On behalf of the STARS Team, it is with great pleasure that we welcome you to the 6th STARS Conference for 2021 - our very first COVID-19-safe-5-day-online-format!

Welcome home to all the loyal members of the STARS community and a special welcome to our delegates who are with us for the first time this year - you are among friends.

Let's begin by pausing to acknowledge that for those of us joining the Conference from Australia we are on the lands of the oldest living cultures in the world. On behalf of us all we pay our respects to the original custodians of the lands we meet on today and pay our respects to Elders past, present and future. In Brisbane, the STARS Team acknowledge the lands and pay respect to the elders of the Yugarra and Jagera people and the Turbul people - and in the spirit of reconciliation we extend that respect to all First Nations Australians engaging with the Conference. 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.

The STARS conference team is thrilled to be celebrating our 7th anniversary working together and our 6th conference as one of Australasia’s most welcoming and collegial academic communities of practice. The upcoming 5 days offer us a wonderful opportunity to learn together and share our diverse expertise, experiences 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 6th 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, Nick Zepke and Professor Kerri-Lee Krause.

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, practices 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.

This year the Conference is exploring policy trends in higher education internationally and nationally. We are seeking to influence the shape of higher education by discussing how we can impact policy and practice at institutional, national and international levels.

The STARS Network Week was held from 21 June to 24 June. Prior to the Conference week. There were 12 Network sessions across four days, and registration was free. We thank the Network Convenors and all the Network members for their commitment to the values and principles of STARS, and urge you, if you have not already, to connect with the diverse Networks in the future, as they offer a valuable opportunity to engage with each other across the sector.
The format of the Conference itself, online across 5 days, has been designed (in consultation with our Friends and Fellows – thank you for your input!) to enable delegates to engage with the conference comfortably and keep screen-time at a reasonable level, mindful of delegate wellbeing. We have also tried to ensure that delegates will be able to combine being at the Conference with other work demands – with a focussed Conference 2 - 3 hour period each day (generally between 11am and 2pm). We commend the full, rich program to you.

We are thrilled that the opening keynote for the Conference on 5 July will be the Higher Education thought-leader Professor Simon Marginson. Simon will be challenging ‘educators currently trapped by limited ideas of higher education as solely the source of consumption benefits, and first job graduate employability’ to ‘do more to draw attention to the larger impact of higher education on societies’.

The keynote speaker on Day 2 will be Dr Jennifer Keup who is the Executive Director of the National Resource Center for The First-Year Experience and Students in Transition in South Carolina in the US. The title of Jennifer’s thoughtful paper is: ‘The Cycle of Crisis, Uncertainty, and Change: Reflections from a U.S. Higher Education Context’.

Professor Mark Brown, the Director of the National Institute for Digital Learning at Dublin City University, is the keynote speaker for Day 3. Mark will be exploring the topical issue of whether small is beautiful. He’ll be asking (and answering) the questions: ‘Is the micro-credential the next big thing? Will the micro-credential unlock the promise of a learner-centred curriculum for student success and deliver the demand for more work-ready graduates? Is the micro-credential poised to fundamentally transform higher education by opening up new career and life-long learning pathways?’

On Day 4 we are privileged to hear from Dr Jane den Hollander AO, Professor Emerita and former Vice Chancellor of Deakin University on the topic of ‘THE CHALLENGE OF LEADERSHIP IN A COLD CLIMATE POST PANDEMIC’. Jane will be considering how Higher Education leaders in all parts of the industry can adjust to the changed funding environment, and she will be exploring how the education of the next generation and collective research efforts can be sustained.

Day 5 concludes the Conference with a final Plenary Session – a Student Panel hosted by our very own Fellow, Professor Ron Oliver. The panel will provide an opportunity for the student perspective and voice to be heard, particularly in relation to the rich ideas presented across the 4 keynote addresses.

Of course, each day there is our usual strong and interesting program of concurrent sessions presenting Emerging Initiatives, Papers accepted for the Conference edition of the Student Success Journal, and Good Practice Reports. A library of Posters will also be viewable asynchronously along with scheduled opportunities to speak synchronously with some of the poster authors.

This year as part of our time together we will be inducting a new STARS Fellow for 2021. On behalf of the STARS community, 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.

During the Conference, where possible, we hope that you will be able to gather in your institution or community as a STARS Constellation – particularly during the plenary sessions. Our post-conference hope is that Conference delegates might consider leading a STARS Reflection, providing an opportunity to share key initiatives and learnings from the plenary, concurrent and poster sessions and facilitating a discussion about how these may apply to benefit the learning success of your students.

We are very excited to be able to gather in this new format this year – although our hopes are also high for an in-person Conference in 2022. We look forward to seeing you soon and thank you again for your engagement with STARS 2021.

All our best wishes for an inspiring and valuable time together.

The STARS team
Karen, Rachael, Jason, Tracy, and the STARS Fellows
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
Editor, Student Success Journal

Mary Kelly AM
STARS Fellow (2017)

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

Professor Kerri-Lee Krause PhD PFHEA
STARS Fellow (2019)
Provost and Senior Deputy Vice Chancellor
Avondale University College

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
Inaugural STARS Fellow (2015)
Practice Report Editor
Student Success Journal
Editor, Student Success Journal

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

Jason Thomas
Event Director
Jason Thomas Events
# FULL PROGRAM

## DAY 1: 5 JULY 2021

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>7:50am</td>
<td>Conference Opening and Acknowledgment of Country</td>
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<tr>
<td>8:00am - 9:00am</td>
<td>LIVE</td>
<td>Plenary Session - The public good approach to higher education is alive and well</td>
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<td>11:00am - 11:30am</td>
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<td>Conference Welcome</td>
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<tr>
<td>11:30am - 12:30pm</td>
<td>REPLAY</td>
<td>Plenary Session - The public good approach to higher education is alive and well</td>
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<td>5 minute break</td>
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<td>12:35pm - 1:05pm</td>
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<td>Post Plenary Networking</td>
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<tr>
<td>Author Presentation</td>
<td>Q0A - EI - STUDENTS</td>
<td>Collaborative workshops in a large first year mathematics course</td>
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<tr>
<td>1:10pm - 1:30pm</td>
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<td>Poh Wah Hillock, The University of Queensland</td>
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<tr>
<td>Author Presentation</td>
<td>Q0B - EI - TRANSITIONS</td>
<td>Regional transitions to university: developing a national understanding of regional students’ post-school education intentions, opportunities and barriers</td>
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<td>1:10pm - 1:30pm</td>
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<td>Cathy Stone, Sharron King, Chris Ronan, University of Newcastle, NICSEHE, Curtin University, University of South Australia, Country Universities Centre</td>
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<tr>
<td>Author Presentation</td>
<td>Q0C - GPR - RETENTION</td>
<td>One foot in the door: Exploring institutional responses to no and low engagement</td>
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<td>1:10pm - 1:30pm</td>
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<td>Andrea Parks, Tristan King, Sharron King, University of South Australia</td>
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<tr>
<td>Author Presentation</td>
<td>Q0D - EI - SUCCESS</td>
<td>Engaging students in dynamic online reading through the use of learning analytics</td>
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<td>1:10pm - 1:30pm</td>
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<td>Ha Nguyen, Ariana Henderson, University of Melbourne</td>
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<td>5 minute break</td>
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<tr>
<td>1:35pm - 1:55pm</td>
<td>Author Presentation</td>
<td>“On the radar”: Supporting university students’ mental wellbeing</td>
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<tr>
<td>1:35pm - 1:55pm</td>
<td>Q0A - EI - STUDENTS</td>
<td>BOAT Program at Griffith University: From choppy water to smooth sailing</td>
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<tr>
<td>1:35pm - 1:55pm</td>
<td>Q0B - EI - RETENTION</td>
<td>The importance of whanaungatanga: Building relationships with first-year online students</td>
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<tr>
<td>1:35pm - 1:55pm</td>
<td>Q0C - EI - STUDENTS</td>
<td>Engaging students in dynamic online reading through the use of learning analytics</td>
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<tr>
<td>1:35pm - 1:55pm</td>
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<td>Eilo Kahu, Massey University</td>
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<td>1:55PM</td>
<td>CLOSE OF DAY 1</td>
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## Day 2: 6 July 2021

### 10:50am - Day 2 Opening

### 11:00am - 12:00pm

**Plenary Session - The Cycle of Crisis, Uncertainty, and Change: Reflections from a U.S. Higher Education Context**

*Dr Jennifer Keup, Executive Director, National Resource Center for The First-Year Experience and Students in Transition*

<table>
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<tr>
<th>Author Presentation</th>
<th>03A - GPR - SUCCESS</th>
<th>03B - EI - STUDENTS</th>
<th>03C - EI - TRANSITIONS</th>
<th>03D - ARTICLE - STUDENTS</th>
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</table>
| 12:05pm - 12:25pm   | Student perceptions of the benefits of peer leadership in higher education: An international perspective
Jane Skalicky, Harriet Speed, Jacques van der Meer
University of Tasmania, University of Otago | Reinventing the focus group: Introducing design thinking colabs
Mollie Dollinger, Rebecca Eaton, Jessica Vanderlief
La Trobe University | Developing first-year students' assessment literacy to facilitate success during the transition to university
Tina Beynen
Carleton University | “A stepping stone that just pushed me further into wanting to go to university”: Understanding ‘what works’ for effective outreach strategies for Indigenous students
Katelyn Barney, Hayley Williams
University of Queensland |
| 12:25pm - 12:30pm   | 5 minute break |

### 12:30pm - 1:20pm

<table>
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<th>04A - GPR - RETENTION</th>
<th>04B - ARTICLE - STUDENTS</th>
<th>04C - EI - STUDENTS</th>
<th>04D - EI - SUCCESS</th>
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</thead>
</table>
| 12:30pm - 12:50pm   | Win win: enhancing students' transition through academics reframing of their teaching and learning practices
Kathy Eggo, Neela Griffiths, Keith Heggart
University of Technology Sydney | “Who are they and what are their needs?” Understanding mature-aged students in, and from, regional, rural and remote Australia
Nicole Crawford, Sherridan Emery, Allen Baird, Gemma Burns
Curtin University, University of Tasmania | Embracing partnership in governance: Student representatives as co-creators
M-M. Judd, F. Spinelli, B. Szucs, J. Farde, A. Crook, J. Groening, N. Crisp, J. Ernesto Escobar Lema
The University of Queensland, University of Huddersfield | How could inclusive assessment design promote success for equity group students?
Joanna Tai, Rola Ajwai, Margaret Bearman, Joanne Dargusch, Mary Dracup, Lois Harris, Paige Mahoney
Deakin University, QUniUniversity |
| 12:50pm              | 10 minute break – Time to stand |

### 1:00pm - 1:20pm

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<thead>
<tr>
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<th>05A - EI - STUDENTS</th>
<th>05B - ARTICLE - STUDENTS</th>
<th>05C - EI - RETENTION</th>
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</thead>
</table>
| 1:00pm - 1:20pm     | Gamifying the student transition experience through an online Quest
Emeline Jerez, Hina Farhan Ali, Emily Takayama
Australian Catholic University | Learning, unlearning, and relearning together: Unmasking power in students as partners program using collaborative autoethnography
Sakina Alhadad, Daniela Vasco, Jude Williams, Pauline O’Zan, Rachel Kapnios, Sara Khan, Hayley Payne, Bronre Simpson, Chantelle Warren
Griffith University | Designing for inclusion: Creating inclusive online learning environments
Jo Elliott, Darci Taylor
Deakin University |
| 1:20pm              | 5 minute break |

### 1:25pm - 2:15pm

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<th>Author Presentation</th>
<th>06A - EI - ACHIEVEMENT</th>
<th>06B - ARTICLE - STUDENTS</th>
<th>06C - EI - RETENTION</th>
<th>06D - EI - SUCCESS</th>
</tr>
</thead>
</table>
| 1:25pm - 1:45pm     | Increasing student engagement with, and proficiency in using, APA style through the development of an interactive online learning tool
Carla Jeffries, Nancy Hoare, Tanya Machin, Jessica Marrington, Sonya Winterbotham
University of Southern Queensland | PECS: An evidence-based orientation event framework for enhancing students’ sense of belonging
Rhys Cooper
Griffith University | Promoting retention through a second chance at assessment
Andrea Parks, Dino Murtic, Anthea Fudge, Tristan King
University of South Australia | Enhancing student success through an advising curriculum
Cat Pictan, Alison Jaquet, Clinton Bell
University of the Sunshine Coast, University of Southern Queensland |
| 1:45pm              | CLOSE OF DAY 2 |

### 1:45PM CLOSE OF DAY 2
## Day 3: 7 July 2021

**10:50am**  
**Day 3 Opening**

**11:00am - 12:00pm**  
**Plenary Session - Untangling the Micro: Is Small Beautiful?**  
Professor Mark Brown, Chair of Digital Learning and Director of the National Institute for Digital Learning (NIDL), Dublin City University

### 12:05pm - 12:25pm

**Author Presentation 07A - EI - STUDENTS**  
Supporting mature-aged, rural nursing and allied health students: An interdisciplinary collaboration to build the rural health workforce  
Nicole Crawford, Claire Quilliam, Carol McKinstry, Anna Wong Shee, Pamela Harvey, Kristen Glenister, Keith Sutton  
Curtin University, University of Melbourne, La Trobe University, Deakin University, Monash University

**Author Presentation 07B - EI - TRANSITIONS**  
Proactive not reactive: Embedding strategies online to support second year entry nursing students  
Kate Derrington, Barbara Black  
University of Southern Queensland

**Author Presentation 07C - EI - SUCCESS**  
Embedding at scale using an online Learning Object Repository  
Ariana Henderson, Marag Burnie  
The University of Melbourne

**Author Presentation 07D - EI - SUCCESS**  
Help! No one’s saying anything! - Enhancing peer leader training to improve learner engagement in online help-seeking environments  
Jennifer Tredinnick, Cherry Van Ryt  
Queensland University of Technology

### 5 minute break

### 12:30pm - 12:50pm

**Author Presentation 08A - EI - STUDENTS**  
Effective career advice for students from LSES backgrounds: A multi-institutional pilot putting principles into practice  
Kylie Austin, Sarah O'Shea, Olivia Groves, Jodi Lamonna, Nicola Cull, Laurie Poretti, Phillip Roberts, Sarad Singh, Sue Kilpatrick  
University of Wollongong, Australian Catholic University, University of Canberra, University of Technology Sydney, University of Tasmania, National Centre for Student Equity in Higher Education

**Author Presentation 08B - EI - SUCCESS**  
Reviewing exams: Providing a better student experience  
Sharon Pittaway, Puvaneswari P Arumugam, Mahen Jayawardena  
Deakin University

**Author Presentation 08C - EI - STUDENTS**  
Shaping STEMM futures: Engaging science students in active, collaborative learning to develop communication skills  
Bita Zaferanloo, Janet Jensen  
Swinburne University of Technology

**Author Presentation 08D - EI - ACHIEVEMENT**  
Kitchen Lab: Taking the cookbook out of undergraduate laboratory experiences  
Dana Burfeind, Christine Devine  
Queensland University of Technology

### 12:50pm - 1:00pm

**Author Presentation 09A - EI - STUDENTS**  
Making online groupwork work for non-attending students with disabilities  
Pranit Anand  
Queensland University of Technology

**Author Presentation 09B - EI - TRANSITIONS**  
Creating connections and building belonging: More than “just another online library class”  
Kate Derrington, Rowena McGregor, Cristy Bartlett  
University of Southern Queensland

**Author Presentation 09C - EI - RETENTION**  
Learning to learn: Exploring the impact of an online Learn2Learn program  
Karen Menzie-Ballantine, Tanya Rutherford, Melinda Mann  
COUniversity, Learn, Grow, Become

**Author Presentation 09D - EI - STUDENTS**  
To build first year finance students' knowledge on Indigenous Business  
Boopothy Kanaka Durga  
Flinders University

### 5 minute break

### 1:00pm - 1:20pm

**Author Presentation 10A - EI - TRANSITIONS**  
Learning by discovery. Future-proofing the next generation of architects  
Cecilia Bischeri, Caryl Bosman  
Griffith University

**Author Presentation 10B - EI - TRANSITIONS**  
Mentoring for success: A collaborative approach to alumni to student mentoring  
Kate Duyvestyn, Kate Tobin  
Monash University

**Author Presentation 10C - ARTICLE - TRANSITIONS**  
Does course specific nudging enhance student engagement, experience and success: A data-driven longitudinal tale?  
Jill Lawrence, Alice Brown, Petrea Redmond, Suzanne Maloney, Marita Bassan, Linda Gelligan, Joanna Turner  
University of Southern Queensland

**Author Presentation 10D - EI - TRANSITIONS**  
Peopling the technology: Designing for successful student transition  
Noomi Nirupa David, Kat Cain  
Deakin University

### 1:25pm - 1:45pm

**Author Presentation 10A - EI - TRANSITIONS**  
Peopling the technology: Designing for successful student transition  
Noomi Nirupa David, Kat Cain  
Deakin University

### 1:45PM CLOSE OF DAY 3
# Day 4: 8 July 2021

## 10:50am - 10:55am
### Day 4 Opening

#### 11:00am - 12:00pm
#### Plenary Session - The Challenge of Leadership in a Cold Climate Post Pandemic

**Emeritus Professor Jane den Hollander AO, Professor Emerita, Former Vice Chancellor, Deakin University**

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<thead>
<tr>
<th>Author Presentation</th>
<th>11A - GPR - TRANSITIONS</th>
<th>11B - E1 - STUDENTS</th>
<th>11C - E1 - TRANSITIONS</th>
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</thead>
<tbody>
<tr>
<td>12:05pm - 12:25pm</td>
<td>Inclusive whole of institution language support: The Embedding Academic Language Framework at UTS</td>
<td>&quot;It's fun but it could be improved&quot;: Chinese learners' experiences with a peer-led active-learning based co-curricular language program</td>
<td>Exploring the student experience of online academic advising for large diverse cohorts</td>
</tr>
</tbody>
</table>
|                     | Rosalie Goldsmith, Kerry Hunter  
University of Technology Sydney | Rosalind McFarlane, Josephine Prestia, Lucas Santos  
Monash University | Mary McGovern, Russell Crank, Orié Green  
University of Southern Queensland |

| 5 minute break |

## 12:30pm - 12:50pm
#### Author Presentation 12A - E1 - STUDENTS

Centering equity and interdisciplinarity for epistemic richness in the translation of the science of learning: A students as partners initiative


Griffith University

| 12:30pm - 12:50pm  | Supporting regional, rural and remote (RRR) students to stay at university using self-reflection as a tool | Fostering academic success in pathway students through an on-demand support strategy | Delivering on the promise of analytics to provide personalised, timely and impactful student support |
| 12A - E1 - STUDENTS | Janine Delahunty  
National Centre for Student Equity in Higher Education, University of Wollongong | Michael Brickhill, Sue Muloin | Sue Kokonis, Heather Russell, Simon Freeman, Sacha Nouwens |

| 5 minute break |

## 12:50pm - 1:00pm
#### Author Presentation 13A - E1 - STUDENTS

Wayfinding: Empowering students as researchers


Griffith University

| 1:00pm - 1:20pm | AdvantageStart: Activating the student voice to 'get back on track' with academic progression | Co-teaching in first year law: Improving student engagement with pre-recorded interviews | Uni Step Up - Reconceptualising demonstration of capability for Higher Education |
| 13A - E1 - STUDENTS | Kerri Laidlaw, Rhonda Leece | Samantha Kanra | Nicola Cull, Aidan Stephenson, Jake Hardiman, Melanie Seal Moradi, Ryan Collins, Jamie Fenech |

| 10 minute break – Time to stand |

## 1:25pm - 1:45pm
#### Author Presentation 14A - E1 - TRANSITIONS

Academic literacy course for VET students aspiring transition to higher education

**Craig Poole, Anne Moore, Li Na**

TAFE Queensland, Griffith University, Foreign Language School Wuhan College China

| 1:25pm - 1:45pm  | Hard Data, Soft Skills. How online education services leverages analytics and uses skilled student coaches to deliver targeted interventions that increase online student retention for its higher education partners | The RIPL effect: Co-designing digital academic integrity resources with peer leaders | Creating culturally and contextually relevant learning for rural, regional, and remote enabling students through UniPrep’s core units |
| 14A - E1 - TRANSITIONS | Tom Jepson | Jen McPherson, Renee Baucher, Sahar Tabbouleh, Karen Douglas, Lynn Berry, Jen Afford, Vera Lushina, Claire Urbach, Kelly Whitney and student partners | Lisa Duffy |

| 5 minute break |

## 1:45PM CLOSE OF DAY 4
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Authors/Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:55am</td>
<td>Day 5 Opening</td>
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</tr>
<tr>
<td>11:00am-11:20am</td>
<td>Author Presentation 15A - EI - ACHIEVEMENT</td>
<td>Redefining student representation: From tokens to change-makers</td>
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<tr>
<td></td>
<td>Author Presentation 15B - EI - SUCCESS</td>
<td>Transforming teaching and learning through the Southern Cross Model</td>
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<td></td>
<td>Author Presentation 15C - EI - SUCCESS</td>
<td>Curricular approaches to supporting student academic success and wellbeing</td>
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<td>Author Presentation 15D - EI - SUCCESS</td>
<td>Students as Partners: Staff perspectives on reciprocity</td>
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<td>Jiordan Tolli, Mollie Dollinger</td>
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<td>La Trobe University</td>
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<td>Liz Goode, Johanna Nieuwoudt, Suzi Syme</td>
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<td>Leesa Sidhu, Linda Ferrington, Jessica Macer-Wright</td>
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<td>Ben Kelly, Gavin Mount, Rebecca LeBard, Nalini Pather, Philippa Louey, Goyani Ranawake, Jacqueyln Cranney</td>
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<td>The University of Melbourne</td>
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<td>11:25am-11:45am</td>
<td>Author Presentation 16A - EI - TRANSITIONS</td>
<td>Business and Law skills toolkit</td>
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<tr>
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<td>Author Presentation 16B - EI - TRANSITIONS</td>
<td>Navigating the slippery slope of transition to university through big data and Students as Partners</td>
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<td></td>
<td>Author Presentation 16C - EI - TRANSITIONS</td>
<td>Get Prepared: An exercise in developing educational resources for students in transition to the University of Sydney</td>
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<td>Author Presentation 16D - EI - TRANSITIONS</td>
<td>Transition and Student Identity</td>
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<td>Vivek Venkiteswaran, Wendy Webber, Harsh Suri</td>
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<td>11:50am-12:10pm</td>
<td>Author Presentation 17A - EI - STUDENTS</td>
<td>LEAP Imagine That! Access, agency, and inspiration</td>
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<td>Author Presentation 17B - EI - SUCCESS</td>
<td>Partnering with students to innovate the process of voluntary peer support for learning engineering</td>
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<td>Author Presentation 17C - EI - ACHIEVEMENT</td>
<td>Balancing the COVID-19 disruption to undergraduate learning and assessment with an academic student support package: Implications for student achievement</td>
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<td>Author Presentation 17D - EI - STUDENTS</td>
<td>Enhancing clinical learning for Muslim nursing and midwifery students</td>
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<td>Rajindri De Silva, Carolina Marison, Penny Van Bergen</td>
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<td>Natalie Lloyd, Rebecca Sealey, Murray Logan</td>
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<td>James Cook University, Australian Institute of Marine Science</td>
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<td>Rakime Elmir, Sue Willis</td>
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<td>Western Sydney University</td>
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<td>12:20pm-12:40pm</td>
<td>Plenary Session - Student Panel</td>
<td>Plenary Session – Student Panel Hosted by Professor Ron Oliver, STARS Fellow and Piper Bell, The University of Adelaide</td>
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<td>1:25pm</td>
<td>Closing Remarks</td>
<td>Journal Announcement</td>
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<td>1:50pm</td>
<td>Close of Day 5</td>
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POSTER SESSION
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| Poster 01  
Live Room | Tailored career development services for students with disability. Principles and practice. | David Eckstein                                                          | Swinburne University; National Centre for Student Equity in Higher Education | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 02  
Live Room | Engaging and supporting students in higher education during a pandemic | Jane Skalicky, Harriet Speed, Casey Crouch                            | University of Tasmania                                                      | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 03  
Live Room | Connect2Uni: Innovating the student transition journey at ACU | Sarah Rose, Hina Farhan Ali, Emeline Jerez                             | Australian Catholic University                                             | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 04  
Live Room | The invisible cohort: Equity in participation of student veterans in Australian tertiary education | Marta Spes-Skrbis, Emeline Jerez, Aaron Cornwall, Manuela Bogdan         | Australian Catholic University                                             | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 05  
Live Room | Transition to university for students on the autism spectrum in Australia | Alison Nuske, Fiona Rilotta, Michelle Bellon, Amanda Richdale         | Flinders University, La Trobe University                                    | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 06  
Live Room | The Continuum of Partnership - a model for distinguishing, selecting and enacting authentic Students as Partners opportunities within a Higher Education context | Jennifer Tredinnick, Natasha Shaw                                      | Queensland University of Technology, University of Southern Queensland     | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 07  
Live Room | Designing LEAP UP (University Preparedness) - Transition program for students from refugee and or asylum seeker backgrounds commencing Higher Education | Carolina Morison                                                        | Macquarie University                                                       | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 08  
Live Room | The impact of COVID online learning on first year clinical health students’ sense of belonging: Student and academic perspectives | Clarice Tang, Liz Thyer, Rosalind Bye, Caterina Tamnous, Belinda Kenny, Stefania Penakuto, Nikki Tulliani, Nicole Peel, Yu-Ting Sun, Xiaoshu Zhu, Leigha Dark, Rebecca Gordon | Western Sydney University                                                   | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 09  
Live Room | Deakin Launch Network: An inclusive employability network which leverages distributed leadership by students and alumni | Trina Jarre de St Jarre, Lisa Hanna, Isabella Olner, Melissa Lowe | Deakin University                                                          | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 10  
Live Room | Online academic advising and The Zone | Orié Green, Russell Crank, Mary McGovern                             | University of Southern Queensland                                           | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 11  
Live Room | Embedding the community of inquiry framework within discussion boards in online Higher Education | Ameena Payne                                                           | Swinburne Online                                                          | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 12  
Live Room | The SDGs and Gender Equality at Medical Universities in Japan | Akinori Yamabe, Yoshikazu Asada, Shio Kawagoe                      | Jichi Medical University, The University of Tokyo                          | [VIEW PAPER](#) [VIEW POSTER](#) |
| Poster 13  
Live Room | An adaptable, sustainable and inclusive institution-wide model for embedding academic language and literacies | Joseph Yeo, Deborah Nixan, Caroline Havery                           | University of Technology Sydney                                            | [VIEW PAPER](#) [VIEW POSTER](#) |