postgraduate) to complete an online survey in which they: (i) described a time at university that they felt good, and (ii) rated the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS). To analyse students' narratives, we developed a coding scheme that included four themes: social experiences, academic experiences, non-academic experiences, and emotional experiences. Each theme had up to seven sub-themes representing specific experiences. With 92% agreement (Cohen's $k = .90$) for the first 40 responses (107 descriptors), the remaining 656 students responses were coded independently.



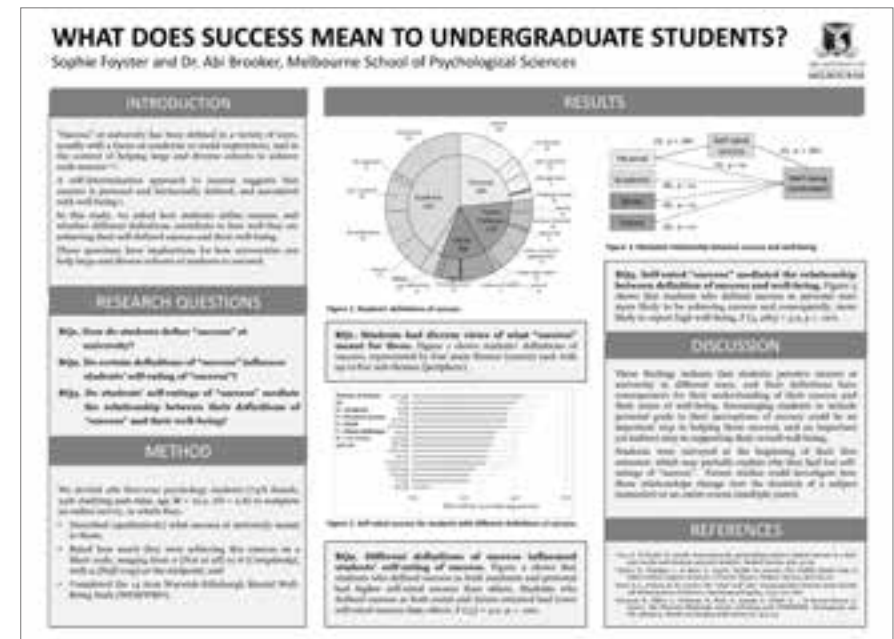
P38 POSTER SUCCESS

What does success mean to undergraduate students?

Sophie Foyster, Abi Brooker
University of Melbourne

"Success" at university has been defined in a variety of ways, usually with a focus on academic or social experiences, and in the context of concerns for helping large and diverse cohorts to achieve such "success" (e.g., Cox & Naylor, 2018; Eaton et al., 2018). A self-determination approach suggests that success is personal and intrinsically defined, and associated with well-being (Deci & Ryan, 2000). In this study, we ask how students define success, and whether different definitions contribute to how well they are achieving "success" or achieving well-being. Such questions have implications for how universities can help large and diverse cohorts of students to succeed.

We invited 286 psychology first-year psychology students to complete an online survey, in which they described what success meant to them, rated how much they are achieving success, and completed a measure of well-being.



P39 POSTER SUCCESS

Students as Partners in developing effective online training

Jacqueline Adriaanse
University of Wollongong

In 2018, Peer Learning at the University of Wollongong developed an online training module created by students for students. The interactive module introduces student leaders in peer-to-peer roles to the key academic and welfare support available at UOW and focuses on their role in the triage process and how to refer students effectively and responsibly. The Peer Learning team involved student leaders in the development of the module to ensure it accurately reflects the skills and information needed to be confident in the referral process. Student leaders contributed by participating in focus groups, developing content, and providing feedback and evaluation of the module.

Biography

Jacqueline's experience working in secondary and tertiary education sectors in Australia and Japan has influenced and shaped her passion for the student experience. Her current role co-coordinating the Peer Academic Coaching program at UOW has provided a platform to work in peer learning and on collaborative projects engaging students as partners.

Students as Partners in Developing Effective Online Training

Created by students for students the Responsible Referrals Online Training Module is a SSAR funded training module developed for student leaders at the University of Wollongong (UOW). The online training module focuses on how leaders can refer students effectively and responsibly to support services at UOW by training them in skills such as active listening, effective questioning, having challenging conversations, roles and boundaries, the triage model as well as the student support services available at UOW.

The project team sought to involve student leaders as partners in the development of the module to ensure it accurately reflected the skills and information needed for leaders to be confident in the referral process.

Students as Collaborators

Student Project Officer

- Listed with leaders, staff & project stakeholders
- Write & created content for the training module
- Developed engaging learning activities
- Oversight leader involvement
- Drafted leader feedback questionnaires to inform the final draft

Focus Groups

- Met with student leaders across campus
- Identified the practices & skills used by leaders
- Determined the delivery of the module (look, feel & types of activities to be included)

Leader Interviews

- Conducted, transcribed & photographed by student bloggers
- Discussed leaders' experiences & how they would describe their program
- Used direct quotes & leader insights to ensure a strong student perspective
- Content gathered created the recognisable student voice evident throughout the training module

Leaders as Reviewers

- Provided feedback on the final draft by identifying areas in need of improvement
- Recommended areas to be edited, assessed the use of activities & critique structure
- Identified what sections would be helpful to student leaders & why
- Suggested ways to assess student completion of the module
- Drafted end of chapter quizzes on key content
- Informed the direction of the training module and project team moving forward

Collaboration with students resulted in opportunities for student leaders to:

- Work on an authentic project & develop transferable skills
- Contribute to the training module as idea generators, content creators & evaluators
- Guide the direction of the training module & ensure a student voice in the module
- Develop communication skills
- Engage with key project stakeholders
- Feel a sense of belonging & empowerment in the peer learning community

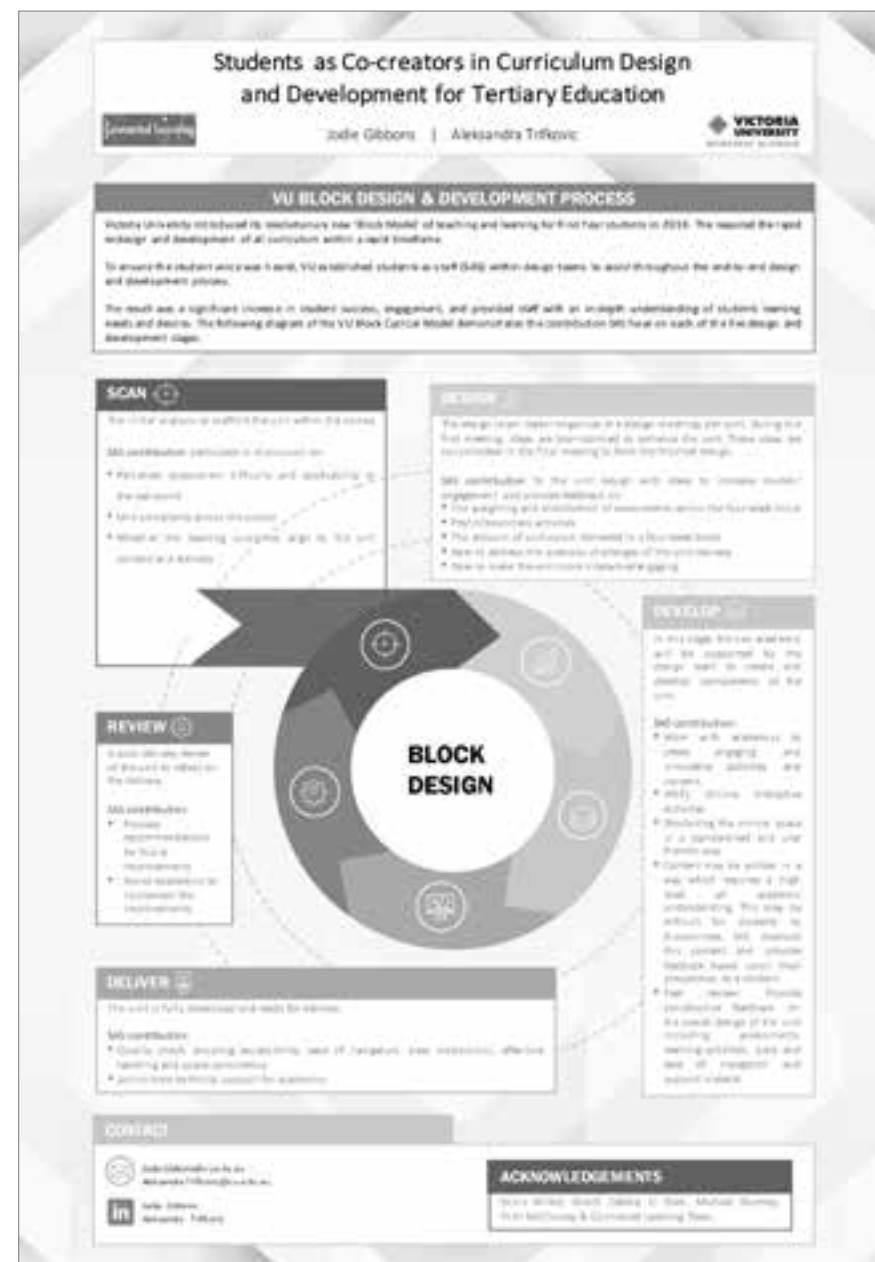
P40 POSTER SUCCESS

Students as co-creators in curriculum design and development for tertiary education

Jodie Gibbons, Aleksandra Trifkovic

Victoria University

The inclusion of students as co-creators in curriculum design and development has been demonstrated to enhance the student learning experience at many tertiary institutions. At Victoria University, a large-scale project required the re-design and development of all curriculum across the university within a rapid timeframe. In order to ensure the student voice and experience was heard, students were established as staff of the unit design teams, to assist with the design, development and provide critical feedback of the curriculum. The outcome was a learning experience that was active, student-centred, and with real-world relevance. This resulted in a significant increase in student success, engagement, and provided staff with a greater understanding of the student learning experience. This paper presents the student-as-staff experience and contribution as co-creators of curriculum.



P41 POSTER SUCCESS

First in My Family Program: from an idea to an organisation-wide response

Zoe Morrison

School of Economics, University of Sydney

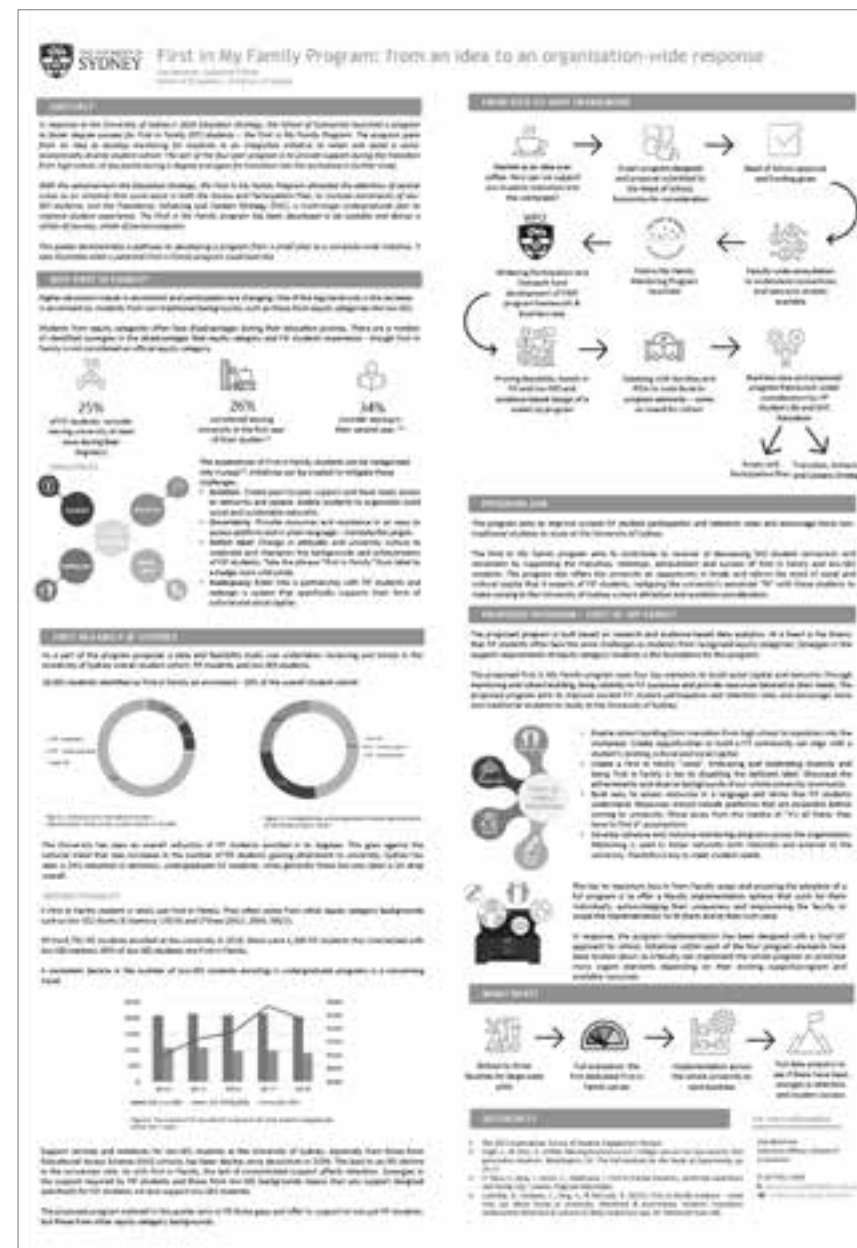
In response to the University of Sydney's 2016 Education Strategy, the School of Economics launched a program to foster degree success for First in Family (FiF) students – the First in My Family Program. The program grew from an idea to develop mentoring for students to an integrated initiative to retain and assist a socio-economically diverse student cohort. The aim of the four-part program is to provide support at key points transition during points during their university journey.

The First in My Family Program attracted the attention of central areas as an initiative that could assist in both the Access and Participation Plan and the Transitions, Achieving and Careers Strategy (TAC) to improve student experience. The program has been developed to be scalable and deliver whole of journey, whole of person support.

This poster demonstrates a pathway to developing a potential First in Family program from a small pilot to a university-wide initiative.

Biography

Zoe Morrison, currently a Strategy Advisor at the University of Sydney, designed the First in My Family support program in her previous role as Executive Officer, School of Economics. Zoe recently graduate her MBA (USyd) where she developed her passion for social equity in education and designing student support programs.





PARALLEL SESSIONS

PARALLEL SESSION 1

10:50AM – 11:20AM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 1	01A - RP - STUDENTS	01B - RP - SUCCESS	01C - EI - TRANSITIONS	01D - EI - SUCCESS	01E - RP - TRANSITIONS	01F - EI - STUDENTS
10:50am – 11:20am	First year mature age students' motivations for university study	Online learning in Australian higher education: Opportunities, challenges and transformations	Can academic integrity be taught using a board game?	Enhancing student engagement through fun and focus	International students' transition to university: connection and disconnection in online group work interactions	Inclusion in the library: Monash University's Inclusive Teaching Toolkit
	<i>Jeff Waters, Narelle Lemon</i>	<i>Cathy Stone</i>	<i>Amanda White</i>	<i>Jackie Hammill, Thinh Nguyen, Fiona Henderson</i>	<i>Jade Sleeman, Catherine Lang, Eva Dakich</i>	<i>Lenise Prater, Susannah Phillips, Homa Babai, Zachary Kendal</i>
	<i>Swinburne University of Technology</i>	<i>University of Newcastle, NCSEHE</i>	<i>University of Technology Sydney</i>	<i>Victoria University</i>	<i>La Trobe University</i>	<i>Monash University</i>

01

01A REFEREED PAPER STUDENTS

First year mature age students' motivations for university study

Jeff Waters, Narelle Lemon
Swinburne University of Technology

As access to higher education changes, so too does the student demographic. As such, there is a higher increase of mature age students accessing undergraduate degrees with numbers in Australian universities reported to be as high as approximately 40%. This paper reports on one part of a larger qualitative study that involved two interviews six months apart with nine participants from an Australian inner-city university. The larger study aimed to identify the strategies and resources that first year mature age students engage with that assist them during their education. Illuminated in this paper are the mature age students' motivations for study and how these differ and are influenced from a variety of reference points. Interrelationships between intrinsic and extrinsic motivations are revealed in the data, providing insight into how higher education can move forward in understanding the study needs of this cohort of student.

Biography

Jeff Waters is a PhD candidate at Swinburne University. He completed a B Soc Sci, and BA (Hons) at Swinburne and a Grad Dip Ed at RMIT. His areas of interest are Learning and Teaching. His current research focus is the mature age student experience at University

Associate Professor Narelle Lemon (DEd MEd BMus BTeach DipMan) is currently the Department Deputy Chair (Learning and Teaching) in the Department of Education, Swinburne University. Narelle's overarching research area is focused on participation and engagement. She explores this through a variety of avenues including creativity and arts education, positive psychology specifically aimed at mindfulness practice and coping strategies, and social media use for learning and professional development.

01B REFEREED PAPER SUCCESS

Online learning in Australian higher education: Opportunities, challenges and transformations

Cathy Stone
University of Newcastle
National Centre for Student Equity in Higher Education, Curtin University

Higher education is being rapidly transformed by the growth in online learning, with an increasing number of universities worldwide offering degree programs in online, distance modes of study. Australian education has a long history of 'distance education', primarily offered by regional universities. With the digital communication advances of the 21st century, traditional 'correspondence' study has transformed into online learning, with many more universities, both metropolitan and regional, offering undergraduate degree programs that can be completed entirely online. While this can provide a significant opportunity for further widening of participation in higher education, Australian and international research indicates that much needs to be done to improve the higher attrition rates currently associated with online learning. This paper draws on the findings of three separate yet related Australian research projects, to compare student and staff perspectives on ways to improve outcomes in online learning.

Biography

Dr Cathy Stone is an independent consultant and researcher in post-secondary student equity, retention and success. She is a Conjoint Associate Professor in Social Work at the University of Newcastle and an Adjunct Fellow with the NCSEHE at Curtin University. Cathy's recent research focuses particularly on the online student experience.

01C EMERGING INITIATIVE TRANSITIONS

Can academic integrity be taught using a board game?

Amanda White

University of Technology Sydney

Academic integrity is one of the foundations of academic scholarship and also one area students often find confusing and need guidance (Bretag et. al., 2014). Transition pedagogy (Kift, 2009) stresses the importance of helping students transition to the structures and expectations of higher education. To assist students in transitioning to the rigours and responsibilities of academic scholarship, this Emerging Initiative engages students with the concepts associated with academic integrity in a serious game game (called The Academic Integrity Board Game). Serious games are those that aim to educate and inform during play (Susi, Johannesson and Backlund, 2007; de Freitas and Liarokapis, 2011). This game is designed to increase students' awareness of the importance of academic integrity, how to study with integrity and the consequences of failing to do so in a social learning context.

Biography

Amanda has been teaching accounting for over 15 years. She is passionate about embedding employability skill development into the curriculum, collaborative learning and academic integrity. Amanda is a proponent of open educational resources - through her YouTube channel and tools like the Academic Integrity Board Game.

01D EMERGING INITIATIVE SUCCESS

Enhancing student engagement through fun and focus

Jackie Hammill, Thinh Nguyen, Fiona Henderson

Victoria University

Academics are in competition with digital media particularly on students' personal devices when attempting to engage them in the higher education curriculum. Many first-year students find it difficult to focus on academic content and are continually drawn to the blue flashing light on their phone, or the sporting event playing live on their computer. FOMO (Fear Of Missing Out) is a common feeling in many Millennials and Gen Z. As students who are actively engaged in the learning process are more likely to achieve the results they want (Kahu, 2013), educators employ strategies that utilise current tools to engage current generations. The challenge is to create a learning environment that similarly enhances feelings of connection within students through focused and meaningful interaction. This presentation reports on early research using elements of positive psychology and gamification in first year higher education business units to channel student focus and engagement.

Biography

Jackie Hammill - Currently a PhD student at Victoria University, Jackie also teaches Business subjects in the First Year College. Jackie has a background in Academic Support and Peer Mentoring. Jackie has a passion for student engagement and success and in 2015 was awarded the Vice-Chancellor's Citation for Excellence in Programs that Enhance Learning.

Thinh Nguyen - Thinh Nguyen is Associate Professor in the First Year College and Head of the VU Academy for Social Change and Leadership. Thinh has a passion for student learning and success and has won numerous teaching awards, include the Australian Government Office for Learning & Teaching citation for Excellence in Learning and Teaching.

Fiona Henderson - Associate Professor Fiona Henderson has worked for 25 years in the university sector. She has received several national grants for research and teaching including a national citation in 2007, a Victoria University College Award in 2011 and Victoria University Vice-Chancellor's Awards for Excellence in Programs that Enhance Learning in 2015 and 2016.

O1E REFEREED PAPER TRANSITIONS

International students' transition to university: Connection and disconnection in online group work interactions

Jade Sleeman, Catherine Lang, Eva Dakich
La Trobe University

An Australian higher education experience often includes group work as an important social learning opportunity. For international students, taking part in a group assignment can positively influence learning and adjustment to the new cultural and educational context through social interaction. However, students are increasingly choosing to use digital technologies to participate in group assignments, which may impact on opportunities available to make social connections with peers. Therefore, this study investigated the experiences of 26 international students as they transitioned to study at an Australian university about their use of social media for group assignments and their resulting perceptions of connection to classmates. Analysis of the results suggests that students who engaged in collaborative rather than cooperative interactions via social media were more likely to perceive a connection to their classmates. This has implications for educators to include classroom modelling of digitally-mediated collaborative interactions to benefit students' participation in group assignments, which can improve the transition experience through social connection.

Biography

Jade Sleeman works in the role of Transition Adviser in the College of Arts, Social Sciences and Commerce at La Trobe University. She is currently completing her PhD on international students' uses of social media in their transition to university.

Dr Catherine Lang is Associate Professor and Director of Initial Teacher Education Programs, School of Education, at La Trobe University. Her research is focused on Information and Communication Technologies, with recent projects on primary school students' Cybersafety awareness and preservice teachers' uses of digital tools for creativity.

Dr Eva Dakich is a former Senior Lecturer and Researcher in Digital Learning and Teacher Education at La Trobe University. Eva has worked as a researcher on projects of national significance, such as the Smith Family's Tech-Packs Project, and the Technology Enriched Curriculum Project (TECP), a Closing the Gap initiative.

O1F EMERGING INITIATIVE STUDENTS

Inclusion in the library: Monash University's Inclusive Teaching Toolkit

Lenise Prater, Susannah Phillips, Homa Babai, Zachary Kendal
Monash University

Monash University Library aims to create a safe and inclusive environment for all students, and to deliver accessible research and learning services. To achieve this aim, we developed a new initiative, the Inclusive Teaching Toolkit for library staff (<https://www.monash.edu/library/inclusive-teaching>) - a dynamic and interactive online tool informed by Universal Design for Learning. Arranged around six broad principles, the Toolkit draws on existing University guidelines, the literature on inclusive teaching in higher education, and data gathered in 2017 from focus group interviews with library staff. The Toolkit provides practical guidelines about inclusion in an academic library, and its structure highlights the intersectional (Crenshaw, 1989) nature of the suggested practices. The initiative is in an early phase; we are in the process of developing and delivering peer learning sessions that use the Toolkit to facilitate discussions among staff about inclusion.

Biography

Dr Lenise Prater is the Learning Skills Adviser for Social Inclusion at Monash University. Lenise has experience in deploying a range of pedagogical approaches to reach students with diverse learning styles and backgrounds, and her published works focus on the ethical representation of discrimination based on gender and sexuality.

Susannah Phillips is the Subject Librarian for Social Inclusion at Monash University, where she works to address inequalities of access and participation in higher education. Her previous experience includes working as a Learning Advisor at La Trobe University and as a Learning Resources Manager in a London based secondary school.

PARALLEL SESSION 2

11:30AM - 12:00PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 2	02A - RP - STUDENTS	02B - RP - TRANSITIONS	02C - EI - STUDENTS	02D - RP - RETENTION	02E - RP - SUCCESS	02F - EI - STUDENTS
11:30am - 12:00pm	Engaging the disengaged: Exploring the use of course specific learning analytics and nudging to enhance online student engagement <i>Jill Lawrence, Alice Brown, Petrea Redmond, Marita Basson</i> <i>University of Southern Queensland</i>	Achieving Purposeful Transitions: A Framework to Embed Co-Construction into an Institution Wide Approach to Student Transition <i>Kylie Austin, Julia Coyle</i> <i>University of Wollongong</i>	Sense of belonging among international students at Australian universities <i>Evianne L. van Gijn-Grosvenor, Penny Huisman</i> <i>Macquarie University</i>	Risk is relative: Person and place do matter in undergraduate engagement and retention <i>Geoff Woolcott, Robert Whannell, Daniel Chamberlain</i> <i>Southern Cross University, University of New England, La Trobe University</i>	Co-creating learning enrichment opportunities with students and their peers for student success <i>Elena Verezub, Kathryn Wallace, Stephen Price, Elena Sinchenko</i> <i>Swinburne University of Technology</i>	From Facebook to aMigo! Using social media to enhance the new student experience <i>Judith Little, Lloyd Gordon, Wendy Blastock</i> <i>Monash University</i>

02

02A REFEREED PAPER STUDENTS

Engaging the disengaged: Exploring the use of course specific learning analytics and nudging to enhance online student engagement

Jill Lawrence, Alice Brown, Petrea Redmond, Marita Basson

University of Southern Queensland

Universities increasingly implement online delivery to strengthen students' access and flexibility. However, they often do so with limited understanding of the impact of online pedagogy on student engagement. To explore these issues, a research project was conducted investigating the use of course-specific learning analytics to 'nudge' students into engaging more actively in their courses. Drawing on perspectives emanating from communication and critical theories, the research involved a staged intervention strategy conducted across 3 courses (n=892) focussing on a range of timely, strategic communication interventions. Research findings revealed benefits for students who felt supported by explicit expectation management and the strategic use of early nudging to enhance their prioritisation of key course-specific resources. Academics benefited by making use of nudging templates/principles to increase student engagement in their courses. The course-specific context meant that academics and students explicitly shared ways of working in the one place where learners ultimately succeed – the course.

Biography

Jill Lawrence is Head of the School of Humanities and Communication at the University of Southern Queensland (USQ). Her focus is on building capacity in a higher education context disrupted by technology, emerging and continuously evolving professions, increasing managerialism and student diversity and the challenges and opportunities provided for pedagogy.

Alice Brown is a Senior Lecture in the School of Education at USQ. Her research interests include: innovative, respectful and ethical research with families; the use of social ecological framework to understand health behaviours; and engagement & E-learning/teaching in higher education to enhance the student experience.

Petrea Redmond is an Associate Professor of Educational Technology in the School of Education at USQ. Her research interests include: blended and online learning and teaching; online mentoring; gender and STEM; community of inquiry; and the integration of technology to enhance learning and teaching.

Marita Basson is a Senior Lecturer in Urban Design and Planning at USQ. Her Learning and Teaching research interests include sense of place/sense of belonging, student engagement in online environments and authentic learning.

02B REFEREED PAPER TRANSITIONS

Achieving purposeful transitions: A framework to embed co-construction into an institution wide approach to student transition

Kylie Austin, Julia Coyle

University of Wollongong

This paper presents an approach to facilitating institution-wide engagement with equity focused transition pedagogy at an undergraduate level. Higher Education providers adopt diverse approaches to enabling students, particularly those from equity backgrounds, to successfully transition throughout key stages of the university lifecycle. Although many universities undertake impactful transition initiatives for groups of students commencing in their first year of study, few have achieved institution wide practice that involves the entire student lifecycle. This paper describes the method used to design the University of Wollongong (UOW) Achieving Purposeful Transition (APT) Framework. It also describes the implementation (with early findings) of an action from the Framework's action plan which is used to show how the APT framework is beginning to contribute to institution wide understanding of transition pedagogy and practice related to the equity student lifecycle.

Biography

Professor Julia Coyle is the Pro Vice-Chancellor (Students) at University of Wollongong (from 2018), and was previously the Dean of Students at Charles Sturt University (2012-2017). Engagement in these roles for the past 7 years has involved strategic and operational work related to access, participation and success of diverse groups of students, and in particular equity group students.

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 outreach and equity programs at the University of Wollongong with the support of her staff with the goal of increasing access and participation of equity students. Kylie is also completing her PhD in how partnerships can increase the outcomes for equity students.

02C EMERGING INITIATIVE STUDENTS

Sense of belonging among international students at Australian universities

Evianne L. van Gijn-Grosvenor, Penny Huisman
Macquarie University

Previous research showed that international students are vulnerable to experiences of loneliness and social isolation, which stems from a lack of a sense of belonging at Australian universities. A sense of belonging at university has been associated with improved psychological adjustment, academic performance and retention. This paper is unique for focusing on initiatives Australian universities can take to foster international students' sense of belonging. Results of studies conducted overseas, or involving general or other student cohorts, have found that peer connections, behaviours and attitudes of student-facing university staff and in-class discussions on respecting others facilitated students' sense of belonging. Several questions were designed to elicit feedback from the audience on which practical steps universities can take in fostering that sense of belonging among international students at Australian universities.

Biography

Dr Evianne van Gijn-Grosvenor holds a PhD in Psychology from the University of Cambridge, focusing on child sexual abusers' behaviours. Prior to joining Macquarie University, she held various research and policy positions, including a postdoc at CSU/ANU, contributing to the Royal Commission. She now works in student diversity and inclusion.

Penny, a registered psychologist, has worked in student support since 2010. She has worked in policy, research and project management, as well as providing advocacy and psychological assistance. She focuses on projects which promote students' sense of belonging at Macquarie University, creating a campus where students feel valued and respected.

02D REFEREED PAPER RETENTION

Risk is relative: Person and place do matter in undergraduate engagement and retention

Geoff Woolcott
Southern Cross University

Robert Whannell
University of New England

Daniel Chamberlain
La Trobe University

Student engagement and retention in higher education is increasingly a balance between student educational choices and economic and social cost from failure or withdrawal, with identification of at-risk students problematic. This study demonstrates a technique for identifying risk factors (indicators or predictors) by applying relative risk analysis to an archived social ecology data set for a cohort of commencing undergraduate students at a regional Australian university. The analysis identified a set of social ecology risk factors from a broad range of demographic, academic and engagement factors and also allowed a comparison of these factors with pre-determined risk indicators. These social ecology risk factors may be useful in extending current risk factor analyses, offering a more nuanced view of student success under conditions of person and place in an undergraduate learning environment.

02E REFEREED PAPER SUCCESS

Co-creating learning enrichment opportunities with students and their peers for student success

Elena Verezub, Kathryn Wallace, Stephen Price, Elena Sinchenko
Swinburne University of Technology

Successful autonomous learning requires students to be actively engaged in learning outside of the classroom, and it is the university's responsibility to devise appropriate institutional support. This study explores academic, social, personal and professional outcomes of the outside of the classroom experience within the Learning and Academic Skills Drop-in Hub at an Australian university where students co-create their experience with their peers and/or Learning and Academic Skills Advisors. The data drawn from multiple sources identifies and discusses three themes, focussing on co-creating learning with timely, personalised advice and support; providing a combination of expert and experiential advice; and building a sense of belonging to the university's academic and social culture that leads to an enhanced overall student experience.

Biography

Dr Elena Verezub (BEd (Hons), PhD in Ed Psych, PhD in Education (Melb)) is Associate Director of Learning and Academic Skills Centre, Student Engagement, at Swinburne University of Technology, Australia. She has over 20 years of teaching experience in TESOL, Educational Psychology and Academic Language and Learning both in Australia and overseas. Elena's professional and research interests are in the area of Scholarship of Teaching and Learning, and in particular, Student Experience and Student Enrichment.

Kathryn Wallace (BEd, Dip VET) is a Learning and Academic Skills (LAS) Advisor at the LAS Centre, Student Engagement at Swinburne University of Technology, Australia. She has over 25 years of teaching experience in Australia and the United Kingdom. Her areas of interest include student experience, enrichment and engagement, peer support, active learning, communication skills, modern technology in education, student motivation and teaching learning and academic skills.

Dr Stephen Price (BA (Hons), DipEd TESOL, MA and PhD) has taught academic literacy for many years to Higher Education students in several Australian universities and is presently at Swinburne University of Technology, Melbourne. He co-manages and mentors the student learning advisers alongside Kathy Wallace. His research interests include language and identity, legal discourse, critical discourse analysis and peer learning.

Dr Elena Sinchenko is a Learning Advisor within Learning and Academic Skills Centre, Office of Student Engagement, Swinburne University of Technology, Australia. She teaches maths, stats, science and academic skills to vocational education and undergraduate students. Elena holds a PhD in Science from Swinburne University of Technology and a Diploma of Vocational Education. Her current research interests include numeracy study support, transition from vocational to tertiary education, equity and diversity in teaching and learning of mathematics.

02F EMERGING INITIATIVE STUDENTS

From Facebook to aMigo! Using social media to enhance the new student experience.

Judith Little, Lloyd Gordon, Wendy Blastock
Monash University

At Monash University, the Orientation and Transition team commence engagement with new students from the point of offer. With some students receiving their offers some months prior to Orientation, it is important, from a student experience and retention perspective, to engage with them early and create a sense of belonging to their new university. Various methods, including publications, emails, webinars, social media sites and apps have been developed to connect with new students prior to Orientation. This paper will discuss how Monash has sought to communicate and engage with new students in recent years.

Biography

Judith Little has been the Manager, Orientation and Transition at Monash University since 2008. This is her third role at Monash and in the university sector after working in a faculty and central admissions. Jude has a keen interest in the student experience, particularly in relation to social inclusion and retention.

Wendy Blastock is the Manager of International Student Engagement having worked for many years in the area of student wellbeing and engagement. Wendy is passionate about learning about other cultures and providing international students with a positive and formative experience.

Lloyd Gordon has worked at Monash University for ten years but has most recently been the Project Manager of Program Enhancement within Student Engagement and Campus Experience. Lloyd has contributed to transition and student success by implementing new projects and technologies.

PARALLEL SESSION 3

12:10PM – 12:40PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 3	03A - RP - STUDENTS	03B - RP - TRANSITIONS	03C - RP - ACHIEVEMENT	03D - GPR - RETENTION	03E - RP - SUCCESS	03F - EI - STUDENTS
12:10pm - 12:40pm	<p>"I didn't want to have anything to do with it and then I went there...": The role of university outreach for prospective first-in-family students</p> <p><i>Sally Patfield, Jenny Gore, Leanne Fray</i></p> <p><i>The University of Newcastle</i></p>	<p>I surprised myself: Skills awareness, reflection, and employability in final year Mathematics students</p> <p><i>Megan Pozzi, Stephanie Bonson</i></p> <p><i>Queensland University of Technology</i></p>	<p>Self-efficacy and academic performance: a chicken-and-egg conundrum</p> <p><i>Kate Talsma, Kimberley Norris, Benjamin Schütz</i></p> <p><i>University of Tasmania, University of Bremen</i></p>	<p>Regional Study Hubs: Increasing Student Engagement to Support Regional Students Facing High First-Year Attrition Risk Factors</p> <p><i>Monica Davis, Duncan Taylor</i></p> <p><i>Country Universities Centre</i></p>	<p>The impact of a Student vs Worker identity on work-study conflict and facilitation in university students</p> <p><i>Tony Machin, Peter Creed, Michelle Hood, Paula Brough, Andrea Bialocerowski, Sonya Winterbotham, Lindsay Eastgate</i></p> <p><i>University of Southern Queensland, Griffith University</i></p>	<p>Supervision for Success: Using team-style supervision to increase the sense of belonging amongst Chinese Doctor of Business Administration students</p> <p><i>Sarah Carr</i></p> <p><i>University of Otago</i></p>

03

03A REFEREED PAPER STUDENTS

“I didn’t want to have anything to do with it and then I went there...”: The role of university outreach for prospective first-in-family students

Sally Patfield, Jenny Gore, Leanne Fray
The University of Newcastle

As part of the widening participation agenda, outreach initiatives have become the key mechanism used by universities to inform and resource the aspirations and expectations of young people from traditionally under-represented groups. Yet, there is a dire absence of published research on outreach, with most studies attempting to demonstrate the overall effectiveness of a single program and/or having difficulty establishing causal associations with participation rates. Drawing on focus group data from prospective first-in-family students (n = 386) enrolled in government schools in New South Wales, this paper offers a fresh approach to designing future outreach by broadening the dialogue to look at what is valued by, and matters to, young people as they engage in outreach. Using Appadurai’s conceptualisation of aspiration as a navigational capacity, we illustrate how outreach helps to empower how these young people see and articulate their post-school futures, while also shaping their capacity to act.

Biography

Dr Sally Patfield is a postdoctoral researcher working in the Teachers and Teaching Research Centre at the University of Newcastle. With an interest in equity research and practice, her PhD investigated the aspirations of school students who would be the first in their families to enter higher education.

Laureate Professor Jennifer Gore is the Director of the Teachers and Teaching Research Centre at the University of Newcastle. In addition to a program of research on student aspirations, she is currently leading a suite of studies focused on improving student outcomes and supporting teacher professional development through an innovative approach called Quality Teaching Rounds.

Dr Leanne Fray is a postdoctoral fellow at the University of Newcastle in the Teachers and Teaching Research Centre. She has extensive experience in qualitative research and has previously worked on research projects across such disciplines as health, education, and social science. Her research interests include improving student access and participation in higher education.

03B REFEREED PAPER TRANSITIONS

I surprised myself: Skills awareness, reflection, and employability in final year mathematics students

Megan Pozzi, Stephanie Bonson
Queensland University of Technology

This paper analyses the findings of a curriculum embedded, employability focussed intervention in a final year Bachelor of Mathematics capstone project experience. Through the lens of employability as a form of learning, the design and findings of an intervention designed to support students in their transition from university into graduate employment are analysed. Specifically, forty students’ reflections and justifications for the development of their skills over the course of the project are analysed. The findings indicate that students’ perceptions of opportunities to practice and develop skills are central in their justifications for why their skills do or do not develop over the course of a semester. Ultimately, this paper argues for the explicit and contextualised teaching of transferable skills within disciplinary content and echoes the importance of reflection as a practice to support graduate employability.

Biography

Megan Pozzi is an award winning educator, public speaker and researcher. She has more than ten years’ teaching experience in both the secondary and tertiary education sectors developing students’ written and spoken communication skills. She has presented her research and practice, which focusses on digital and academic literacies, nationally and internationally.

Stephanie Bonson is a Career Educator in QUT’s Science and Engineering faculty. Her work centres on empowering students to recognise, explore and grow their skills and capabilities. She is a current PhD candidate, with a research focus on body modifications, employability, personality and other-perceptions.

03C REFEREED PAPER ACHIEVEMENT

Self-efficacy and academic performance: A chicken-and-egg conundrum

Kate Talsma, Kimberley Norris

University of Tasmania

Benjamin Schüz

University of Bremen

Self-efficacy (SE) is widely viewed as critical to student success. Recent modelling shows that SE and academic performance (AP) are reciprocally related over time, with AP the primary antecedent (the AP SE effect is stronger than the SE AP effect). However, this research considered only studies measuring SE before AP at each wave of measurement ("SE-first" studies). Focusing on studies with the opposite measurement order ("AP-first" studies), we conducted a follow-up study exploring reciprocity and the comparative strength of directional effects in the relationship. A meta-analytic cross-lagged panel analysis of AP-first studies showed a reciprocal relationship, as found previously. However, the pattern of directional effects was opposite to that in SE-first studies: the SE AP effect was stronger than the AP SE effect. The feedback loop in the relationship means that the relative influence of the variables on each other depends on timing of measurement. This highlights the difference between "mastery-informed" and "mastery-naïve" SE, with implications for the calibration of SE with AP.

Biography

Kate Talsma is an Associate Lecturer in the division of psychology at the University of Tasmania. Kate's research focuses on educational psychology and health psychology. Kate is currently interested in the impact of students' beliefs and behaviours on their academic outcomes, and the impact of mindfulness meditation on emotion regulation.

Kimberley Norris is a Senior Lecturer in the division of psychology at the University of Tasmania, and also a practicing clinical psychologist. Kimberley's overarching research and academic interests are focused on maximising human health, wellbeing and performance in both normal and extreme environments.

Benjamin Schüz is Professor of Public Health at the Universität Bremen, Germany. Benjamin's research interests are health promotion and disease prevention – and the role of health-related behaviours in these. In particular, Benjamin does research on health behaviour, health behaviour theories, and how social inequality affects health and health behaviours.

03D GOOD PRACTICE REPORT RETENTION

Regional study hubs: Increasing student engagement to support regional students facing high first-year attrition risk factors

Monica Davis, Duncan Taylor

Country Universities Centre

The Country Universities Centre (CUC) network of regional study hubs are an emerging tool for supporting regional students achieving success in higher education. The CUC cohort of students, and regional students more generally, face several risk factors for first year attrition including: external mode of study, over 25 years of age, part-time study load, alternative pathways to admission, and medium to low SES. In addition to this, work-life balance, financial considerations, and access to technology all create barriers to study for these students. The CUC facilities and staff provide academic, administrative and pastoral support to students, as well as creating a learning community to facilitate student-to-student interactions. The positive effect of the CUC support is shown through means of a survey and student case-studies.

Biography

Monica Davis, Director of Educational Delivery, Country Universities Centre - The Country Universities Centre is a community owned network of regional study hubs across NSW, supporting students in regional communities. Monica completed a Bachelor of Science (1st Hons) from the University of Newcastle, and Masters of Geostatistics from the University of Adelaide.

Duncan Taylor, CEO, Country Universities Centre - Duncan Taylor is the CEO of the Country Universities Centre, and a Member of the TAFE NSW Commission Board. Duncan completed a Bachelor of Economics and Law (1st Hons) from the University of Sydney and is a farmer on the Monaro.

03E REFEREED PAPER SUCCESS

The impact of a Student vs Worker identity on work-study conflict and facilitation in university students

Tony Machin, Sonya Winterbotham
University of Southern Queensland

Peter Creed, Michelle Hood, Paula Brough, Andrea Bialocerkowski, Lindsay Eastgate
Griffith University

Students enrolled at two Australian universities were surveyed about their work and study demands, their control over their job and work schedule, and their levels of work-study conflict and work-study facilitation. While they were completing both university studies and paid employment, their primary identity was either as a student (n = 908) or as a worker (n = 486). Average scores on all measures were significantly different between those whose primary identity was as a student (who works) or a worker (who studies). The demographic variables also showed that those with the student identity worked fewer hours and were considerably younger than those with the worker identity. The four predictor variable significantly predicted work-study conflict and work-study facilitation for both identities. Implications are discussed in terms of the development of their identity.

Biography

Tony Machin is a Professor of Psychology in the School of Psychology and Counselling at USQ and a Fellow of the APS. Tony has 55 refereed publications in occupational health psychology with a focus on the impact of work-related and other factors on individuals' subjective well-being, health, and safety.

Professor Peter Creed's research focuses on the application of goal setting/self-regulation theories to understand how individuals set, adjust, and progress goals, and how they manage goal disruption and implement behaviour change to improve performance and reduce stress. He is particularly interested in career development, both in young people and adults.

Associate Professor Michelle Hood is Deputy Head of the School of Applied Psychology, Griffith University. She has 70 scholarly outputs in the areas of career development, higher education, and early literacy development. She was awarded a 2018 ARC Discovery grant to investigate how students juggle work and study.

Paula Brough is a Professor of Organisational Psychology in the School of Applied Psychology at Griffith University, and Leader of the Occupational Health Psychology Research Lab. Paula's primary research is occupational stress and coping, employee mental health and wellbeing, work engagement, work-life balance, workplace conflict, and the psychosocial work environment.

Professor Andrea Bialocerkowski leads learning and teaching initiatives across the Health Faculty at Griffith University. She has over 100 scholarly outputs in the areas of higher education, allied health, and rehabilitation. She was awarded a 2018 ARC Discovery grant to investigate how students juggle

work and study.

Ms Sonya Winterbotham is a Research Assistant for the Institute of Resilient Regions, University of Southern Queensland, and current PhD candidate in the School of Psychology and Counselling at the University of Southern Queensland.

Lindsay Eastgate is a PhD candidate in the School of Applied Psychology, Griffith University. She has worked on a number of different research projects, employing both quantitative and qualitative research methods. She has scholarly outputs in the areas of employee turnover, work-life balance, and the future of work.

03F EMERGING INITIATIVE STUDENTS

Supervision for Success: Using team-style supervision to increase the sense of belonging amongst Chinese Doctor of Business Administration students

Sarah Carr

University of Otago

This paper reflects on the importance of understanding different expectations and supporting different learning styles amongst thesis students following the introduction of a professional doctorate in business. The programme has a stream taught in China, which has mature students with an understanding of the student-teacher relationship based on traditional Chinese cultural norms. The programme is trialling a team-style supervision model, which incorporates peer groups and research communities, as a way to acknowledge the students' learning culture and provide them with appropriate support to successfully complete their studies. Although there are a number of initial benefits to this model, there are some possible issues that need to be considered as the model matures.

Biography

Sarah has a background in quality assurance in higher education and has research interests in the areas of alternative teaching techniques and supporting student engagement and learning outcomes especially for international students. She is currently the Programme Manager of the Doctor of Business Administration degree at the University of Otago.

PARALLEL SESSION 4

1:40PM – 2:10PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 4	04A - RP - STUDENTS	04B - GPR - TRANSITIONS	04C - EI - ACHIEVEMENT	04D - EI - RETENTION	04E - EI - SUCCESS	04F - EI - STUDENTS
1:40pm - 2:10pm	<p>Understanding social connectedness and mental wellbeing in first year health science students through a student-led research project</p> <p><i>Ryan Naylor, Lisa Kennedy, Morgan Turnbull, Shani Fernando, QingYan Zhang, Lauren Mascali, Sabrina Ngatiran</i></p> <p><i>La Trobe University</i></p>	<p>Improving access to work integrated learning for transition to work</p> <p><i>Natalie Lloyd, Teena Clerke, Megan Paull, Sally Male</i></p> <p><i>University of Technology, Murdoch University, The University of Western Australia</i></p>	<p>Increasing preservice teacher expertise through the use of a situated learning environment: A case study</p> <p><i>Hannah Harvey</i></p> <p><i>University of South Australia</i></p>	<p>An investigation into the value of intervention and redrafting to support at-risk first-year Humanities students</p> <p><i>Patricia Dooley, Jane Grellier</i></p> <p><i>Curtin University</i></p>	<p>What's the Problem? – Student Resilience in Issue Resolution</p> <p><i>Jennifer Allen, Timothy Roberts</i></p> <p><i>University of Newcastle</i></p>	<p>VU Kick Start: A pilot intervention for first-in-family university students</p> <p><i>Laurie A Chapin, Bert Oraison</i></p> <p><i>Victoria University</i></p>

04

04A REFEREED PAPER STUDENTS

Understanding social connectedness and mental wellbeing in first year health science students through a student-led research project

Ryan Naylor, Lisa Kennedy, Morgan Turnbull, Shani Fernando, QingYan Zhang, Lauren Mascali, Sabrina Ngatiran

La Trobe University

Involving students as partners or co-creators in education research provides multiple benefits for both students and universities. This paper details a case study of student-led research project wherein six third-year undergraduate students developed, performed and analysed a survey-based research project examining the relationship between social connectedness (SC) and wellbeing among first year students from their own course. The paper examines the case study from both a process perspective (as a potential model for other researchers), and details the research outcomes of the case study (while acknowledging the limitations of these outcomes). SC has been identified as an important contributor to student mental wellbeing, particularly during first year. Forty-seven first-year students completed the survey during semester 2 (response rate approximately 47%). Survey results were validated through semi-structured interviews with two further students. Students reported high levels of SC overall, but fewer connections with university peers. However, they were generally satisfied with their connectedness, and those who reported SC was important to their wellbeing were more likely to report stronger connections with university peers. The undergraduate research project therefore produced novel research findings, indicating the potential of undergraduate institutional research.

Biography

Ryan Naylor is the Core First Year Coordinator for the Health Sciences at La Trobe University. His current research focuses primarily on student equity and the student experience. He has published widely on student experiences and expectations, issues of access to higher education, and equity interventions and their evaluation.

04B GOOD PRACTICE REPORT TRANSITIONS

Improving access to work integrated learning for transition to work

Natalie Lloyd, Teena Clerke

University of Technology

Megan Paull

Murdoch University

Sally Male

The University of Western Australia

Work integrated learning (WIL) is increasingly embedded across the university curriculum to support students' transition from university to work. Good WIL practices involve equitable access to enhance students' preparation for their chosen profession and the transition to work. This is particularly important for disadvantaged students, who may miss out, stress out, or burn out in the absence of quality WIL. When WIL is a mandatory requirement for graduation or program completion, pressure to accept exploitative or otherwise unsatisfactory WIL increases as timelines to completion shorten. Drawing on research interviews with engineering and information technology students and staff in four Australian universities, successful institutional and industry WIL strategies, processes and practices that positively impact students' transitions to work are presented. The discussion extends to how these good practices may enhance such transitions, particularly for students from equity groups, which may be applicable in contexts beyond engineering.

Biography

Natalie Lloyd has led a range of engineering, sustainability, education and equity research at Curtin University and the University of Technology Sydney. This includes projects exploring the impact of creating critical mass classrooms and gendered perceptions of English language development. Natalie's research is grounded in engineering and education practices.

Megan Paull has led research projects in the areas of business, management, organisational behaviour and nonprofit management and leadership. She was the chief investigator on the OLT project Volunteering to Learn. Megan's research of employability and work engagement, usually takes an interpretivist approach which values the voices of participants.

Teena Clerke has participated in a range of educational, equity and health research projects at the University of Technology Sydney. Teena's professional expertise is grounded in education and visual communication design practices, and her research expertise in ethnography and visual research methodologies that are underpinned by feminist research principles.

Sally A Male has the Chair in Engineering Education at The University of Western Australia. Sally co-wrote the Best Practice Guidelines for Effective Industry Engagement in Australian Engineering Degrees and has led major projects on engineering work integrated learning. Sally is the Editor-in-Chief of the Australasian Journal of Engineering Education.

04C EMERGING INITIATIVE ACHIEVEMENT

Increasing preservice teacher expertise through the use of a situated learning environment: A case study

Hannah Harvey

University of South Australia

Teaching is a hands on profession with many practical skills that need developing, which is supported by Moir (2013) stating that first year teachers need developed skills in the areas of setting up a classroom and this quickly leads to them being overwhelmed as many are lacking in the needed skillsets. Their first year of teaching is a trial and error experience as they attempt to put their knowledge from university studies into practice. In 2014 an investigation took place to better understand why university graduates for education have under developed skills in classroom set up and possible options for addressing this at a university setting. One university attempted a possible solution and quantitative surveys were conducted to unpack the success or failure of this exercise.

Biography

Mrs Hannah Harvey is the regional coordinator for the Early Childhood and Primary Education Programs at the Whyalla campus. She lectures across both degrees covering a variety of courses for regional and external students. Publications and presentations include work integrated learning, placements, online engagement and situated learning environments. She works closely with schools to develop and deliver professional development sessions.

04D EMERGING INITIATIVE RETENTION

An investigation into the value of intervention and redrafting to support at-risk first-year Humanities students

Patricia Dooley, Jane Grellier

Curtin University

With increasing diversity in the first-year student cohort in Australian universities, much emphasis has been placed on the need to develop academic literacy with a view to improving success rates in tertiary study. Academic Language and Literacy (ALL) specialists and discipline specialists have recently made substantial inroads by collaborating to integrate their respective areas in a bid to improve student outcomes and to contribute to retention, particularly in the critical first year of an undergraduate program. The current study investigates one such scheme, reporting on the grades of a first-year Humanities cohort mostly comprising at-risk students who attended an academic writing intervention program in conjunction with their compulsory communications unit. Results indicated that the students in the intervention group showed greater improvements in their written assignments than the group as a whole, and performed at a higher standard than would be expected for such at-risk students.

Biography

Dr Patricia Dooley is a Senior Lecturer at Curtin University. In her current position as English Language Development Coordinator for the Faculty of Humanities, she oversees the administration of Post Entry Language Assessment and English/academic language support. Her research interests include language assessment, academic integrity and English language proficiency.

Dr Jane Grellier is a lecturer in the Faculty of Humanities at Curtin University, where she coordinates a large first-year Communications unit embedded in courses throughout the faculty, and offered both internally and online. Her research interests include reflective practice and the teaching of writing.

04E EMERGING INITIATIVE SUCCESS

What's the problem? – Student resilience in issue resolution

Jennifer Allen, Timothy Roberts
University of Newcastle

This initiative recognises that mental health issues impact on the success and retention of students in university and seeks to promote problem solving and familial support as key components of resilience, particularly for first-in-family students. In supporting students in issue resolution, strategies will be implemented to educate students in effective problem solving and adaptive behaviors with the focus on early intervention and family support. First in family students are the key focus of the initiative as a vulnerable group in relation to economic, cultural and linguistic capital as linked to academic success, retention, resilience and protective factors. In order to build resilience two key strategies are proposed; the development of an online learning module and a parental guide to support cultural capital for first year students. The key outcome is improved student academic success and retention through improved student resilience as linked to improved problem solving ability and familial support.

Biography

Associate Professor Jennifer Allen - Dr Jennifer Allen is Dean of Students at the University of Newcastle where she provides leadership to ensure that the student academic experience is supported. Jennifer's expertise is located in the social sciences with key research areas noted as best practice issue resolution, student voice, and first in family students.

Timothy Roberts - Timothy is a Student Advocate at the University of Newcastle to assist students navigate policy and procedure in both academic and non-academic matters. Timothy worked previously as a long term manager in Out of Home Care and also as a Child Protection Investigator in workplace related allegations.

04F EMERGING INITIATIVE STUDENTS

VU Kick Start: A pilot intervention for first-in-family university students

Laurie A Chapin, Bert Oraison
Victoria University

Vu Kick Start is a program for first-in-family (FIF) university students including individuals whose parents have no history of attending university. Many FIF students struggle with the transition to university, as they lack the social capital benefits other students have. A sense of belonging at university can also be slow to develop, as well as poor self-efficacy. FIF students are also less likely to develop supportive connections to university staff and peers. These factors contribute to poorer academic outcomes and leaving university early. To date no Australian universities provide an on-campus intervention for FIF students. A program before classes commence to kick start the academic experience and to develop social capital will meet an important need and will be one way that the uni can facilitate the transition to university improve retention and academic success.

Biography

Laurie has been a lecturer in psychology at VU since 2011. Previously, she taught undergraduate human development classes at Colorado State University for several years while completing her masters and PhD. Laurie's current research interests are in like psychological wellbeing and positive attitudes towards education.

Dr Bert Oraison is a psychology lecturer with the First Year College. He also had an active role in the development and transformation of materials for VU's new Block Model. Dr Oraison is a registered psychologist with experience in settings including government departments, prisons, refugee centres, rehabilitation centres and private practice.

PARALLEL SESSION 5

2:20PM – 2:50PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 5	05A - GPR - SUCCESS	05B - RP - TRANSITIONS	05C - EI - ACHIEVEMENT	05D - EI - STUDENTS	05E - RP - SUCCESS	05F - RP - STUDENTS
2:20pm - 2:50pm	New kids on the Block: Results of a First Year College initiative	Using an alternate reality game to facilitate student engagement during orientation	The GPA of median grades (GPAM): An initiative to ameliorate unfairness caused by varying grading outcomes at a University	Hide-and-seek: Second-year undergraduates lost in the muddy middle	Longitudinal Analysis of STEM peer support visitation patterns: STIMulating learning	School teachers, family, friends and colleagues: supporting successful regional students in an Australian online enabling program
	<i>Trish McCluskey, John Weldon, Andrew Smallridge</i>	<i>Sarah Glencross, Sandra Elsom, Marguerite Westacott, Colleen Stieler-Hunt</i>	<i>Adam Piggott</i>	<i>M. Sarah-Jane Gregory</i>	<i>Richard Medland, Charith Rathnayaka, Gabrielle Ward</i>	<i>Sarah Lambert</i>
	<i>Victoria University</i>	<i>University of the Sunshine Coast</i>	<i>The University of Queensland</i>	<i>Griffith University</i>	<i>Queensland University of Technology</i>	<i>Deakin University</i>

05

05A GOOD PRACTICE REPORT SUCCESS

New kids on the block: Results of a First Year College initiative

Trish McCluskey, John Weldon, Andrew Smallridge

Victoria University

This paper outlines the progress and results of a strategic initiative, implemented at Victoria University (VU) in Melbourne. The First Year Model aimed to transform the experience of VU's first-year students on a scale never seen before in Australia. This unique model re-conceptualised the design, structure and pedagogy of first year units of study in order to deliver a program that deliberately focused on students' pedagogical, transition and work/life balance needs. Following a year in operation, indicators are that the VU First Year Model is producing successful student outcomes by increasing pass rates and retaining students. This paper builds on an emerging issues paper presented at STARS 2018, by the same authors "Rebuilding the First-Year Experience, One Block at a Time"

Biography

Trish McCluskey is the Director of Connected Learning at Victoria University where she works with a talented team of learning designers to create innovative curriculum resources and support academic staff to develop contemporary learning and teaching practices. She was instrumental in the design and development of the VU Block Model, a radical reconceptualization of the traditional university curriculum.

Dr John Weldon has lectured in Journalism, Communications, and Professional and Creative writing at CAE, Victoria University and Quest University in Canada since the early 2000s. He is a published novelist and has worked as a sports reporter, features writer, columnist, blogger, reviewer, script writer, and media and communications manager for The Age, The Western Times, The Western Bulldogs, The ABC and many other organisations and publications Australia wide. He currently holds the position of Head of Curriculum in Victoria University's First Year College.

Professor Andrew Smallridge is an organic chemist who has been teaching Chemistry across all levels at Victoria University for nearly 30 years. He has interests in analytical and synthetic chemistry as well as the use of laboratory-based workshop methodologies for teaching chemistry and other science disciplines. He is currently Dean of Victoria University's First Year College.

05B REFEREED PAPER TRANSITIONS

Using an alternate reality game to facilitate student engagement during orientation

Sarah Glencross, Sandra Elsom, Marguerite Westacott, Colleen Stieler-Hunt

University of the Sunshine Coast

An alternate reality game was designed to facilitate transition and engagement amongst students commencing a tertiary preparation program at a regional university in Australia. The design of the game was informed by a student engagement framework which proposes four psychosocial constructs that mediate engagement at the intersection between student and institutional influences: self-efficacy, belonging, well-being, and emotion. The 108 participants completed a survey which measured these constructs prior to the commencement of the game. Game players (n = 13) were surveyed again immediately after the game. The results of statistical analysis indicated that game players reported a greater sense of well-being and more positive emotions than the group surveyed before the game.

Biography

Sarah Glencross is a PhD candidate at USC, her thesis is examining internet use by people with intellectual disability. She also has research interests in student wellbeing and academic success. Sarah currently works in USC's Access and Diversity Team as the Coordinator of Access and HEPPP evaluation.

Sandra (Sandie) Elsom is an Associate Lecturer in enabling education at USC. Her work focuses on the integration of games into the higher education curriculum. She is particularly interested in the potential for using alternate reality games to create an engaging and effective social learning experience.

Marguerite Westacott (B Vis Arts, Grad Dip Ed, MEdSt, MMH) is an Associate Lecturer in enabling education at USC. Marguerite's research and practice focus on embedding proactive approaches to promoting mental health, wellbeing and career development in the curriculum and andragogy in higher education.

Dr Colleen Stieler-Hunt is a games researcher, educator, designer, and player. Her passion lies in the design of games to consciously make a positive difference in the world. Colleen is a Lecturer at the University of the Sunshine Coast where she lectures in their game design undergraduate degree program.

05C EMERGING INITIATIVE ACHIEVEMENT

The GPA of median grades (GPAM): An initiative to ameliorate unfairness caused by varying grading outcomes at a University

Adam Piggott

The University of Queensland

Grading outcomes can vary significantly within a University, yet GPAs do not recognise this variation. This creates unfairness. We report on an initiative developed at Bucknell University, and recently adopted at the University of Queensland, to provide students with a summary statistic which speaks to the cumulative grading outcomes encountered by the student.

Biography

Adam Piggott is a Senior Lecturer in the School of Mathematics and Physics at the University of Queensland. Before joining UQ in 2018, he spent thirteen years teaching and researching in liberal arts universities in the USA. Ten of these years were spent at Bucknell University, where he earned tenure and held the rank of Associate Professor in the Department of Mathematics.

05D EMERGING INITIATIVE STUDENTS

Hide-and-seek: Second-year undergraduates lost in the muddy middle

M. Sarah-Jane Gregory

Griffith University

Higher Education providers require various working definitions of the student cohorts they support. Inherent challenges exist where the focus is on developing holistic student experiences at particular points along the undergraduate journey. The differentiation of year level experiences is common in student experience literature yet characterising a year level can be “muddied” by academic level, the use of colloquial descriptors and the exclusion of some student populations in the experience literature. This paper provides practical examples for scholarly reporting of clearly articulated, sufficiently contextualised descriptors using a second-year student exemplar. It also explores the identification of “muddy in the middle” students from the perspective of a second-year undergraduate Bachelor of Science student and describes a successful strategy to locate and target effective support of students in the muddy middle.

Biography

Sarah-Jane Gregory is an academic and 2nd Year Experience Coordinator in the School of Environment and Science and doctoral candidate (School of Education), Griffith University. She actively engages in collegial evidence-based development and evaluation of holistic student experiences (academic/co-curricular and extra-curricular) for enhancing science undergraduate student success; She has a particular focus on second year students.

05E REFEREED PAPER SUCCESS

Longitudinal analysis of STEM peer support visitation patterns: STIMulating learning

Richard Medland, Charith Rathnayaka, Gabrielle Ward
Queensland University of Technology

Peers supporting peers in higher education is a help seeking behaviour that has proven positive impact on student success and retention (Drane, Micari, & Light, 2014). STIMulate is a Queensland University of Technology peer program that normalises peer learning facilitation as a core support for learning mechanism university-wide with 10839 student visits reported between 2016 and 2018. This paper reports the findings of an empirical longitudinal analysis using three-years of detailed student-visitation data to answer crucial service provision questions and evidence student visitation trends. We focus on understanding when first time student visits occur and whether student visits continue for the duration of their studies. We address how the service can proactively respond to peaks and relate our findings to assessment patterns. Our analysis shows that students who visit us in their first year continue to do so throughout their studies raising implications for the sector and programs of similar intent or structure.

Biography

Dr Richard Medland is a Senior STEM Educator and researcher with the Queensland University of Technology Student Success Group, and Australian Awards for University Teaching recipient. Previously he lectured, was director L&T operations, IT first-year coordinator, and STIMulate discipline leader. His research focuses on ICT in developing environments and support for learning.

Dr Charith Rathnayaka is a STEM Educator and researcher at the Queensland University of Technology. Charith's areas of interest include: Support for learning in STEM higher education; Peer programs in STEM education; developing bespoke software for STEM support for learning and computational mechanics.

Gabrielle Ward is currently enrolled as a student at the Queensland University of Technology in her 4th year of a Bachelor of Science and Bachelor of Engineering (Honours). At university she involves herself in many extra-curricular activities, including being a Peer Learning Facilitator in QUT's peer-learning programme: STIMulate.

05F REFEREED PAPER STUDENTS

School teachers, family, friends and colleagues: Supporting successful regional students in an Australian online enabling program

Sarah Lambert
Deakin University

This study explores how students enact successful preparation for higher education in regional Australia. 11 students were interviewed about study motivations, learning supports and personal outcomes at two points through the online enabling program. The study found that life crises or 'disorienting dilemmas' propelled students into and through the enabling program towards higher education enrolment. It also found that most students had informally assembled a small but powerful learning support team within their existing regional communities. Students explored new ways of transforming their lives as a common endeavour rather than an individual problem. Regional school teachers were noted to hold a special position of learning support in addition to the enabling program staff. The paper concludes that regional learners and communities can be reconceptualised as assets to tertiary learning.

Biography

Sarah Lambert manages student equity programs at Deakin University, after a career in technology-enhanced learning. As a first-in-family learner motivated by social justice concerns, Sarah's recent research explores how online education programs are used to widen educational participation for under-represented learners and communities.

PARALLEL SESSION 6

3:00PM – 3:30PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 6	06A - RP - STUDENTS	06B - EI - TRANSITIONS	06C - EI - ACHIEVEMENT	06D - EI - RETENTION	06E - EI - SUCCESS	06F - EI - TRANSITIONS
3:00pm - 3:30pm	How do students adapt in response to academic failure?	An Instrumental Mentoring Program to Support Student Engagement and Academic Success	Embedded Student Engagement Programs: Communication Skills in the Faculty of Arts and Monash Business School	Riding the carousel: Designing an online enabling program to maximise positive learner engagement and outcomes	Developing and Enacting Student Governance and Leadership Training in Higher Education	Lunch with Alumni: a co-creative approach to student-industry engagement
	<i>Rola Ajjawi, David Boud, Nadine Zacharias, Mary Dracup, Sue Bennett</i>	<i>Cindy Ann Smith, Susan Beltman, Toni Dobinson, Judith Dinham, John Bailey, Tony Pullella</i>	<i>Rosalind McFarlane, Lucas Santos</i>	<i>Carolyn O'Dwyer</i>	<i>Mollie Dollinger, Jessica Vanderlelie</i>	<i>Derek Huynh</i>
	<i>Deakin University, Swinburne University, University of Wollongong</i>	<i>Curtin University</i>	<i>Monash University</i>	<i>La Trobe University</i>	<i>La Trobe University</i>	<i>The University of Melbourne</i>

06

06A REFEREED PAPER STUDENTS

How do students adapt in response to academic failure?

Rola Ajjawi, David Boud, Mary Dracup

Deakin University

Nadine Zacharias

Swinburne University

Sue Bennett

University of Wollongong

Ensuring student success has long been on the research agenda in higher education. In this study, we seek to understand if the changes students make in light of academic failure are consistent with this literature. Little is known about students who fail but subsequently persist in their studies. Through an online survey with students who had failed and persisted, we identified drivers for persistence and how students adapted in response to academic failure. Thematic analysis showed that the majority of students did not seek institutional support following academic failure but they did seek support from peers, family and friends. These adaptations occurred at multiple levels: dispositional, situational and institutional. Drivers reported were internal (desire to complete) and external (desire to meet expectations). Although the majority of our students showed positive adaptations following academic failure, a significant portion reported no changes to their academic strategies. The paper poses the question of how students who fail can be better supported to continue successfully.

Biography

Rola Ajjawi is Associate Professor in Educational Research at the Centre for Research in Assessment and Digital Learning (CRADLE) at Deakin University. She leads a program of research on professional practice and workplace learning with an interest in assessment and feedback. She is associate editor of the journal Medical Education.

06B EMERGING INITIATIVE TRANSITIONS

An instrumental mentoring program to support student engagement and academic success

Cindy Ann Smith, Susan Beltman, Toni Dobinson, Judith Dinham, John Bailey, Tony Püllella

Curtin University

This paper reports an emerging initiative to support the engagement and academic success of pre service teachers at a Western Australian university through an instrumental mentoring program. The program centred on a two week intensive academic writing program and involved students in the role of research interns, working with academic staff. The project, consistent with the foundational principles of STARS, utilised a strengths-based approach and adopted the elements of the current, research-based standards of best practices for youth mentoring. The program engaged 24 student participants and seven academics. Data gathered at different stages, and in different forms, showed that overall students experienced and sustained an improved sense of belonging with an improved understanding and confidence regarding their academic writing and research skills.

Biography

Dr Cindy Ann Smith serves as a Lecturer at Curtin University and serves as the First Year Coordinator for undergraduate courses. She coordinates undergraduate units and supervises Phd students. Current research projects include: mentoring, autism, and women's studies, through which she collaborates with colleagues in Australia and internationally.

Associate Professor Susan Beltman is currently Deputy Head in the Curtin University School of Education. She has been chief investigator, co-researcher and evaluator on several national and international research projects in resilience and mentoring. She is President and a Fellow of the Western Australian Institute for Educational Research.

Associate Professor Toni Dobinson works at Curtin University where she coordinates and teaches the Post Graduate Programs in Applied Linguistics and supervises HDR students. Her research interests are in transcultural competence, language education, language and literacy and translanguaging.

Mr John Bailey is a teacher/educator with 40 years' experience as classroom teacher and administrator, education consultant and university lecturer. His main areas of interest include child development and learning, and developing differentiated curricula for gifted students, and students with a range of significant learning, social/emotional and behavioural needs.

Associate Professor Judith Dinham is Director of Learning and Teaching in the Curtin University School of Education, and a HERDSA Fellow. She is currently part of an international research team investigating educators' reflective practices; and runs a strengths-based extension program to recognise and support strong performing pre-service teachers' leadership development.

Mr Tony Püllella taught at Edith Cowan and Murdoch Universities. Currently he is sessional academic at Curtin University and UWA. Previously, he served as Deputy Head of Hale Junior School and Primary Head at St Mark's Anglican Community School. He is also an Advisory Curriculum Officer for District Education Office.

06C EMERGING INITIATIVE ACHIEVEMENT

Embedded student engagement programs: Communication skills in the Faculty of Arts and Monash Business School

Rosalind McFarlane, Lucas Santos
Monash University

This session examines embedding student support in faculty programs. Ursula Wingate (2015) advocates for academic and professional staff to teach collaboratively with curriculum-integrated programs to better support students' academic literacy. This model has many strengths, however, it is also pertinent to consider how other kinds of support programs may work in the faculty-embedded program space. The English Connect program at Monash provides students with English language and intercultural communication skills in the co-curricular space using a peer model. In 2018, this program piloted having specific faculty offerings to engage students in communication skills directly relevant to their discipline. Working with Monash Business School and the Faculty of Arts, two different models of faculty embedding were used to best serve the differing needs of these student cohorts. This paper describes the specific ways that these programs were designed and the methods by which they are supporting students using the peer model within academic spaces.

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. Rosalind leads the Conversational English and Language for Employment portfolios as well as collaborations with Monash Business School.

Lucas Santos is a language educator with extensive experience in teaching culturally and linguistically diverse cohorts. He has recently completed his PhD in Education at Monash and currently is Academic Program Coordinator at English Connect. His current teaching and research activities focus on intercultural communication and student engagement.

06D EMERGING INITIATIVE RETENTION

Riding the carousel: Designing an online enabling program to maximise positive learner engagement and outcomes

Carolyn O'Dwyer
La Trobe University

As the body of research into student attrition and retention has developed, there has been more focus on how universities might craft courses to more flexibly meet the variable commitments of increasingly diverse learners. This paper reports on an initiative where a small scale enabling course was redesigned into a suite of modularised microsubjects offered on a carousel so students can rapidly adjust load or roll partial subject credits into the next study period. Learning components of the course are also free to circulate as mobile learning objects across other areas of the university. The pedagogical framing, educational design elements and intended impact of the redesign are discussed. The paper also shares some insights about piloting the implementation at the process level and opens questions about the way that rethinking the traditional bounds of educational offerings can broaden participation and support retention of enabling and other cohorts.

Biography

Dr Carolyn O'Dwyer has led enabling education at La Trobe University since 2013. This has included the curricular design of the online Tertiary Preparation Program as well as the curriculum development for the previous Tertiary Enabling Program. Her research interests include equity in higher education and inclusive curriculum design.

06E EMERGING INITIATIVE SUCCESS

Developing and enacting student governance and leadership training in Higher Education

Mollie Dollinger, Jessica Vanderlelie
La Trobe University

Despite increased attention placed both in and outside Australia on student participation in university governance, there remains a gap in practices and programs that help support students to contribute across various governance groups, councils, and representative roles. This emerging initiative explores two aspects of developing student partnership in governance at a research-intensive university in Australia. We will showcase a set of rationales co-created between students and staff on why partnership should be a critical aspect of higher education policy and governance. Secondly, we will provide an overview of a specialised training program that aims to provide students with foundational working knowledge of university governance practice, policies and language to bolster engagement within their roles. We will further discuss anticipated impacts and advance research and future practice in this area by highlighting key areas that require further exploration to further student engagement in governance structures.

Biography

Mollie Dollinger is an Associate Lecturer of Student Success at La Trobe University where she designs, manages and evaluates a suite of project aimed to support student-staff partnerships including a student governance and leadership training program, student-staff co-design workshops, and a dedicated online subject to support student-staff internal placements.

Jessica Vanderlelie is the Pro Vice-Chancellor of Student Success at La Trobe University where she is leading the embedding of innovative strategies to improve learning support, employability and transition across the student lifecycle. She previously served as the Innovative Research Universities Vice Chancellors' Fellow exploring employability in Australian higher education.

06F EMERGING INITIATIVE TRANSITIONS

Lunch with Alumni: A co-creative approach to student-industry engagement

Derek Huynh
The University of Melbourne

Fostering mutually beneficial engagement between students, alumni and universities is an emerging area of interest across the higher education sector. Whereas teacher-led initiatives create academic-based outcomes, student-led programs have limited employer engagement. This emerging initiative explores the implementation of an innovative, co-creation approach to student-industry engagement. The 'Lunch with Alumni' program was developed in partnership with The University of Melbourne, its alumni network ABP Future Leaders and the student club Built Industry Group. Through the one-month pilot, 35 recently graduated alumni connected with 102 students. Quantitative evaluation of the program identified that 94% of students considered the initiative to be one of their "best career development experiences". This session aims to encourage discussion and support participants to consider how universities can reimagine alumni engagement to foster student workplace preparedness and graduate employability.

Biography

Derek leads The University of Melbourne's ABP Future Leaders Alumni Network. Established in 2018, the organisation has connected over 500 young professionals, university staff, industry leaders and students pursuing careers in the built environment and engineering. Derek is interested in designing and facilitating co-created initiatives focused on students' career development.

WORKSHOP

Getting Published: Writing Research Papers and Practice Reports for STARS and the Student Success Journal

Are you wondering what you can do to maximise your chances of having your paper, abstract or poster accepted the first time? Or is writing for academic conferences new to you? The Student Success Journal Editors and experienced higher education researchers Professors Karen Nelson, Rachael Field and Ron Oliver and Journal Manager Tracy Creagh, will facilitate this workshop. Learn from them about how to enhance your Journal and Conference submissions. The workshop will engage you in activities focused on helping you to:

- Frame your project in a fashion that facilitates the form of inquiry and research stance expected from academic papers;
- Understand the submission, review and acceptance processes of STARS, Student Success and other journals;
- Decode the criteria that are typically used to determine the suitability of journal and conference submissions and understand the conventions of scholarly writing;
- Understand the definition of research and how this applies to the criteria for refereed papers;
- Take account of conference and journal themes and descriptions to target your work;
- Incorporate theoretical, empirical and practice-based literature to contextualise and support your work;
- Describe and present your work in a coherent fashion following academic conventions;
- Choose the most appropriate publication form for your work. For example, as a refereed paper, abstract or poster;
- Be accepting of feedback and using it effectively to enhance your writing and your chances of being published.

Bring along your ideas for your next Journal or Conference submission and get advice from experts and peers on maximising your chance of a successful submission.

Presented by:
Student Success Journal: Editors



Professor Karen Nelson PhD PFHEA

Deputy Vice-Chancellor (Academic)
University of Southern Queensland

As DVC(A) Karen leads the Academic Division, which includes USQ's two faculties, twelve schools, the College for Indigenous Studies, Education and Research, and the Education portfolio comprising the USQ Library, the Open Access College, and the Centre for Advancement of Learning and Teaching. As head of the Academic Division she is responsible for the quality of education and academic services, excellence in student outcomes and enhancing USQ's reputation as a leading Australian university.

For nearly five years prior to joining USQ, Karen was the inaugural Pro Vice-Chancellor (Students) at the University of the Sunshine Coast years and in this role, she was responsible for transforming USC's approach to student learning engagement, success and retention. Before joining USC, Karen was the QUT Director, Student Success and Retention, and Director, First Year Experience which followed a series of traditional faculty-based academic roles also at QUT. Her contributions to higher education have been recognised by three national awards for university teaching and in 2016 she was made Principal Fellow of the UK based Higher Education Academy.

A recognised authority in the first-year experience, and student engagement and retention, Professor Nelson's research into the complex nature of the student experience has been instrumental in uncovering the factors influencing attrition and has advanced policy and practice nationally and internationally.

Karen served as chair of the Regional Universities Network DVC/PVC Learning and Teaching Group and Student Success Cluster from 2014-2018. Karen is also a member of HERDSA and a member of the Editorial Board of Active Learning in Higher Education. She is the chief editor of the STARS companion journal Student Success, and has been a member of the organising committee, Chair or Co-chair of the annual STARS Conference and its predecessor the FYHE Conference for more than 12 years.



Professor Rachael Field SFHEA

Professor of Law, Faculty of Law
Bond University

Rachael is a Professor in the Bond Law School, Co-Director of the Bond Dispute Resolution Centre and a member of the Executive of the Centre for Professional Legal Education. Her areas of research expertise include dispute resolution, family law and domestic violence and legal education. Rachael has received a number of national teaching awards including a national citation in 2008, a national teaching fellowship in 2010 (through which she developed curriculum practices for the promotion of law student wellbeing) and a national teaching excellence award in 2014. Rachael is an Australian Learning and Teaching Fellow, member of the Fellows Executive and a Senior Fellow of the Higher Education Academy. Rachael founded the Australian Wellness Network for Law in 2010 and co-founded the Australian Dispute Resolution Research Network. Rachael is a member of the Queensland Law Society Well-Being Working Group, Domestic Violence Committee and Family Law Specialist Accreditation Committee. Rachael has volunteered at Women's Legal Service in Brisbane since 1993 and has been president of the Service since 2004. In 2013 Rachael was named Queensland Woman Lawyer of the Year.

**Dr Ron Oliver**

STARS Fellow (2016)
Practice Report Editor
Student Success Journal

Ron Oliver recently retired from ECU where he was a long-time staff member. During his career he was a successful teacher and researcher and was appointed a Professor of learning technologies in 2001. He served the university in various roles including Chair of Academic Board, Pro Vice Chancellor and Deputy Vice Chancellor (Teaching and Learning).

During his career, Ron was an active researcher. He published over 200 refereed papers in learning and teaching. His Google Scholar profile shows over 16,400 citations and an h-index of 60. He won numerous awards for his research activities including 10 best paper awards at national and international conferences. He served as Editor, Co-Editor or Editorial Committee Member on more than 20 national and international publications.

Ron has won many 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 Computer in Education (2007), and a Fellowship of ASCILITE in 2009. In 2015 he was named a Foundation Fellow of STARS.

**Ms Tracy Creagh AFHEA**

Journal Manager
Student Success Journal

Tracy is Journal Manager for Student Success, an international, open-access, peer-reviewed, scholarly publication exploring the experiences of students in tertiary education. The Journal is supported by the STARS Conference, publishing a special issue each year dedicated to the event.

Additionally, Tracy is Journal Manager for Academic Journals (Research Services) in the Faculty of Law at Queensland University of Technology (QUT) managing two open-access publications related to criminology, social justice, law and technology. Tracy also leads the institutions' eJournal Community of Practice dedicated to sharing and contributing to best practice in open scholarship

Previous roles include broad and varied contributions to excellence in higher education research and practice. Roles have involved the review, analysis and consolidation of national and international institutional research, the provision of research support on strategic projects with a focus on the student experience and equity in tertiary education, and the development of evidence-based resources and tools that academic and professional staff responsible for student engagement can take up and use.



TUESDAY

KEYNOTE PANEL PRESENTATION**University Staff Well-Being Panel: Fitting your own Oxygen Mask First**

This panel takes an interactive approach with the audience to explore issues relating to university staff well-being in the neoliberal university. Panel members bring different perspectives to discussing whether professionalism in learning and teaching contexts in the contemporary neoliberal university includes an imperative of self-care. The panel explores whether self-care is a critical professional virtue for university staff, particularly in terms of their capacity to create and support effective learning and teaching environments for student success. The key message of the panel is that university staff should fit their own oxygen mask first.

PARALLEL SESSION 7

10:00AM – 10:30AM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 7	07A - RP - STUDENTS	07B - EI - TRANSITIONS	07C - EI - ACHIEVEMENT	07D - EI - TRANSITIONS	07E - EI - SUCCESS	07F - EI - STUDENTS
10:00am - 10:30am	Engagement and participation: Same same or different and why does it matter?	IGNITE: Arrive & Thrive Early Engagement of Students	Quantifying student learning within the 'zone of proximal development': Application in an accelerated program	Navigating tensions at the interface of Widening Participation Outreach and Recruitment – The UNSW ASPIRE Advantage Program	Workload perceptions and learning approaches: Is it all about attitude?	"How can 'Sense of Belonging' inform your teaching strategy? Reflections from a core Business Unit
	<i>Sharon Pittaway, Timothy Moss</i>	<i>Karim Banayoti, Mitchell Liddle, Brooke Mees, Juliette Subramaniam, David White, Karl Zivkovic</i>	<i>Steven Jeffery O'Bryan</i>	<i>Samantha Skinner</i>	<i>Tania Blanksby, Ryan Naylor</i>	<i>Elizabeth Levin, Andrew Rixon</i>
	<i>Deakin University, Torrens University</i>	<i>Western Sydney University</i>	<i>Victoria University</i>	<i>UNSW Sydney</i>	<i>La Trobe University</i>	<i>Swinburne University of Technology</i>

07

07A REFEREED PAPER STUDENTS

Engagement and participation: Same same or different and why does it matter?

Sharon Pittaway
Deakin University

Timothy Moss
Torrens University

In this paper, we raise questions about engagement and participation: what are the implications of one being a proxy for the other? We adopt a narrative approach drawing on the example of Joel, a current first year student, who achieves high levels of success despite remaining almost entirely 'invisible' within his online classroom. We draw on our earlier work presenting an Engagement Framework, further articulating and challenging our principles of engagement and the underlying assumptions about the necessity of social interaction for student engagement and success. We argue that for students such as Joel, we must be careful that initiatives designed to increase 'participation' do not end up decreasing the focus on meaningful engagement. Looking beyond participation as a measure of student learning allows us to develop more nuanced understandings of engagement, and to design units, assessments and experiences that reflect a wider range of possibilities for learning and success.

Biography

Dr Sharon Pittaway is Senior Lecturer (Student Engagement) in Deakin University's Faculty of Business and Law. In this role Sharon provides leadership and support for academic staff in all aspects of teaching and learning that impact student engagement. Sharon's Engagement Framework has been widely cited, in Australia and internationally.

Dr Tim Moss is Professor of Education at Torrens University, a role that involves academic leadership across the institution and oversight of all postgraduate Education courses. Tim's research interests include student engagement, innovative approaches to teaching and learning in higher education, and narrative/arts-based research methods.

07B EMERGING INITIATIVE TRANSITIONS

IGNITE: Arrive & Thrive Early Engagement of Students

Karim Banayoti, Mitchell Liddle, Brooke Mees, Juliette Subramaniam, David White, Karl Zivkovic
Western Sydney University

In pursuit of its mission to meet the educational needs and ambitions of the Greater Western Sydney community, Western Sydney University (WSU) has embarked on an exciting institution-wide 21st Century Curriculum Project. A team at WSU's pathways institution The College, secured sponsorship for a project and developed a Pre-Learning Pod called IGNITE. This afforded a unique opportunity for staff and students involved on the project to work together as partners to co-design, co-develop and co-create a distinctive learning experience for College students. Informed by transition pedagogy, IGNITE is an emerging initiative at The College that aims to better prepare students for their future studies, from the point of receiving an offer and before the commencement of classes. IGNITE is a short self-paced on-line module designed to be an engaging, interactive, and a fun learning experience that uses digital badging to recognise the attainment of specific skills, rather than a formal assessment structure. In partnership with students, The College set out to conceive an early student engagement initiative that aims to enhance the students' sense of belonging to a community of learners at WSU.

Biography

Karl Zivkovic is a Bachelor of Business student at Western Sydney University, majoring in Marketing and International Business. Beginning his studies at The College, Karl quickly learnt the importance of the additional student support The College offers, as this enabled him to have a smooth transition into University. Employed as a Student Partner in 2018 to assist with The College's 21C Curriculum Flagship Project, Karl aspires to assist Western Sydney University in incrementally improving the support The College offers to students.

Brooke Mees is a Bachelor of Arts, Pathway to Secondary Teaching student at Western Sydney University. Starting at The College, Brooke was on the Deans Merit list and employed as a Student Partner. Brooke hopes to bring innovation and creation into the classroom, as she believes education is essential for personal growth and development.

Karim Banayoti is a First Year Experience Coordinator at The College. He is passionate about helping students, especially those from equity groups, transform their lives through education. Karim is a proud winner of both the Vice Chancellor's Excellence Award and the Student Engagement & Retention Award.

David White is the e-Learning Manager at Western Sydney University, The College, with 20 years' experience working in a variety of management roles in tertiary pathways. David has a passion for helping teachers and students make effective use of technology in teaching and learning and has accumulated a breadth of experience in the commercial and not-for-profit sectors in ICT management, project management, training, development and human resources.

Mitchell Liddle is a Learning and Teaching Coordinator for Arts at Western Sydney University, The

College with 20 years teaching in fields like outdoor education, athletic coaching, schools, as well as teaching those with disabilities. His unique educational background has led to a passion for the development of innovative student experiences.

Juliette Subramaniam is the Manager, Student Engagement & Retention in the Academic Pathway Programs (APP) unit at Western Sydney University, The College. Juliette is responsible for overseeing and implementing The College's student engagement and retention strategy within APP and facilitating a supportive student learning environment by developing, implementing, evaluating and modifying initiatives to support students. As Manager, Juliette provides academic leadership to promote a culture of quality student support, teaching excellence, continuous improvement and innovation.

07C EMERGING INITIATIVE ACHIEVEMENT

Quantifying student learning within the 'zone of proximal development': Application in an accelerated program

Steven Jeffery O'Bryan

Victoria University

The capacity for educators to effectively scaffold lessons to maximise student learning in the 'zone of proximal development' has for decades been acknowledged as a pre-requisite for academic success. However, no research has attempted to critically evaluate unit curriculum and quantify its effectiveness in guiding students to learn within their individual zone of proximal development. This seems even more important in an accelerated program, where the rapid pace may exacerbate student feelings of anxiety and/or boredom and negatively influence learning outcomes. The proposed research initiative aims to develop a novel method of assessing student learning in the zone of proximal development and apply it to an accelerated program. This information has many important applications including empowering educators to: 1) personalise the learning experience, 2) evaluate the effectiveness of teaching methods, 3) evaluate the capacity for educators to effectively scaffold lessons, and 4) critically review and guide alterations to unit curricula.

Biography

Steven completed his PhD in late 2017 and has worked in the First Year College at Victoria University since it was introduced in January 2018. Steven teaches across a number of human anatomy and physiology related units, but his expertise lies in Exercise Physiology for which he is the current unit co-ordinator.

07D EMERGING INITIATIVE TRANSITIONS

Navigating tensions at the interface of widening participation outreach and recruitment – The UNSW ASPIRE Advantage Program

Samantha Skinner
UNSW Sydney

In 2018 UNSW Sydney reconfigured its long-running Widening Participation (WP) Program 'ASPIRE', to incorporate a new component for students in Years 10-12 'ASPIRE Advantage'. Entirely funded by UNSW, 'ASPIRE Advantage' embeds a strategic focus upon widening access to UNSW within the broader context of WP and university outreach. The program utilises a more targeted and individualised approach, for high achieving senior students in ASPIRE partner schools, who have identified that UNSW may be in scope of their UAC preferences, and who, with some additional support, could potentially achieve the entry benchmarks. Traditionally, and by virtue of external partnership funding, university WP initiatives have maintained an outward demeanour of impartiality. A tension arises when the broader WP agenda narrows to become a Widening Access strategy within a specific institution.

Biography

Samantha Skinner is a Senior Project Officer within the AimHigh Unit of the Division of Equity, Diversity and Inclusion at UNSW Sydney. She currently leads the development and implementation of the ASPIRE Advantage Widening Access Program.

07E EMERGING INITIATIVE SUCCESS

Workload perceptions and learning approaches: Is it all about attitude?

Tania Blanksby, Ryan Naylor
La Trobe University

Perceived workload has been shown to have a reciprocal relationship with surface approaches to learning. Managing students' perception of workload therefore is fundamental to ensure students are best positioned for academic success. This study examines perceived workload in a group of 164 first year science students. We hypothesise that effective teaching requires understanding and management of these components to reduce perceived workload (if not actual workload).

Biography

Tania Blanksby is the Transition Manager leading the SHE STAR team at La Trobe University. With over 25-years in HE, she has extensive experience and understanding of student transition and retention. She is committed to supporting students and staff to ensure an outstanding student experience.

Ryan Naylor is the Core First Year Coordinator for the Health Sciences at La Trobe University. His current research focuses primarily on student equity and the student experience. He has published widely on student experiences and expectations, issues of access to higher education, and equity interventions and their evaluation.

07F EMERGING INITIATIVE STUDENTS

How can 'sense of belonging' inform your teaching strategy? Reflections from a core Business Unit

Elizabeth Levin, Andrew Rixon

Swinburne University of Technology

This paper reflects on how a 'sense of belonging' is cultivated for both the teaching team and the students, in a large, core first year Business unit. In the Innovative Business Practice (IBP) unit students develop their personal brand and professional identity through strength-based science, and also pitch creative solutions to social problems. This cross-disciplinary unit is taught using an activity-based approach. The team of tutors are being trained as facilitators which creates a sense of belonging and community within the teaching team. A blended delivery approach utilising Crowdcity, idea management software, facilitates networked learning, and helps students develop their digital skills as well as interact with one another, the teaching team and industry experts.

Biography

Liz Levin (PhD) is Director, Undergraduate Courses, Faculty of Business and Law, Swinburne University, Chair of the University Academic Integrity Working group and elected member of Higher Education Research and Development Society of Australasia (HERDSA) executive. She has been designing and teaching integrated multidisciplinary Capstone units for over ten years.

Dr Andrew Rixon holds a PhD in complexity science from the University of Queensland. Andrew is a lecturer in Entrepreneurship and Innovation and is the convenor of Innovative Business Practice a core first year unit for Faculty of Business and Law. Andrew's research interests include professional purpose, sense of belonging and leadership development in emergency medicine.

PARALLEL SESSION 8

10:40AM – 11:10AM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 8	08A - EI - STUDENTS	08B - EI - TRANSITIONS	08C - EI - ACHIEVEMENT	08D - EI - SUCCESS	08E - EI - SUCCESS	
10:40am - 11:10am	Scaling Belonging: Maintaining grassroots integrity <i>Rachel Wilson, Bronwyn Clarke, Gabrielle Murray</i> <i>RMIT University</i>	Using action research to explore postgraduate transition and develop disciplinary literacies for engineering students <i>Rosalie Goldsmith, Xi Jin</i> <i>University of Technology Sydney</i>	Initiating eportfolio for the Double Degree in Teacher Education in Monash College: Insights and possibilities <i>Thi Nhay Nguyen, Sharon Whippy</i> <i>Monash College</i>	Responsible peer referrals - developing an online training module for student leaders by student leaders <i>Jacqueline Adriaanse, Andrea Kornhoff</i> <i>University of Wollongong</i>	Victoria University's First Year College – Creating Culture through Revolutionary Transformation <i>Loretta Konjarski, Janet Young, Andrew Smallridge</i> <i>Victoria University</i>	

08

08A EMERGING INITIATIVE STUDENTS

Scaling belonging: Maintaining grassroots integrity

Rachel Wilson, Bronwyn Clarke, Gabrielle Murray
RMIT University

Student belonging continues to be a deeply compelling lens through which to focus a range of interventions designed to enhance the student experience within the tertiary sector. In 2017 RMIT released a whole of institution Belonging Strategy which seeks to embed an ethos of belonging across the entire enterprise. In this paper we focus specifically on our work on embedding belonging within curriculum design through a discussion of activities involving a range of positive, discipline specific interactions amongst student cohorts and between students and staff, establishing skills across the whole student lifecycle. The activities include workshops and mapping exercises, case studies, establishing a community of practice to support belonging champions and the development of School and Program Belonging plans that align around the vision and are focused on direct action.

Biography

Dr Rachel Wilson is a Senior Lecturer in Media and has been teaching within the higher education sector for over 20 years, specialising in media and screen production. Rachel has a number of RMIT Learning and Teaching awards and an ALTC team citation for innovative curriculum design. Her current research includes archiving, memory and representations of trauma. Since 2016 Rachel has co-lead the RMIT Strategic Focus on Belonging within the Education Portfolio at RMIT.

Ms Bronwyn Clarke is a Lecturer in Communication Design with more than 20-years experience in higher education design. Bronwyn has been a chief investigator on a number of OLT funded Projects and a range of other Learning and Teaching projects and holds a number of RMIT Learning and Teaching awards. Her current research is into Pre-Belonging frameworks to increase diversity within creative industries programs. Since 2016 Bronwyn has co-lead the RMIT Strategic Focus on Belonging within the Education Portfolio at RMIT.

Dr Gabrielle Murray is a Researcher Indigenous Education and Engagement at RMIT University. She has more than 20-years experience working in the education, cultural and community sectors. She is an Honorary Associate of La Trobe University and continues to supervise, research and publish.

08B EMERGING INITIATIVE TRANSITIONS

Using action research to explore postgraduate transition and develop disciplinary literacies for engineering students

Rosalie Goldsmith, Xi Jin
University of Technology Sydney

Unprecedented changes in higher education in the 21st century both in teaching and learning practices and in student cohorts have contributed to the development of transition strategies and pedagogies for first year undergraduate students. However, there has been little acknowledgement of the need for similar approaches for commencing postgraduate students, despite research which indicates that postgraduate cohorts are very diverse and do not necessarily have the 'expert status' accorded to them. This is especially the case in engineering and IT faculties, where students from a multitude of undergraduate and language backgrounds enrol in postgraduate studies for a wide range of reasons. In response to this, we devised an initiative which seeks to scaffold support for postgraduate coursework engineering students in research practices, academic writing practices and problem-based learning. An action research approach has been adopted to implement this initiative, and we will encourage students to become participant researchers.

Biography

Dr Rosalie Goldsmith is an applied linguist and an academic language and learning lecturer at UTS, working with the Engineering/IT faculty to develop and embed academic literacies. Rosalie has a PhD in Engineering Education; her research areas include engineering education, writing practices, Practice Architectures Theory, WIL and developing professional identity.

Dr Xi Jin works at UTS as a subject coordinator for undergraduate engineering capstones and postgraduate engineering projects. He has professional experience as an environmental engineering manager for a Chinese nuclear power company and has a PhD from Aalborg University in Denmark.

O8C EMERGING INITIATIVE ACHIEVEMENT

Initiating eportfolio for the Double Degree in Teacher Education in Monash College: Insights and possibilities

Nhai Nguyen, Sharon Whippy
Monash College

As an effective form of assessment, eportfolio is authentic, dynamic and interactive. It considers learning as a process as well as a product; it unpacks the sociocultural context of learning. Collaborating, reflecting, and selecting the learning artefacts as evidence of preservice teachers' (PST's) learning holds important pedagogical values. Eportfolio builds in the skills set required for PSTs and understanding required for the classroom; it promotes learner autonomy. This paper explores the challenges and benefits of using eportfolio by the lecturer and students in the Education Diploma program in Monash College. Our implemented initiative validates that as a method for students to document and share reflections on their learning, Eportfolio builds in preservice teachers' summative assessments and has created favourable conditions for taking the ownership of their learning, shaping fairly early students' professional identities, cultivating self-esteem, assisting them in becoming teacher-ready and school-ready while allowing the instructor an insight into the preservice teachers' learning journey.

Biography

Dr Nguyen earned her PhD in the Faculty of Education, Monash University. She has woven 17 years of research, teaching and industry experiences into the design, development and delivery of Teacher Education, Cultural Studies, Professional Communication and Higher Education. Before joining Monash College, she was a Senior Lecturer in the Centre of Communication and Design at RMIT University, Vietnam. She has delivered keynote speeches at international and national conferences as well as published across disciplines.

O8D EMERGING INITIATIVE SUCCESS

Responsible peer referrals - developing an online training module for student leaders by student leaders

Jacqueline Adriaanse, Andrea Kornhoff
University of Wollongong

In 2018 the UOW Peer Learning unit developed a self-paced online training module using a 'students as partners' approach. The interactive module introduces student leaders in peer-to-peer student support roles to the key academic and welfare support available at UOW. It further focuses on their role in the triage process and how to refer students effectively and responsibly. The project acknowledges the value of appropriate peer referral and peer support to a student's successful engagement with their University's support services. The presentation explores the 'students as partners' approach taken to develop an engaging training resource that meets both the student leaders' and the institution's needs.

Biography

Jacqueline's experience working in secondary and tertiary education sectors in Australia and Japan has influenced and shaped her passion for the student experience. Her current role co-coordinating the Peer Academic Coaching program at UOW has provided a platform to work in peer learning and on collaborative projects engaging students as partners.

Andrea Kornhoff is the Acting Manager Peer Learning at the University of Wollongong. Her interests include student leadership, student transition and student retention. Andrea has held a variety of roles in which she has initiated and led a number of successful transition and support programs for international and domestic students.

08E EMERGING INITIATIVE SUCCESS

Victoria University's First Year College – Creating culture through revolutionary transformation

Loretta Konjarski, Janet Young, Andrew Smallridge

Victoria University

This paper reviews the findings of a staff satisfaction survey conducted in 2018 following the creation of a transformative and revolutionary approach to tertiary education in Australia, namely the creation of a new First Year College at Victoria University. The First Year College is dedicated to developing and delivering all first year units across Victoria University, using the transformative and revolutionary student-centered and transition pedagogy-driven First Year Model, encompassing highly engaging workshops delivered in block mode. This report discusses the staff satisfaction and challenges encountered in the inaugural year with the view to compare data following the 2019 teaching year.

Biography

Loretta Konjarski is the Head of Community Engagement and Senior Lecturer in the First Year College at Victoria University. Her research interests are Physical Education, Inclusion and Diversity, and Sport. Loretta has a passion for teaching, curriculum, experiential learning and student engagement.

Dr Janet A Young is an accredited sport and exercise psychologist and Academic Teaching and Research staff member in the First Year College at Victoria University. Her research interests are sport, exercise and coaching. Janet is also a Director of the Evonne Goolagong Foundation and an Ambassador for Blind Sports Victoria.

Professor Andrew Smallridge is an organic chemist who has been teaching Chemistry across all levels at Victoria University for nearly 30 years. He has interests in analytical and synthetic chemistry as well as the use of laboratory-based workshop methodologies for teaching chemistry and other science disciplines. He is currently Dean of Victoria University's First Year College.

PARALLEL SESSION 9

11:20AM – 11:50AM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 9	09A - GPR - STUDENTS	09B - EI - TRANSITIONS	09C - EI - TRANSITIONS	09D - EI - SUCCESS	09E - EI - SUCCESS	
11:20am - 11:50am	<p>Students as Partners Good Practice Report: A University-wide implementation</p> <p><i>Madelaine-Marie Judd, Ishara Sahama, Jessica Morgan, James Forde</i></p> <p><i>The University of Queensland</i></p>	<p>An analysis of agency in university wide language policy and planning</p> <p><i>Kerry Hunter, Caroline Havery</i></p> <p><i>University of Technology Sydney</i></p>	<p>Job Ready: An employability short course for STEM students</p> <p><i>Madeleine Yewers, Julia Cleghorn, Jenny Martin, Rosemary Arnold, Turlough Crowe, Clayton Carner, Belinda Day, Deborah King</i></p> <p><i>The University of Melbourne</i></p>	<p>Trials, Tribulations & Triumphs of the First Year Model</p> <p><i>Samuel Howe, Loretta Konjarski, Humberto Oraison, Andrew Smallridge</i></p> <p><i>Victoria University</i></p>	<p>I have a quick question! Student voice and the Higher Degree Research journey</p> <p><i>Jennifer Allen, Ashleigh McIntyre, Meghann Smith</i></p> <p><i>University of Newcastle</i></p>	

09

09A GOOD PRACTICE REPORT STUDENTS

Students as Partners Good Practice Report: A University-wide implementation

Madelaine-Marie Judd, Ishara Sahama, Jessica Morgan, James Forde
The University of Queensland

Students as Partners has gained prominence within the higher education sector over the past decade. Students as Partners can be defined as an approach which seeks to challenge power hierarchies between students and staff, through recognising the equally valuable, yet diverse, perspectives of both stakeholders in enriching the student experience. Scholars have contemplated this approach in partnership with students, and some higher education institutions have adopted small and large scale implementations of this model. This report is contextualised within the large-scale implementation of Student-Staff Partnerships at The University of Queensland, Australia, based on the enactment of 724 student and staff partnerships since 2018. The key takeaways are a range of recommendations for university leadership and student and staff partners to consider in the implementation and enhancement of partnership initiatives. This report provides strategies on how to engage with underrepresented student populations and the support mechanisms that are crucial for student success.

Biography

Madelaine-Marie Judd is the Student Partners Adviser at UQ, whereby she leads the Student-Staff Partnerships Project Initiative. Madelaine-Marie has previously led a multi-disciplinary team in the development of graduate attribute pedagogical resources and has also served as the Research Project Manager for four Australian Government OLT research grants.

Ishara Sahama is a Student Partner, tutor and mentor at UQ. She's been extensively involved in a few Student-Staff Partnership Projects revolving around sustainability, environmentalism and, empowering individuals to get involved in extra-curricular. She's currently completing a BA Honours on the topic of social and gender equity in the sustainable development industry.

Jessica Morgan is Student Partners Project Officer at UQ. Originally from Wales she completed her MSc at Teesside University in 2011 and has previously worked for ACT in Cardiff, promoting apprenticeships and traineeship; as a Student Support Officer for AIPC, and recently as a Student Administration Officer for UQ's Faculty of Medicine.

Dr James Forde is the Student-Staff Partnerships Coordinator at UQ, and he leads UQ's Student Representation and Student Voice initiatives. James is passionate about ensuring that the student experience is at the forefront of educators' and administrators' minds throughout the University.

09B EMERGING INITIATIVE TRANSITIONS

An analysis of agency in university wide language policy and planning

Kerry Hunter, Caroline Havery
University of Technology Sydney

This initiative responds to the need for university wide approaches to addressing English language proficiency. Although academic language and learning practices are widespread at the University of Technology Sydney (UTS), the services are not reaching students who have entered with a low English language level. In order to provide adequate levels of support catering specifically for these students, a strategic project was set up by the university executive to embed English language support at a curriculum level. The Academic Language and Learning group has been tasked with planning and implementing the institution wide language policy. This paper presents an emerging framework based on agency theory that highlights the level of institution wide integration essential to the planning and implementation stages of the policy.

Biography

Kerry Hunter is manager of the Academic Language and Learning (ALL) group at UTS. The group collaborates with Faculties to embed communication practices across the UTS curriculum. Kerry is currently managing a university wide strategic project developing systems and procedures to address English language proficiency of commencing students.

Dr Caroline Havery is an applied linguist and language and learning academic at UTS, working with the Faculty of Health to embed academic and workplace language into healthcare degrees. Caroline's research focuses on nursing education for students with English as an additional language, both in clinical and university settings.

09C EMERGING INITIATIVE TRANSITIONS

Job Ready: An employability short course for STEM students

Madeleine Yewers, Julia Cleghorn, Jenny Martin, Rosemary Arnold, Turlough Crowe, Clayton Carner, Belinda Day, Deborah King
The University of Melbourne

Job Ready is a free, extra-curricular employability course for undergraduate and postgraduate Science, Technology, Engineering and Maths (STEM) students at The University of Melbourne. It provides a relaxed, fun and interactive environment where students develop their soft skills and career management tools through short lectures, exercises and personal reflection. There is increasing demand for the course and the retention rate is high despite not contributing to course credit or university transcripts. Student feedback is very positive. 92% of students would recommend the program to their friends and 92% of students agreed that Job Ready covered all the topics that they wanted. 83% of students agreed that their approach to job seeking changed after completing the course. Students especially appreciated the cohort experience and feedback from peers. The outcomes indicate that students want more informal, relaxed ways to work on their employability such as the Job Ready model.

Biography

Dr Madeleine Yewers is an evolutionary biologist, educator and facilitator, passionate about students exploring the wonders and possibilities of STEM to create a society that not only values STEM but is excited by it. She is an advocate for university students upskilling during their degrees to transition into employment.

Rosemary Arnold is a proud science geek and communicator. She is passionate about sharing the wonders of science, and empowering people to deepen their understanding and fascination for the world around them. She is currently completing her Master of Biomedical Science in Neuropsychiatry, researching the placebo effect.

09D EMERGING INITIATIVE SUCCESS

Trials, tribulations & triumphs of the First Year Model

Samuel Howe, Loretta Konjarski, Humberto Oraison, Andrew Smallridge
Victoria University

In 2018, Victoria University embarked upon an ambitious and innovative approach to delivering first year tertiary studies. A new multi-disciplinary First Year College was established, with new leadership and teaching staff appointed to student-centered positions. The structure in which the university delivered higher education radically changed from a "traditional" university structure (i.e. 12 week semesters, 1 week swot-vac and a 3 week exam period, with students studying 4 units concurrently) to an intensive "block" model, where students study 1 unit at a time for 1 month intensively and then move onto the next unit. This model enables students to study 4 units over the same 16 week semester period as traditional university models. Lectures were abolished from all units, class sizes were reduced, class timetabling was dramatically changed to allow for greater student study flexibility and accessibility, learning and teaching professional staff numbers increased and facilities were built and repurposed.

Biography

Mr Samuel Howe is a physiology academic teaching scholar and PhD candidate within the First Year College and Institute of Health and Sport at Victoria University. He has presented at national and international conferences with five publications to date and has transformed curricula for VU's innovative First Year Block Model.

Loretta Konjarski is the Head of Community Engagement and Senior Lecturer in the First Year College at Victoria University. Her research interests are Physical Education, Inclusion and Diversity, and Sport. Loretta has a passion for teaching, curriculum, experiential learning and student engagement.

Dr Bert Oraison is a psychology lecturer with the First Year College. He also had an active role in the development and transformation of materials for VU's new Block Model. Dr Oraison is a registered psychologist with experience in settings including government departments, prisons, refugee centres, rehabilitation centres and private practice.

Professor Andrew Smallridge is an organic chemist who has been teaching Chemistry across all levels at Victoria University for nearly 30 years. He has interests in analytical and synthetic chemistry as well as the use of laboratory-based workshop methodologies for teaching chemistry and other science disciplines. He is currently Dean of Victoria University's First Year College.

09E EMERGING INITIATIVE SUCCESS

I have a quick question! Student voice and the higher degree research journey

Jennifer Allen, Ashleigh McIntyre, Meghann Smith

University of Newcastle

This initiative recognises student voice as a key component in success and retention for the HDR journey and employs participatory methods of student voice to position the student as collaborator in their success. It seeks to centre the student voice in the HDR space by examining the progress reporting process with a view to establishing an environment of respect and open dialogue; recognising the power imbalance in the supervisory relationship with a view to establishing clear and explicit expectations; encouraging the importance of participation and democratic inclusivity through student mentoring in governance; and promoting the possibility of change and transformation through cross-faculty benchmarking. By integrating student voice into the HDR student journey, a symbiotic relationship between the student and the University can be developed, where best practice can be continually informed by the lived student experience, and the student feels personally valued and supported by the University, leading in turn to increased HDR student success and retention.

Biography

Associate Professor Jennifer Allen is Dean of Students at the University of Newcastle where she provides leadership to ensure that the student academic experience is supported. Jennifer's expertise is located in the social sciences with key research areas noted as best practice issue resolution, student voice, and first in family students.

Ashleigh McIntyre is the President of the University of Newcastle Postgraduate Association (NUPSA) and works with students to support both coursework and higher degree research students in exercising their student voice and building the student experience. Ashleigh is a PhD student in English Literature.

Meghann Smith is a Student Advocate at the University of Newcastle and works with students assisting them to navigate policy and procedure in both academic and non-academic matters. Meghann has a particular interest in supporting higher degree research students and promoting their voice in university governance.

PARALLEL SESSION 10

12:00PM – 12:30PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 10	10A - GPR - STUDENTS	10B - EI - TRANSITIONS	10C - EI - TRANSITIONS	10D - RP - ACHIEVEMENT	10E - RP - ACHIEVEMENT	
12:00pm - 12:30pm	<p>UNSW ASPIRE / Aspire UWA: A look back and look forward</p> <p><i>Elisa McGowan, Cate Morris, Ann Jardine, Jaquelyn Pyke</i></p> <p><i>The University of Western Australia, The University of New South Wales</i></p>	<p>University Specialist Employment Partnerships (USEP). A collaboration supporting graduates with disability into the workforce</p> <p><i>David Swayn, Theresa Madson, Colleen Hooper, Ali Parker, Caroline Krix, Gabrielle O'Brien, Natalie Searson, Kate Carroll</i></p> <p><i>National Disability Coordination Program, Griffith University, Mylestones Employment, University of Wollongong</i></p>	<p>Learning from what goes Wrong in the Lab: Scaffolding Students out of the Learning Pit</p> <p><i>Christine Devine, Dana Burfeind</i></p> <p><i>Queensland University of Technology</i></p>	<p>Think, talk, write, reflect: How to teach students to think critically</p> <p><i>Sandra Egege, Steve Parker</i></p> <p><i>Flinders University</i></p>	<p>Synthesising analogue and digital: Abstraction as an integrated pedagogical tool</p> <p><i>Linda Matthews, Samantha Donnelly</i></p> <p><i>University of Technology Sydney</i></p>	

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10A GOOD PRACTICE REPORT STUDENTS

UNSW ASPIRE / Aspire UWA: A look back and look forward

Elisa McGowan, Cate Morris
The University of Western Australia

Ann Jardine, Jaquelyn Pyke
The University of New South Wales

While the national equity agenda was established in the 1990s under "A Fair Chance for All" little headway was made in addressing underrepresentation of equity groups until the Bradley Review. As a result of this review universities across Australia established outreach programs to widen access and participation of students underrepresented in higher education. Outreach programs take different shapes and forms and are tailored to their context, yet often have the same underlying objectives and therefore similar core components. In this good practice report we examine the development of two programs that grew out of the Government focus to widen participation in higher education post Bradley. ASPIRE UNSW and Aspire UWA initially benchmarked and established similar frameworks and went on to develop into different programs adapted to their geographical contexts. The report will discuss commonalities and differences and examine the outcomes and learnings of both programs.

Biography

Elisa McGowan manages Equity Outreach at The University of Western Australia, overseeing Aspire and Fairway UWA, programs which raise aspirations and support students from disadvantaged backgrounds to succeed at University. Elisa has a Masters of Teaching, and extensive experience supporting the educational journeys of regional, remote and Indigenous students.

Cate Morris has worked with the Aspire UWA program since 2010, contributing significantly to program design and evaluation, as well as three successful National Priority Pool Projects. Cate grew up in regional Western Australia, is first in family to attend University and has an honours degree in Arts.

Dr Ann Jardine has a long-standing and deep commitment in working to address social inequities and educational disadvantage. In 2007 Ann initiated ASPIRE, UNSW's outreach program. In 2015, she became Director of UNSW's AimHigh unit, overseeing a portfolio of programs and initiatives to increase the participation in university of students from diverse backgrounds who do not traditionally attend university.

Jaqui Pyke has worked for ASPIRE UNSW since 2014 and is the team leader responsible for outreach to schools and communities in regional and remote NSW. Jaqui was the first in her family to attend university, has a Bachelor of Education (Hons) and will complete her Masters this year.

10B EMERGING INITIATIVE TRANSITIONS

University Specialist Employment Partnerships (USEP)

David Swain, Theresa Madson, Colleen Hooper, Ali Parker, Caroline Krix
National Disability Coordination Program

Gabrielle O'Brien
Griffith University

Natalie Searson
Mylestones Employment

Kate Carroll
University of Wollongong

The 2018 Graduate Outcomes Survey showed graduates with a disability to be one of worst performing equity groups, with only 62.8% reporting full-time employment, compared with 73.5% of students without a disability (p.7). Barriers include poor employer attitudes, lack of accessibility, and lack of specialised employment services (World Health Organisation, 2011). Anecdotally, low awareness of university careers services and Disability Employment Services (DES) may also be a factor.

The University Specialist Employment Partnerships (USEP) program addresses this inequity by providing specialised and comprehensive employment preparation supports to students with disability throughout their final year of study and beyond.

Biography

USEP is a collaboration between the National Disability Coordination Officers (NDCO), University Partners and Disability Employment Service Partner. The NDCOs are funded by the Federal Department of Education and Training to work collaboratively to improve the transition for people living with disability into further education and subsequent employment.

10C EMERGING INITIATIVE TRANSITIONS

Learning from what goes wrong in the Lab: Scaffolding students out of the 'Learning Pit'

Christine Devine, Dana Burfeind
Queensland University of Technology

Lab based learning experiences provide rich opportunities for students to practice science in an authentic context, developing and evidencing core discipline-specific graduate capabilities. Despite the inherent value, laboratory based practicals are expensive to resource (materials, staff time, laboratory space, etc), and therefore are typically constrained and prescriptive. Given these limitations, how do we prioritise and safeguard skill based learning to prepare students for careers in STEM disciplines?

This emerging initiative presentation will showcase a novel solution to facilitate the transition from first year STEM undergraduate to skilled STEM professional. "Kitchen Chemistry" offers a 'low-stakes' inquiry-based learning environment where the emphasis is on developing technical proficiency, problem solving skills and scientific literacy, without academic consequence. Developed in partnership with academics and students, the program runs alongside the curriculum to support learning. Central to the design of Kitchen Chemistry is recognition of the value of challenge, difficulty, experimentation and failure to the learning process. By supporting and encouraging students to face the 'learning pit' early in their undergraduate journey, we anticipate this initiative will establish the foundations for strong graduate outcomes.

Biography

Dr Christine Devine is a Lecturer and Maths, Science and IT Educator in QUT's Student Success Group where she provides STEM-focused support for learning. Christine completed her PhD in Developmental Biology and has held research positions in Australia and overseas. She enjoys teaching and supporting learners in laboratory-based science.

Dr Dana Burfeind is a Marine Ecologist and STEM educator from QUT. Dr Burfeind's work teaching undergraduate field intensive courses led her to develop an interest in creating and scaffolding research experiences for undergraduate students. Her current research focuses on improving scientific skills training at the undergraduate level.

10D REFEREED PAPER ACHIEVEMENT

Think, talk, write, reflect: How to teach students to think critically

Sandra Egege, Steve Parker
Flinders University

A focus on critical thinking is back at the forefront of concern across multiple contexts and disciplines. Unfortunately, research indicates that we have not been very successful at developing a critical thinking capacity in students. This paper discusses why this might be so and suggests that we can improve outcomes by using an epistemological framework to highlight the process of knowledge creation. This links critical thinking to outcomes. It then sets out how this can be done by presenting a few simple techniques that have been shown to be effective. The advantage of the techniques described is that they are applicable across disciplines and do not require the displacement of topic content. It is our contention that these techniques, when applied appropriately, will improve students' critical thinking capacities in measurable ways.

Biography

Sandra Egege has worked for 15 years as an academic advisor and lecturer, specialising in running critical thinking workshops for students across the University. She has published several papers on teaching critical thinking to international students and more recently on how to embed critical thinking within topics.

10E REFEREED PAPER ACHIEVEMENT

Synthesising analogue and digital: Abstraction as an integrated pedagogical tool

Linda Matthews, Samantha Donnelly

University of Technology Sydney

The introduction of abstract and digital design thinking practices for first-year Architecture and Landscape students establishes a skillset in conceptual development as future practitioners. Student success in design studios largely relies on a student's conceptual strength, often without explicit understanding of this notion, yet they are assessed on their ability to think conceptually. By building curriculum that provides a framework of spatial experiences for students new to the university, coupled with a series of tasks focused on development of conceptual thinking, student success in future studios can be strengthened. This paper explores the enhancement of tertiary learning in digital and abstract literacy, acknowledging threshold skills required and ensuring that students graduating from the subject are equipped in mapping and modelling three-dimensional space. Transition, achievement and success were key factors in the foundational thinking of this project.

Biography

Linda Matthews is a Research Fellow and Lecturer in the School of Architecture at the University of Technology Sydney. Her research is concerned with architectural and urban design methodologies that utilise the optical logics of digital visioning systems as a source of qualitative data to generate architectural and urban form.

Samantha Donnelly is a Scholarly Teaching Fellow and First and Further Year Transition Experience Coordinator in the School of Architecture at the University of Technology Sydney. Her research explores the spatial requirements of emergency accommodation for women and children leaving domestic and family violence.

PARALLEL SESSION 11

1:30PM – 2:00PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 11	11A - EI - STUDENTS	11B - RP - SUCCESS	11C - EI - TRANSITIONS	11D - RP - RETENTION	11E - EI - SUCCESS	
1:30pm - 2:00pm	Facilitating Collaboration and Unity in a Cross Disciplinary Capstone <i>Elizabeth Levin, Kourosh Dini</i> <i>Swinburne University of Technology</i>	The benefits of good tutor-student relationships in the first year <i>Ella R Kahu, Catherine Picton</i> <i>Massey University</i>	Enter stage right: Interactive theatre as enabler of transition success in higher education <i>Allison Creed</i> <i>University of Melbourne</i>	Teacher soft skills: Building a student-centred conceptual framework <i>Masami Yamaguchi, Ana Lobo, Joanna Richardson</i> <i>Griffith University</i>	Investing in understanding and tracking the evolving needs of online students to inform targeted programs for transition and success: Plan, Prepare and Connect <i>Deanna Horvath, Amy Larsen, Emma Stirling, Michael Coldrey, John Bevacqua, Melissa Buultjens, Phillip Buultjens</i> <i>La Trobe University</i>	

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11A EMERGING INITIATIVE STUDENTS

Facilitating collaboration and unity in a cross disciplinary capstone

Elizabeth Levin, Kourosh Dini
Swinburne University of Technology

Double degrees afford an opportunity to provide students with a unique capstone experience that draws upon discipline knowledge from two domains and provides the opportunity to hone essential employability skills. Whilst the cross disciplinary capstone units, curriculum and assessment were carefully designed, inadequate attention and focus on the pedagogy has led to a less than optimum experience for the students. Creating and managing such an initiative requires careful planning and organisation and cannot be left to occur organically as the unit convenors have found. This paper describes an initiative aimed at changing current practices in order to improve the capstone experience and ultimately the outcomes for students studying a double degree in Engineering and Business.

Biography

Liz Levin (PhD) is Director, Undergraduate Courses, Faculty of Business and Law, Swinburne University, Chair of the University Academic Integrity Working group and elected member of Higher Education Research and Development Society of Australasia (HERDSA) executive. She has been designing and teaching integrated multidisciplinary Capstone units for over ten years.

Kourosh Dini obtained his PhD in Business and Entrepreneurship from Swinburne in 2009. His teaching areas include Engineering Management and Final Year Research Projects. His fields of research are: Entrepreneurship, Education and Manufacturing processes. He has been part of the School of Engineering at Swinburne University of Technology since 2014.

11B REFEREED PAPER SUCCESS

The benefits of good tutor-student relationships in the first year

Ella R Kahu
Massey University

Catherine Picton
University of the Sunshine Coast

Teacher-student relationships (TSR) are an important influence on the student experience at university. Existing research, predominantly with lecturers, highlights these relationships have academic and affective dimensions. Studies demonstrate good TSR increase student motivation, engagement, and learning. The current study adds a student voice to this topic, focusing primarily on their views of tutoring staff, who undertake much of the face to face teaching in universities. The qualitative study followed 19 students through their first year at an Australian university. The students identified four characteristics of a "good" tutor: helpful, caring, likeable, and hands-on. Students talked about multiple benefits of having a good tutor including increased help-seeking, studying harder, more interest in class, and improved well-being and belonging. The importance of the tutor role is underestimated and institutions would do well to better support these valuable staff.

Biography

Ella is a Senior Lecturer in the School of Psychology at Massey University in Wellington, New Zealand. Her research is in social psychology, in particular researching and theorising on student engagement in higher education. She is passionate about teaching first year students and currently teaches a first year distance course on identity and citizenship.

Dr Catherine Picton is a researcher at the University of the Sunshine Coast. Her research is in the experiences of students at university, with a particular focus on equity. With a background in education, she has broader research interests in education, disability and Pacific policy development.

TIC EMERGING INITIATIVE TRANSITIONS

Enter stage right: Interactive theatre as enabler of transition success in higher education

Allison Creed
University of Melbourne

This presentation introduces an interactive performance workshop developed for the project Transition is Becoming that focuses on support and enhancement of international student transition to an Australian university learning environment. This performing arts workshop was inspired by Terry Mulhem, Associate Professor, School of Biomedical Sciences, University of Melbourne School and his Performing Sciences project involving a collaboration with Rinske Ginsberg, Lecturer Theatre, VCA Theatre, Faculty of Fine Arts and Music VCA, University of Melbourne. Based on this format, Allison Creed PhD, Curriculum Designer, Arts Teaching Innovation, University of Melbourne, initiated a collaborative academic partnership to design and implement a performing arts workshop as a way to enhance university transition for international students enrolled in an academic skills program. The aim was twofold: firstly, to help students recognise their existing capabilities; and secondly, to value their development as transferable qualities and behaviours to move within, through, and beyond formal education. Although disciplinary-specific knowledge and skills are foundational for career aspirations, other attributes or positive qualities evidenced in organisation, interpersonal, and teamwork behaviours are recognised as enablers for successful lives, agile learning, and employability (The Future of Jobs Report 2018). This emerging initiative builds on cross-disciplinary teaching and learning knowledge and practice to create an interactive performance—Space and Place—that integrates space, focus, sound, rhythm, and heightened language to enhance awareness of student capacities to successfully navigate academic transition.

Biography

Allison Creed PhD is a learning and teaching specialist. She researches concepts and problems to propose new approaches to Transition, Career, and Employability. Allison is a successful grant recipient of Graduate Careers Australia and research team member of ACCELL (USQ), Metaphor Lab Amsterdam (UvA), and Inland Norway University of Applied Sciences.

T1D REFEREED PAPER RETENTION

Teacher soft skills: Building a student-centred conceptual framework

Masami Yamaguchi, Ana Lobo, Joanna Richardson
Griffith University

Student retention and graduation rates are important measures of institutional success. One of the factors crucial to the retention of students is to engage them academically. While it might seem that this would simply equate to educators having excellent knowledge of their subject and pedagogy, research indicates that those 'hard skills' are not enough to meet students' expectations. Instead, 'soft skills' such as being approachable and able to communicate well are also critical if instructors and lecturers wish to engage students effectively. The research in this paper is based on a critical literature review which examines how the soft skills of academic staff support students' engagement in learning and the possible implications of not meeting student expectations with soft skills. The paper offers a conceptual framework for the use of soft skills in the classroom and concludes with recommendations how academics could further develop these skills for better student engagement.

Biography

Masami Yamaguchi joined Griffith University in 2011. Since 2014, she has been working as a librarian in Library and Learning Services. Masami completed a Graduate Certificate in Higher Education in 2017, which made her aware of the importance of student-centred learning.

Dr Ana Lobo is a Learning Adviser and Researcher at Griffith University in Library and Learning Services. Ana is passionate about supporting students through the university lifecycle and was recognised for her continued dedication with success in the Australian Awards for University Teaching in 2014 (OLT).

Dr Joanna Richardson is Library Strategy Advisor, Griffith University. Previously she was responsible for scholarly content and discovery services. Joanna has worked as a university IT Librarian in North America and Australia, and has been a lecturer in library and information science. Recent publications have focused on library research support.

THE EMERGING INITIATIVE SUCCESS

Investing in understanding and tracking the evolving needs of online students to inform targeted programs for transition and success: Plan, Prepare and Connect

Deanna Horvath, Amy Larsen, Emma Stirling, Michael Coldrey, John Bevacqua, Melissa Buultjens, Phillip Buultjens

La Trobe University

Growth in online courses has increased, as has the use of technologies to support online curriculum and distance learning programmes. However, often overlooked in online learning platforms is academic integration, a key component to student success and retention. In recognition of the National Guidelines for Improving Student Outcomes in Online Learning, the present study examined online student cohorts and applied the evidence-base to develop an orientation program to support online student learners across both academic and non-academic aspects in higher education. The research program included two phases. The first phase comprised an electronic survey to all enrolled students which explored perceptions of barriers and facilitators to online learning, while the second phase employed this data to inform and develop an online orientation program: Plan, Prepare, and Connect. Results showed that online students perceive their commitments outside of study, (e.g., employment, family) to be a barrier to their study. Learners acknowledged a lack of preparedness and organisational skills, while over half of the students lacked confidence in using new technologies. The summative results were applied to develop eight best-practice strategies to support educators working across online teaching modalities.

Biography

Dr Deanna Horvath is a Lecturer in Physiology at La Trobe University and joint Course Coordinator of the Bachelor of Food and Nutrition. She has over 16 years of teaching experience and a passion for online delivery and the use of educational technology to enhance and support learning.

Dr Amy Larsen is a Lecturer in Physiology at La Trobe University. She has expertise in teaching large, diverse first year cohorts in both face-to-face and fully online modalities. She has been the recipient of Learning and Teaching awards for leadership in curriculum innovation and contribution to an outstanding student experience.

Ms Emma Stirling is a Senior Lecturer in Nutrition and Dietetics at La Trobe University and joint Course Coordinator of the online Bachelor of Food and Nutrition. As an Advanced Accredited Practising Dietitian Emma has expertise in digital communication and is an award-winning blogger scoopnutrition.com

Dr Melissa Buultjens is a Lecturer at La Trobe University, Melbourne, Australia. She has extensive experience in developing course curriculum for large, diverse student cohorts across both face-to-face and distance education modalities.

Mr Phil Buultjens is an Associate Lecturer with vast experience in Learning and Teaching (L&T) modalities across large undergraduate student cohorts. Recognition of his expertise includes his position as Chair of the Public Health L&T Committee at La Trobe University. Further, he has received awards for increasing engagement and enhancing student experience.

PARALLEL SESSION 12

2:10PM – 2:40PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 12	12A - EI - STUDENTS	12B - EI - TRANSITIONS	12C - EI - TRANSITIONS	12D - EI - TRANSITIONS	12E - EI - SUCCESS	
2:10pm - 2:40pm	<p>Deakin's Students Helping Students and Students as Partners Collection: a contemporary take on the Classic Cut</p> <p><i>Lynn Milburn, Dawn Jones</i></p> <p><i>Deakin University</i></p>	<p>A tailored approach to professional development for enabling educators at UniSA College</p> <p><i>Sarah Hattam, Tanya Weiler, Tristan King</i></p> <p><i>University of South Australia</i></p>	<p>Communicating for the future: A whole of course approach to embedding communication skills</p> <p><i>Heather Pate, Tina Fleming, Harriet Mills, Robert Davis</i></p> <p><i>Edith Cowan University</i></p>	<p>Inclusive Pedagogy and Universal Design for Learning in a transition to university undergraduate unit: the student experience</p> <p><i>Petra Brown, Mary Dracup, Kelly George</i></p> <p><i>Deakin University</i></p>	<p>Learning Analytics - Supporting Students at Risk</p> <p><i>Kulari Lokuge, Prateek Jindal</i></p> <p><i>Monash College</i></p>	

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12A EMERGING INITIATIVE STUDENTS

Deakin's Students Helping Students and Students as Partners Collection: a contemporary take on the 'classic cut'

Lynn Milburn, Dawn Jones
Deakin University

Fashion metaphors are used to explore the relationship between Deakin's Students Helping Students Strategy and its emerging Students as Partners Initiative. As the curtain is raised, the current 'tertiary trend' of Students as Partners is shown through a global lens. Then the Deakin Students Helping Students and Students as Partners collection is paraded across the runway, at once unveiling savvy design and high-quality workmanship. A key feature of both Deakin's Students Helping Students and Students as Partners models is that they are expressions of a community of practice approach and of social learning theory, with some variations in texture and palette. Finally, this Absolutely Fabulous show tempts the audience with a potpourri of questions about their own emerging Students as Partners styles and statements, ensuring that a timeless, classic cut resonates throughout.

Biography

Lynn Milburn has worked in numerous student-staff partnerships as both student and staff member and is involved in Deakin's Students as Partners initiative. She has always been amazed at the learning possibilities for both sides of any partnership. Her current passion is finding connections across seemingly diverse areas of education.

Dawn Jones leads Deakin's Student Academic and Peer Support Services area. Her many years of experience in teaching, managing and mentoring inform her current work consulting and advising on student-centred approaches in tertiary contexts, including Deakin's Students as Partners Initiative. Dawn is actively involved in global mentoring and learning communities.

12B EMERGING INITIATIVE TRANSITIONS

A tailored approach to professional development for enabling educators at UniSA College

Sarah Hattam, Tanya Weiler, Tristan King
University of South Australia

This paper reports on a suite of innovations developed to address challenges commonly faced by casual teaching staff when transitioning from teaching in undergraduate programs to teaching in enabling education. We have witnessed how being unaware of the best practice models of teaching in enabling cohorts can disempower otherwise excellent educators unfamiliar with, or unaware of enabling pedagogies. The development and implementation of a number of professional development initiatives has produced positive outcomes for the student satisfaction of teaching as well as the confidence of the educators to engage and support students from under-represented groups.

Biography

Dr Sarah Hattam is a lecturer and Diploma Program Director at UniSA College. Sarah has a PhD in sociology and extensive experience at teaching, course coordination and curriculum development within the higher education sector in the fields of Critical Literacy, Sociology, Cultural Studies and Politics.

12C EMERGING INITIATIVE TRANSITIONS

Communicating for the future: A whole of course approach to embedding communication skills

Heather Pate, Tina Fleming, Harriet Mills, Robert Davis
Edith Cowan University

A scaffolded approach to building communication skills across a course is necessary to allow academic staff and students to see a clear link between Course Learning Outcomes, Unit Learning Outcomes, assessment tasks, and the feedback students receive. In this paper, we discuss an approach to support students' achievement in the acquisition of discipline-specific communication skills. We examine how a collaborative team of professional and academic staff members ensured that the required communication genres and text types of a course were linked to developmental levels throughout a course of study, providing students progressive levels of complexity as they transition from first to third year of a Bachelor of Science (Conservation and Wildlife Biology) degree.

Biography

Heather Pate is the Senior Learning Designer in the School of Science at Edith Cowan University. With a background in English language teaching and learning, Heather is interested in how a whole of course approach and scaffolding student learning can support the development of professional language.

Tina Fleming is the Senior Learning Adviser in the School of Science at Edith Cowan University. As part of the Centre for Learning and Teaching, she works collaboratively with Senior Learning Designers and academic staff in the School of Science in embedding communication skills within the curriculum.

Harriet Mills is a terrestrial zoologist with a background in university teaching and research. Her current role is as the Work Integrated Learning Coordinator for the School of Science at Edith Cowan University.

Rob Davis is a Senior Lecturer in the School of Science at Edith Cowan University. He is a wildlife ecologist looking at how animals respond to human disturbance. Rob teaches units in conservation and wildlife biology and biological sciences and is a course coordinator. He is passionate about science communication.

12D EMERGING INITIATIVE TRANSITIONS

Inclusive Pedagogy and Universal Design for Learning in a transition to university undergraduate unit: the student experience

Petra Brown, Mary Dracup, Kelly George
Deakin University

Transition and inclusive pedagogies are increasingly common in Australian higher education, but relatively stubborn rates of attrition for equity group students persist. This study at an Australian university has found that those students (particularly members of equity groups) who complete an 'Introduction to university study' unit are more likely to continue and succeed at university. This 11-week, 1 credit-point unit, based on Universal Design for Learning principles (CAST 2019), aims explicitly to demystify academic culture, build academic skills and foster a sense of belonging; thereby building confidence and capability for diverse students. This (ongoing) study will use a strengths-based approach to explore previous students' perspectives of the medium to long term benefits of the unit that may have helped them to continue and succeed at university. It involves statistical analysis and interviews with students from a range of demographic groups and student cohorts since the unit's redevelopment in 2014.

Biography

Dr Petra Brown is Unit Chair of Introduction to University Studies in Arts and Education (Deakin). With a background in philosophy, she is extending research into first year student transition to higher education. She has researched and published in applying UDL to first year curriculum design (2016, 2019)

Dr Mary Dracup is Inclusive Education Project Lead in Diversity & Inclusion and a researcher in the Center of Research in Assessment & Digital Learning (Deakin). Her interests are inclusive teaching and curriculum design, including UDL and e-learning, with teaching and research experience in higher education, VET and TAFE.

Dr Kelly George is Student Equity Reporting Coordinator in Strategic Intel & Planning (Deakin). She has contributed to research projects on providing access for equity students, including evaluating the effectiveness of scholarships (2016) and evaluating equity initiatives in higher education (2018).

12E EMERGING INITIATIVE SUCCESS

Learning Analytics - Supporting students at risk

Kulari Lokuge, Prateek Jindal

Monash College

This paper presents our institution's learning analytics initiative that was designed to support staff and students proactively achieve better learning outcomes. The key aim of the project was to enable early identification of potentially at risk students through tracking performance, and to take appropriate, timely measures to improve outcomes. This paper discusses the efficiencies for staff as well as the impact on students' performance.

Biography

Dr Kulari Lokuge is the Director eLearning at Monash College in Melbourne Australia. With a software engineering academic background she now leads the Central eLearning Team. The team inspires, enables and empowers all teaching staff at Monash College to provide a better learning experience to students through Technology Enhanced Learning.

Prateek Jindal is the Learning Environments & Analytics Manager. He leads the Learning Environments team that manages the College's learning technologies. He also leads the development and implementation of learning analytics dashboards that provide insights about students' progress in their learning.

PARALLEL SESSION 13

2:50PM – 3:20PM

ROOM	Promenade Room 1	Promenade Room 2	Promenade Room 3	M 1&2	M 3&4	M 5&6
Parallel Session 13	13A - EI - STUDENTS	13B - EI - STUDENTS	13C - EI - STUDENTS	13D - EI - STUDENTS	13E - EI - STUDENTS	
2:50pm - 3:20pm	Engaging alumni: remaining connected, not just reconnecting <i>Owen G. Jepps, M. Sarah-Jane Gregory, Sarah Cresswell Griffith University</i>	A reflection on harnessing learned optimism, resilience and team growth behaviour in order to support student groups <i>Melinda Chadwick Macquarie University</i>	UNSW Sydney's FIAP: An emerging strategy for social inclusion <i>Bethany Ross, Sarah Shores UNSW Sydney</i>	Shifting the focus: From reluctant casual employees to enthusiastic volunteers <i>Kristina Sokolova Massey University</i>	Development and implementation of 3D digital cadavers to enhance student learning, online engagement and success in a foundation health Anatomy and Physiology course <i>Leanne Kenway, Abdullah Karaksha Griffith University</i>	

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13A EMERGING INITIATIVE STUDENTS

Engaging alumni: Remaining connected, not just reconnecting

Owen G. Jepps, M. Sarah-Jane Gregory, Sarah Cresswell
Griffith University

Alumni make invaluable contributions to the university community: not only financially, but also by sharing their experience(s) and their professional networks. Maintaining on-going contact with alumni is a challenge, due to the mutable nature of the alumni network, and because the relationship is often founded to a large extent on requests for contributions. Here we discuss strategies, currently employed or in the process of implementation, intended to address these issues. We seek to remain connected with our graduating students through a combination of student-faculty relationships and social media strategies, from the point of graduation. Furthermore, by providing opportunities aimed at helping our early-career alumni (rather than only seeking contributions from them), we hope to encourage an active alumni network with which our graduates will want to engage.

Biography

Dr Owen Jepps is a Senior Lecturer in Mathematics in the School of Environment and Science, Griffith University. His discipline research is in statistical physics: he is interested in the use of inquiry-based and active learning, and the role of feedback, in university mathematics teaching.

Sarah-Jane Gregory is an academic and 2nd Year Experience Coordinator in the School of Environment and Science and doctoral candidate (School of Education), Griffith University. She actively engages in collegial evidence-based development and evaluation of holistic student experiences (academic/co-curricular and extra-curricular) for enhancing science undergraduate student success, particularly second-year students.

Dr Sarah Cresswell is an Associate Professor in the School of Environment and Science, Griffith University. She is actively engaged in research into problem-based learning and the evaluation of teaching and learning practice especially in relation to enhancing undergraduate teaching and learning in forensic science.

13B EMERGING INITIATIVE STUDENTS

A reflection on harnessing learned optimism, resilience and team growth behaviour in order to support student groups

Melinda Chadwick
Macquarie University

Change is all around us at universities, and resilience is a skill that is much sought after. Our rapid rate of change at Macquarie University has identified the need for our mindsets to change, and we have supported theories of resilience and growth mindsets in the Campus Engagement team. This paper and presentation will explain the current challenges and how our response to change can set the standard for future challenges. With learned optimism we are able to facilitate positive changes to practices that support the needs of student groups.

Biography

Melinda Chadwick is the Team Leader for Student Engagement at Macquarie University, where she is working closely with a variety of student groups to help them plan and execute events on and off campus. She is passionate about student engagement and is working on developing tools/programs to help students run their student groups successfully.

13C EMERGING INITIATIVE STUDENTS

UNSW Sydney's FIAP: An emerging strategy for social inclusion

Bethany Ross, Sarah Shores

UNSW Sydney

In 2018, the University of New South Wales Sydney (UNSW) launched its foundation Financial Inclusion Action Plan (FIAP): an agreed strategy of meaningful, practical and measurable actions undertaken to increase financial resilience and promote financial wellbeing. This emerging initiative is part of a national framework, led by Good Shepherd Microfinance on behalf of the Australian Government and delivered in partnership with the Centre for Social Impact and Ernst & Young. While financial inclusion is an objective shared by universities across the sector to improve access, participation and success for their student cohorts, UNSW is one of only two Australian universities (and the first of the Group of Eight) to join the national program and implement an individual FIAP as part of a broader strategy for social inclusion.

Biography

Ms Bethany Ross is a Project Officer with UNSW Student Support and Success. She has been working on HEPPP-funded widening participation and inclusion interventions for equity students since 2009. Currently, Bethany is helping to drive the implementation of UNSW's Financial Inclusion Action Plan.

Ms Sarah Shores is an Educational Support Advisor with UNSW Student Support and Success. Sarah supports students to maximise their academic potential and navigate any issues impacting upon course progression, completion and success. Sarah is also helping to drive the implementation of UNSW's Financial Inclusion Action Plan.

13D EMERGING INITIATIVE STUDENTS

Shifting the focus: From reluctant casual employees to enthusiastic volunteers

Kristina Sokolova

Massey University

The student volunteer programme has been run at Massey University for the past 6 years. Despite being modified over the years, the programme had become increasingly less attractive to students. Simultaneously, students were still expressing the need to volunteer and engage with the campus community. To address the lack of meaningful engagement we completely changed the format and delivery of the volunteering programme. Taking on board students' feedback, collaborating with various stakeholders within the university and applying new motivating techniques, we turned around the programme and achieved results higher than initially anticipated. The success of the programme has directly impacted on the students' experience on campus by increasing student-led activities and engagement.

Biography

In her role as a Campus Life Coordinator at Massey University Kristina Sokolova has used her creativity to develop and lead on programmes that enrich the student experience. A global citizen herself, Kristina is passionate about empowering the future generation of young leaders and preparing them for on-going success.

13E EMERGING INITIATIVE STUDENTS

Development and implementation of 3D digital cadavers to enhance student learning, online engagement and success in a foundation health Anatomy and Physiology course.

Leanne Kenway, Abdullah Karaksha
Griffith University

The limited availability of online study resources utilising prosected human material alongside the constraint of space due to increasing student enrolments necessitated the conduct of this pilot study. 2D images of cadaveric materials were captured and then processed as 3D rotating brains. E-tools were developed using Adobe Captivate for revision purposes involving three levels of quiz difficulty. This online package was uploaded for ubiquitous student access in a foundation year Anatomy and Physiology course. A paper-based survey was used to assess student engagement and perception of satisfaction.

The majority of students (69%) found the e-tools useful for their learning, particularly the alignment of the laboratory resources, the online revision tools and summative assessment. Students overwhelmingly supported the use of the e-tools as a supplement to the laboratory learning and were not supportive of digital learning completely replacing the in-person laboratory experience.

Biography

Dr Leanne Kenway is a Lecturer of Anatomy and Physiology in the School of Medical Science at Griffith University on the Gold Coast and visiting Lecturer of Neuroscience to Wuhan Sports University in China. She is passionate about helping students develop skills for lifelong learning and a love of anatomy!

Dr Abdullah Karaksha is a Senior Lecturer of Chemistry in the School of Medical Science at Griffith University. Abdullah's research interest is using interactive online e-tools to improve student performance, preference and engagement. Abdullah has published several articles and conference proceedings in the Scholarship of Learning and Teaching.

KEYNOTE PANEL PRESENTATION

Anchor points and blue skies thinking: A conversation in four parts

This keynote is a four-part conversation between STARS Fellows and with conference delegates. It builds on Kerri-Lee Krause's keynote address in which she suggests that both blue-sky thinking and educational anchor points are needed when planning for the future. It addresses three commonly identified influences of student success: student engagement, technology and employability.

Student engagement has become one anchor point in conversations about student success. It has produced many ideas for improving learning for all students, particularly those from diverse backgrounds. Blue sky thinking about student engagement could lead to new ways to stimulate and appreciate students' contributions to knowledge and society as critical and active citizens in an ever-changing world.

For decades now we have been conjuring with technology as both a higher education anchor point and an uncritical enabler of all blue sky thinking around the student experience. But when we take the meta view of all that has been transacted under the banner of technological enhancement, what do we see? In the context of constant agitation to re-think how our institutions work, let's have the hard conversation about the good, the bad and the ugly of higher education technology adoption from the perspective that most matters – that of student success for all students, across each of the academic, social and administrative domains.

Could employability also be an educational anchor point in student engagement? Understandably, increasing students' prospects of employment is likely to enhance their motivation, commitment to their learning and, consequently, their success. It also fits with current societal and political expectations of higher education. But are there other perspectives we could consider? What are they and how might they affect our views of employability as an anchor point for the future?

The fourth part of the keynote will use technology to give delegates an opportunity to engage in the conversation, with the ideas presented and with the Fellows.

Presented by the STARS Fellows

**Professor Sally Kift PFHEA**

Inaugural STARS Fellow (2015)

President, Australian Learning and Teaching Fellows (ALTF)
Chair, Student Success Journal Advisory Board

Professor Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL), and elected President of the Australian Learning & Teaching Fellows (ALTF). From 2012-2017, she was Deputy Vice-Chancellor (Academic) at James Cook University. Prior to JCU, Sally was a Professor of Law at Queensland University of Technology, where she also served as QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is a Discipline Scholar in Law. In 2017, Sally was awarded an Australian Award for University Teaching Career Achievement Award for her contribution to Australian higher education.

**Dr Linda Leach**

STARS Fellow (2018)

Honorary Research Associate
Massey University

Linda began her teaching career as a primary school teacher but was involved in tertiary learning and teaching for over 30 years. She worked in adult and community education, polytechnics and a university in learning support and academic development roles. She taught a variety of undergraduate and postgraduate courses on learning theories, how adults learn, how to teach adults and assessment. Her research and publications focused on student retention, student engagement and student outcomes but included assessment, foundation education, and adult literacy and numeracy. She often worked in collaboration with Nick Zepke on these projects. While now "officially" retired, she continues to supervise one doctoral student and review journal articles.

**Dr Ron Oliver**

STARS Fellow (2016)

Practice Report Editor
Student Success Journal

Ron Oliver recently retired from ECU where he was a long-time staff member. During his career he was a successful teacher and researcher and was appointed a Professor of learning technologies in 2001. He served the university in various roles including Chair of Academic Board, Pro Vice Chancellor and Deputy Vice Chancellor (Teaching and Learning).

During his career, Ron was an active researcher. He published over 200 refereed papers in learning and teaching. His Google Scholar profile shows over 16,400 citations and an h-index of 60. He won numerous awards for his research activities including 10 best paper awards at national and international conferences. He served as Editor, Co-Editor or Editorial Committee Member on more than 20 national and international publications.


Ron has won many 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 Computer in Education (2007), and a Fellowship of ASCILITE in 2009. In 2015 he was named a Foundation Fellow of STARS.

**Nick Zepke**

STARS Fellow (2018)

Honorary Research Fellow
Massey University

Nick Zepke is a recently retired Associate Professor in adult education in the Institute of Education at Massey University in New Zealand. He has taught, researched and publishes on three interrelated themes: learning centred teaching with a special focus on the first-year experience in higher education, policy studies in higher education, and lifelong and life-wide education. He has published six books, more than 100 articles in international and New Zealand journals, and numerous commissioned reports on these themes. Since 2009 he has researched student engagement in higher education. He has published a book, 19 articles and book chapters on this subject, often in collaboration with Linda Leach. His most recent work focuses on the connection between politics and student engagement.



WEDNESDAY

NETWORK GROUP MEETINGS

NETWORK GROUP MEETINGS

WEDNESDAY 10 JULY 2019 - NETWORK DAY

(additional cost to Standard Registration - Day pass or Session Pass required)

ROOM	M 1&2	M 3&4	M 5&6	M 12&13
9:30am - 11:00am	Sharing Ideas, Resources and Experiences Network	Transitions Out Network	SERGE Network	The Employability Network through STARS (TEN-STARS)
11:00am - 11:30am	Morning Tea			
11:30am - 1:00pm	First in Family Network	Science, Technology, Engineering and Mathematics Network	Psychological Wellbeing Network	Co-Curricular Recognition Network
1:00pm - 1:45pm	Lunch			
1:45pm - 3:15pm	First Year Experience Network	Student Equity Network	Peer Programs Network	
3:15pm - 3:30pm	Afternoon Tea			

ROOM: M 1 & 2

SHARING IDEAS, RESOURCES AND EXPERIENCES NETWORK

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 (SIREN) 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 network meeting, attended by close to 50 university staff who engaged in the opportunity to shape SIREN's future, prompted its continuation and a change in the way we developed the Network.

It now includes this 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 GoogleDocs link (contact convenors if you wish to be added).
- You will also be asked to report on how you implemented your learnings Six months after we meet.

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.

References

Department of Education and Training. (2016). Higher Education. Retrieved from <https://www.education.gov.au/higher-education-0>

ROOM: M 3 & 4

TRANSITION OUT NETWORK

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.

During the 2019 STARS Conference the Transition Out Network will discuss the role our graduates can play in contributing to student employability and explore sector best practice in alumni engagement. The session will include snapshot presentations from academics and graduates and unpack tools and frameworks from the Engaging Alumni for Employability Good Practice Guides, that support academic and professional staff to establish strong and sustainable alumni networks.

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

Professor Vanderlelie is the inaugural Pro Vice-Chancellor Student Success at La Trobe University leading the university to improve the student experience, facilitate successful student transition and prepare graduates ready for the changing world of work. Previously, Jessica was the inaugural Innovative Research Universities Vice Chancellors' Fellow, where she led 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 is an Australian Office of Learning and Teaching Fellow and led a national program entitled 'Engaging alumni for graduate success'.

ROOM: M 5 & 6

STUDENT ENGAGEMENT RESEARCH GROUP (SERGE) NETWORK

Many academics, from a variety of disciplines undertake research on STARS themes and topics. The new STARS Research Network will be an opportunity for academic and practitioner researchers to discuss ways to strengthen and raise the awareness of high quality education research about the student experience and the practical applications of this research.

The STARS Research Network will be convened by Dr Sarah Carr, Dr Rebecca Bird, Dr Stephen Scott and Nicola Beatson of the University of Otago. Sarah and Nicola are the founders of SERGE (Student Engagement Research Group) in the Otago Business School at the University of Otago and Rebecca, Stephen and Nicola all work in the University of Otago's Office of Student Success.

The purpose of SERGE is to showcase, nurture and develop quality research being undertaken on all types of student engagement, across all disciplines, and at all levels. SERGE has grown in momentum and now has domestic and international members and spans a wide range of disciplines. Building on the success of SERGE the interdisciplinary STARS Research Network, provides an opportunity for academic and practitioner researchers to share ideas, methods, and approaches to high quality research and to connect with other like-minded researchers for future projects.

Convenors



Nicola Beatson

Nicola works for both the Department of Accountancy and Finance in the Otago Business School, and is a Research Leader for the Office of Student Success at the University of Otago. All of Nicola's research is focused on her students, and she has a passion for teaching the discipline of accounting to somewhat reluctant students! She has won several teaching accolades, including being named in the Otago University Student Association awards (student voted) as the 'Premier Lecturer, Commerce Division' in 2017 and the 'Premier Lecturer, overall' in 2018. Her research is primarily focused on the non-cognitive aspects of learning, and her publications are all interdisciplinary, drawing on literature from Accounting Education, Higher Education, and Educational Psychology. Her early success in research has led to several editorial board roles, including Heliyon, the Journal of Accounting Education, and Accounting Education.



Dr Rebecca Bird

Rebecca is a Teaching Fellow in the Department of Anatomy, and a Research Leader in the Office of Student Success at the University of Otago. Originally from Wellington, Rebecca holds a PhD in Cellular and Molecular Biology from the University of Glasgow, and recently completed a Master of Higher Education from Otago. She teaches First Year Health Science, first year Physical Education and second year Anatomy papers, and in 2018 received both a University of Otago Award for Excellence in Teaching and an Ako Aotearoa National Tertiary Teaching Award for Sustained Excellence. She is committed to instilling a passion for science in her students and creating a supportive and inclusive learning environment, and is a kaiāwhina Māori for Anatomy. Her research interests reflect her student-centric approach, with focus on first year experience and student belonging, retention of knowledge and educational technology.



Dr Sarah Carr

Sarah has been Programme Manager for the Doctor of Business Administration degree at the University of Otago Business School since the inception of the programme in 2016. She currently teaches on both the Research Methods papers on the DBA. Originally, an historian with a passion for Vikings, Sarah has a background in quality assurance in higher education. Her research interests are in the areas of understanding learning styles, and supporting student engagement and learning outcomes, especially for international students having studied in four different countries at various stages herself.



Dr Stephen Scott

Stephen is Head of the newly formed Office of Student Success at the University of Otago. He is of Ngāti Whātua and English descent. Stephen has a background in teaching Zoology and developing support for Māori science students. He was appointed as the Director, First Year Experience in 2016 where his research focus was on the use of institutional data to investigate student engagement, retention, wellbeing and success for first-year students and for first-year indigenous students in particular. Stephen now has the mandate to investigate opportunities to support student success in any student cohort within the University of Otago. He also worked, with a number of caring staff, to develop the Locals Programme which supports students flatting or at home in their first year.

ROOM: M 12 & 13

THE EMPLOYABILITY NETWORK THROUGH STARS (TEN-STARS)

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 2019 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.

Agenda

MC – Professor Sally Kift

Amanda White, UTS

Videographer, Open Education Innovator

(as her role in the network meeting)

9:30-9:40am – Icebreaker (Speed Dating)

Facilitator – Professor Sally Kift

9:40-10:00am – Scholarship of Employability and Co-curricular – How to Do Research that Gets Published

Facilitator – Trina Jorre de St Jorre, Deakin

10:00-10:20am – Employability through Work Integrated Learning (WIL)

Facilitator – Dr Megan Paull, Murdoch University

10:20-10:40am – Employability through Students as Partners (SaP)

Facilitator – Madelaine-Marie Judd, UQ

10:40-11:00am – Employability through Co-Curriculum

Facilitator – Professor Shelley Kinash, USQ

Convenor**Professor Shelley Kinash, PhD**

Director, Advancement of Learning and Teaching
University of Southern Queensland

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Professor Shelley Kinash is the Director of Advancement of Learning and Teaching at the University of Southern Queensland. Her previous position was as Director of Learning and Teaching at Bond University. Professor Kinash has been an academic for more than 25 years and completed her PhD in Education Technology through the University of Calgary, Canada in 2004. Professor Kinash led/co-led three high-impact, national research projects, competitively awarded through the Australian Government, Office for Learning and Teaching –on graduate employability, postgraduate student experience and closing-the-loop on student evaluation of courses and teaching. She is the Convenor of the International Employability Network –TENSTARS –through unistars.com She has published 387 works, which have been downloaded more than 51,000 times from 177 countries, and cited 1057 times.

ROOM: M 1 & 2

FIRST-IN-FAMILY STUDENT NETWORK

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).

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. We recognise that this cohort is highly diverse in age, background, and ability, as well as how they react to uni. Some students struggle when they come to university, while others are very resilient and thrive at university – we want to know what impacts their different experience as well as how to support those who have a difficult time and consider leaving.

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. For 2019 the Network will be showcasing emergent and productive strategies designed to support and engage the FiF cohort. The Network would also welcome sharing of good practise from attendees (please email Prof Sarah O'Shea: saraho@uow.edu.au if you would like to share some work)

Presenters



Dr Bert Oraison



Dr Laurie Chapin



A/Prof Cathy Stone

Dr Bert Oraison & Dr Laurie Chapin from Victoria University will highlight the wonderful work being undertaken in the 'VU Kick Start Program'. The session will explain the focus of the program and the research behind it.

A/Prof Cathy Stone, representing the National Centre for Student Equity in Higher Education (NCSEHE) will outline the specific needs of the FiF online cohort and examples of best practise in engaging and retaining this population.

Finally, the Network will also feature a short presentation on some of the FiF initiatives that are happening in the UK, US and Canada. This presentation is designed to encourage discussion and reflection about what could/should be replicated here in Australia.

Convenor



Professor Sarah O'Shea

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

Professor Sarah O'Shea has convened the FiF network since its inception in 2015 and each year organises a Network session based on feedback from the previous year. Over this period, Sarah has also linked Network members together and disseminated key research and findings on this student cohort.

Having spent over two decades teaching and researching in the higher education field, Professor Sarah O'Shea is regarded as an expert in educational equity and university access. Her institutional and nationally funded research studies (\$AUD 2 million+) advance understanding of how under-represented student cohorts enact success within university, navigate transition into this environment, manage competing identities and negotiate aspirations for self and others (heaccessforall.com).

Her passion for first in family students cuts across all her research and practise; in 2016 she was awarded an ARC Discovery Project exploring the persistence behaviours of first in family students and in 2017, obtained a Churchill Trust Fellowship to explore best practise in support strategies for this cohort, travelling to the UK, Canada and the US. Sarah is a Principal Fellow of Advance HE (UK), an Australian Learning and Teaching Fellow and a 2019 Equity Research Fellow with the NCSEHE.

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ROOM: M 3 & 4

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) NETWORK

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

During our meeting this year we plan to divide our time together into three components:

- reflecting on and responding to the talks we've heard during the conference and how they relate to STEM education
- hearing from one or two invited researchers (approx. 5 minutes, with discussion afterwards) about emerging initiatives they have underway
- discussing our approaches to measuring impact of our initiatives and programs.

Convenors



Dr Richard Medland

Coordinator – IT Learning Support Lecturer – Chancellery
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 and 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

Senior Educator, Student Success Group
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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ROOM: M 5 & 6

PSYCHOLOGICAL WELL-BEING NETWORK

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 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 brings 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 help students to overcome distress and support their well-being throughout their time at university and for their future?

The STARS Psychological Well-being Network this year will be dedicated to learning more about the great initiatives and endeavours of our Network members.

We are interested in hearing from you about:

- How do we identify wellbeing needs.
- New university wide interventions.
- Curriculum based approaches to support wellbeing or manage distress.
- Progress on university wide strategies.
- Challenges and obstacles.

Convenors

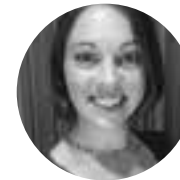


Dr Lydia Woodyatt

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 the 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.

ROOM: M 12 & 13

CO-CURRICULAR RECOGNITION NETWORK

The Co-curricular Recognition STARS Network champions student engagement in activities beyond their curriculum and shares knowledge in this emerging education space.

As the global workforce is evolving, students are very conscious of the range of knowledge, skills and qualities that they need to set themselves apart from other university graduates when seeking employment (Elias, 2014). As such, this places an expectation upon universities to produce graduates that are responsive to the needs of dynamic workforce. Across the world, universities have developed co-curricular recognition programs to formally recognise the additional personal and professional development students receive at university, in addition to their academic results. Over the last five years, co-curricular recognition has been emerging in Australia through the provision of university award programs, co-curricular transcripts, micro-credentialing and digital badging. As this is an emergent space, there is currently limited research to inform best practice approaches in the Australian context.

This Network will explore an emerging theme in the current Australian higher education environment, which is the formal recognition of student involvement in activities outside of the curriculum. This cross-institutional Network will share their key learnings from implementing co-curricular recognition programs at their respective institutions, as well as utilising the Network to develop shared understandings of co-curricular recognition, including key design principles and the value proposition for students, industry and the university (Elias et al, 2013; Stirling et al. 2015; King et. al, 2004). The Network 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 (Acai et al, 2014). This Network will provide a cross-institutional support network, that meets regularly, to foster collegial approaches to an emerging space in higher education.

This Network would be of interest to staff who are delivering co-curricular activities or co-curricular recognition programs for current university students. During this Network session in 2019, participants will have the opportunity to participate in student focused activities, disseminate their practice and develop a shared understanding of co-curricular recognition.

Convenors



Kylie Austin

Senior Manager, Outreach & Equity
University of Wollongong

Kylie has 10 years' experience 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.



Chris Crabbe

Coordinator: Student Life
University of South Australia (UniSA)

Chris has nearly 8 years' experience in the higher education sector working across a range of areas including scholarships and grants, student volunteering and co-curricular recognition. He is passionate about enriching the student experience through building meaningful and mutually beneficial partnerships between students, the university, community and industry.

Reflecting the university's emphasis on the important emerging space of co-curricular recognition, Chris is currently leading an extensive review of UniSA's co-curricular recognition framework and has begun a strategic direction setting exercise involving both internal and external stakeholders. Equitable practice, a meaningful student experience, and graduate outcomes are key drivers for Chris and largely inform his management of the co-curricular recognition framework, the UniSA+ Award.



Amy Thompson

UOWx Coordinator
University of Wollongong

Amy has 8 years' experience in working in the higher education sector across both student administration and student facing program roles. In particular, since 2017 Amy and her team have been responsible for delivering UOWx, the award winning Co-curricular Recognition Framework at the University of Wollongong.

ROOM: M 1 & 2

FIRST YEAR EXPERIENCE NETWORK

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 in undergraduate programs. The workshop is a place where we share practices in supporting first year transition, 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 enable student belonging and engagement.

We warmly welcome anyone who focuses on the First Year Experience aspect of student transition into university, both within the curriculum and through co-curricular practices.

The topic for 2019 is Fostering a successful student transition experience: Developing student belonging and identity in the first year of university.

Building from the student engagement topic in 2018, this workshop focuses on student belonging as critical for framing FYE practices to support our first year students.

We know from the 2014 Centre for the Study of Higher Education study, The First Year Experience In Australian Universities: Findings From Two Decades, 1994-2014 (Baik et al., 2015), that the 2014 students indicated a strong sense of identity, but were 'less socially engaged in the university community, spent less time on campus, and more students tended to keep to themselves.' (p. 1). Five years on, what might the results look like now?

There is a wide literature on belonging and ways to increase belonging to support student successful transition into their first year of university and beyond to completion (some examples given in references).

For this Network, we will consider the following dimensions of belonging:

1. Belonging to the university and as a university student.
2. Belonging to a group and making friends and new connections.
3. Belonging to your discipline or course and developing a professional identity.
4. Belonging intellectually and feeling that you can succeed.

The workshop will be interactive, drawing on attendees' experiences and institutional practices to understand how we foster and support these four dimensions of student belonging. Through our sharing we will encounter new ideas to take back to our institutions.

If you're participating in the workshop, before the session we ask you to choose one of the Belonging dimensions (above) that relates to your work and interests, then think about, reflect on and be prepared to share one of your (or your institution's) related practices that might help students to feel that they belong.

We will be doing activities based on this pre-work.

The dimensions have overlaps, so don't worry if you can't decide which one best fits your practice. You will have opportunities to share practices and ideas with people whose work covers all four areas.

Prior to the conference, we will set up an online community to introduce ourselves and our roles, share practices and pose questions on challenges we meet. You may care to share your belonging example as well.

Convenors



Dr Kathy Egea

Senior Lecturer and First and Further Year Experience Coordinator
University of Technology Sydney

Kathy is the inaugural FYE coordinator (2011) for the FYE program. This program has now extended across all student levels, to include transition in, through and out, and includes PG year 1. She leads the program and implements the transition focus across courses, and works with both academic and professional staff in this area, leads the team of faculty coordinators, runs a small scale T&L grant scheme, organises and runs a set of transition focused university wide forums for academics and professional staff, oversees the development of academic resources for successful student transition, and interrogates system data on student success. Her research area is aligned to the T&L practices embedded in this work. @kathygea



Dr Amanda White

Senior Lecturer and Faculty FYTE coordinator, UTS Business School
University of Technology Sydney

Amanda works with academics and professional staff to implement T&L programs to assist students in their successful transition to university. Her research focuses on academic integrity, employability and online learning in higher education. Amanda has won teaching awards at the faculty and university level and is a recipient of a national Citation for Outstanding Contribution to Student Learning. She is a keen social media user and you can find her on Twitter @AmandasAudit



Dr Ella Kahu

Senior Lecturer, School of Psychology
Massey University Wellington

Ella's research interests are in social psychology and higher education. In particular she researches and theorises in the area of student engagement. Recent projects include her PhD exploring the engagement of mature-aged distance students in the transition to a New Zealand university and a postdoctoral project at the University of the Sunshine Coast, Australia, following a group of 18 years olds through their first year. She is passionate about supporting first year distance students in particular and currently teaches a first year distance course on identity and citizenship to Bachelor of Arts students. @EllaKahu

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ROOM: M 3 & 4

STUDENT EQUITY NETWORK

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.

Moreover, the current equity policy framework has been in place for 25 years. Over that time, the higher education sector has changed and expanded dramatically. It is time to take stock and rethink the vision for student equity in the context of the contemporary Australian higher education system, society and economy.

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.

Session structure

This year's Network meeting is co-convened by Nadine Zacharias and Sally Kift with a focus on The Best Chance for All, a proposed national policy statement for student equity in Australian tertiary education. Nadine and Matt Brett, with Sally, led the development of the statement during 2018.

After a brief introduction of the policy statement and its origins from Nadine and Sally, the group will discuss the actions we need to take collectively and as individual change agents within our institutions to achieve the vision:

"Australia's future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial and lifelong learning."

The Best Chance for All is the outcome of a national consultation process established by the National Centre for Student Equity in Higher Education (NCSEHE) in 2018 under the banner of Student Equity 2030. The Student Equity 2030 project aimed to develop a strategic long-term vision for student equity in Australian tertiary education in close collaboration with key stakeholders across the sector and beyond.

Student Equity 2030 included an expert workshop, a webinar, discussion paper, written submissions and national roundtable conversations. Information and links to these documents and other artefacts are available on the NCSEHE website: <https://www.ncsehe.edu.au/publications/student-equity-2030/>

Convenors



Associate Professor Nadine Zacharias

Nadine leads transformative work in higher education to achieve a more equitable and high-performing sector which can support an increasingly diverse student cohort and leverage the potential of individuals for the common good. She is the Director, Student Engagement at Swinburne University of Technology.

Most recently, Nadine has led (with Matt Brett and Sally Kift) a national conversation to develop a new policy statement for student equity for the Australian tertiary education sector, The Best Chance for All, in the context of industry transition and transformation with the associated need for lifelong learning.

As an inaugural Equity Fellow in 2016, Nadine undertook the first national study of institutional practice in student equity across the Australian higher education sector. The findings and analytical tools produced during the Fellowship have inspired strategic change in numerous universities and are reported: <https://www.ncsehe.edu.au/publications/the-australian-student-equity-programme-and-institutional-change-paradigm-shift-or-business-as-usual/>



Professor Sally Kift

Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL) and elected President of the Australian Learning and Teaching Fellows (ALTF). From 2012–17, she was Deputy Vice-Chancellor (Academic) at James Cook University (JCU). Prior to JCU, Sally was a Professor of Law at Queensland University of Technology (QUT), where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001–06) and QUT's foundational Director, First Year Experience (2006–07).

Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is a Discipline Scholar in Law. In 2017, Sally was awarded an Australian Award for University Teaching Career Achievement for her contribution to Australian higher education.

Sally is a Visiting Professorial Fellow with the National Centre for Student Equity in Higher Education (NCSEHE).

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ROOM: M 5 & 6

PEER PROGRAMS NETWORK

Did you know that the Peer Programs Network (formerly Peers4Peers) is a relevant, diverse group of connected peer support professionals and higher education practitioners? Did you know that we are a well-established and flourishing community of practice?

If you are interested in how peer to peer practices such as peer mentoring, learning and coaching can be used to support and enhance student success, retention, achievement and engagement, we invite you to join this STARS network and to help shape and consolidate our rapidly growing community of practice.

Over the last year, the Peer Programs Network has evolved into a dynamic, vibrant learning community that meets to share ideas, liaise and work together throughout the year. We have active chapters in Victoria-Tasmania and NSW, and the Queensland and WA chapters are just about to take off. Our continuous evolution means that we are now enjoying 2019 as a truly Australasian Peer Programs Network, as additional members from across Australia and New Zealand join our community of practice.

During 2018 we created an online newsletter, Community Notes, and we engaged in various projects, e.g., Good Practice Principles and Directories. We will provide updates about these at the 2019 STARS Conference; we will also look at how we can improve our SharePoint site to better support each other. Your feedback, suggestions and contributions can help to enhance our community.

Areas you may be interested in include: evaluation/evidence of impact, volunteering and the Fair Work Act, online platforms or integrated institutional systems such as reward and recognition. There may be other areas that you would like to share. You can contribute however much you like. This is your community of practice, too, however you choose to participate.

Etienne and Beverley Wenger-Trayner, key social learning theorists and community of practice authorities, recently sent us this personal message as we in the Peer Programs Network continue to grow as learning partners and knowledge creators:

Greetings to all our friends in Australia and New Zealand. Thank you for including us in your inaugural Community Notes.

A true community of practice acts as a social learning space. It is a space where members invest the difference they care to make, engage their uncertainty with each other, and pay attention to each other's contribution. It's a delicate space because it depends so much on trust, on dealing with power relations, and on candidness. But when it works well, we have found it to be a very uplifting experience and one that can make a difference.

From what we heard, it sounds like many of you are already doing that.

This is the kind of work we find inspiring.

Etienne and Beverley Wenger-Trayner.

Convenors



Dawn Jones

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

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.

**Nathan Seng**

Nathan is Griffith University's Manager, Mentoring and Orientation. Nathan supports student transition and development through the coordination of orientation, peer mentoring and student leadership initiatives across the University. In addition, Nathan has experience working across the higher education sector including the development and implementation of community partnerships, training, leadership programs and scholarships.

Nathan holds qualifications in Social Science and Community Services Management and is an accredited Mental Health First Aid Instructor. He brings 20 years of experience in mental health, community building and training to his work in supporting a strong community development framework for the transition experience of students.

**Katie Yamaguchi**

Katie Yamaguchi is the Peer Mentoring Project Officer with Student Life & Communities at UNSW Sydney. She manages the centralized operations for 29 different Peer Mentoring Programs across the university, including providing training to over 1500 mentors who support approximately 5000 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 and creating Blended Learning packages to make the training more flexible and accessible for mentors. 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.

**Melissa Zaccagnini**

Melissa leads the Peer Learning team, within the Learning, Teaching & Curriculum Division of the University of Wollongong, which includes 130 peer leaders and engages over 4000 students per year across 8 campuses. With over 10 years' of experience in the design, implementation, management and evaluation of peer led programs (academic, cultural, social and wellbeing), Melissa has great enthusiasm for the value of peer programs in higher education, especially advocating for the strategic inclusion of peer to peer opportunities to complement and enhance traditional teaching and learning environments and support student transition and success.

As Head of the National Centre for PASS and an International Certified Trainer, Melissa has had the privilege of delivering accredited PASS Supervisor training to hundreds of colleagues from Australia, New Zealand, Malaysia, Fiji, Singapore and China. The international success of the PASS model has inspired Melissa to identify key transferable elements which can be utilised to continuously evolve and operationalise peer based offerings to meet institutional and student needs. Melissa enjoys working collaboratively with colleagues to support innovation and sharing of best practice around peer programs, both at UOW and across the Australasia region/Internationally.

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