On behalf of the STARS Team, it is with great pleasure that we welcome you to the 7th STARS Conference in 2022 - our second COVID-19-safe-3-day-online-format!
We welcome home all the loyal members of the STARS community and offer a special welcome to our delegates who are with us for the first time this year – you are among friends.

We begin by pausing to acknowledge for those of us joining the Conference from Australia that 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 acknowledges the lands and pays respect to the elders of the Yuggera and Jagera people and the Turrbul people - and in the spirit of reconciliation we extend that respect to all First Nations people engaging with the Conference. We acknowledge that this Conference is being held during NAIDOC Week https://www.naidoc.org.au/, 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 8th anniversary working together and our 7th conference as one of Australasia’s most welcoming and collegial academic communities of practice. The upcoming 3 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 7th 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, Professor Kerri-Lee Krause and Dr Kathy Egea.

It’s important to emphasise that STARS is a not-for-profit conference. Any profits that are generated from the registrations after costs are re-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 firmly focussed on enabling student success in a world now living with Covid and with immense challenges to the quality of the student learning experience. Our aim is to create a collegial conference environment in which we can inspire and motivate each other to remain student-centred in all our endeavours and to maintain a positive professional identity as professionals in the higher education sector internationally.

Prior to the Conference week in July, the STARS Network Week was held from 20 June to 23 June. We thank all the Network Convenors and all the Network members for their commitment to the values and principles of STARS. In the online format, we’ve been able to offer the STARS Network Week as a separate event, with attendance of up to three Network meetings included in the Conference Registration. More than 260 delegates participated to the 10 Network sessions – which indicates that these sessions are very much appreciated.

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The Network Convenors were magnificent. Lydia managed the Wellbeing session on her second day back to work after maternity leave. Ella joined us as FYE convenor from Uluru. Kathy Egea from the UK - and Georgina made it despite a recent unexpected illness stay in hospital. It was great to have Sarah Carr from Aotearoa / New Zealand, and to have the second Student Partnership Network with Kelly and Mollie co-convening. Many thanks to Rosalind, Nathan and Sally who facilitated a student panel with peer leaders who are students, but who also teach – a new and important perspective. We encourage you, if you have not already done so, to connect with the diverse Networks in the future, as they offer a valuable opportunity to engage with each other across the sector. Thanks again to Tracy Creagh – our STARS Network coordinator for all the work you do in supporting the networks and convenors.

Thank you also to everyone who provided valuable feedback in the post-Conference evaluation of STARS Online Conference in 2021. We have adapted this year’s program to be 3 days online in response to your suggestions to enable delegates to engage with the conference online comfortably and with an eye to keeping 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 – but 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 4 July will be our thought-leading UK colleagues Dr Emily McIntosh and Dr Diane Nutt presenting on ‘The Impact of the Integrated Practitioner – Perspectives on Integrated Practice to Enhance Student Success’. The keynote speaker on Day 2 will be Professor Shirley Alexander AM, who is renowned as a leader in the adoption of education technologies and has had a distinguished career with the student experience at its centre. Drawing on her remarkable career Shirley will address us on ‘Creating the Conditions for Student Success: Leadership Matters’. We look forward to being inspired by all our keynote speakers.

Day 3 concludes the Conference with a final Plenary Session in which our STARS fellows reflect on the conference proceedings, draw the threads together and facilitate discussion on delegate comments and questions that have been submitted across the three days.

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 poster library 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 2022. 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 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 discussions about how these may apply to benefit the learning success of students in your institution.

We are looking forward to gathering again in this cost-effective and enabling format – and the hopes of the STARS Team remain set on an in-person Conference for 2023 in Brisbane. We look forward to seeing you all and thank you again for your engagement with STARS 2022.

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

Dr Kathy Egea
STARS Fellow (2021)
University of Technology, Sydney

Professor Rachael Field SFHEA
Conference Co-Chair
Professor of Law
Bond University
Australian Learning and Teaching Fellow
Editor, Student Success Journal

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FULL PROGRAM
### DAY 1: 4 JULY 2022

**9:00am**
**Plenary Session [LIVE]**
*The Impact of the Integrated Practitioner – Perspectives on Integrated Practice To Enhance Student Success*
Dr Emily McIntosh, Middlesex University, London | Dr Diane Nutt, Independent HE Consultant, York, UK

**10:30am**
Delegate engagement space open

**11:00am**
Conference Opening and Acknowledgment of Country

**11:10am**
**Plenary Session [REPLAY]**
*The Impact of the Integrated Practitioner – Perspectives on Integrated Practice To Enhance Student Success*
Dr Emily McIntosh, Middlesex University, London | Dr Diane Nutt, Independent HE Consultant, York, UK

**10 minute break**

**12:20pm**
**Author Presentation 01A EI Students**
Best practice principles for career development learning for students with disability
Kylie Austin, Sarah O'Shea, Olivia Groves
University of Wollongong, National Centre for Student Equity in Higher Education
Curtin University

**01B EI Transitions**
Reimagining university readiness programs for international students
Dr Shazia K Jan, Cherie Diaz
PAL Academy Online

**01C EI Achievement**
PAL Academy Online – Developing Internationally Certified Online Training for Peer Tutors
Peter Harrold
RMIT Vietnam

**01D Article**
Improving student success with online embedded tutor support in first-year subjects
Kelly Linden, Sarah Teakel, Neil Van der Ploeg
Charles Sturt University

**01E EI Students**
Championing the student voice: A ‘Students as Partners’ approach to student-led research initiatives
Matthew Knox, Jessica Ashman
University of Tasmania, Cadmus

**5 minute break**

**12:50pm**
**Author Presentation 02A GPR Students**
What’s in it for them? Examining the bi-directional advantages of student/alumni participation in university course advisory committees
Katherine Attree
Charles Sturt University

**02B EI Transitions**
Where to go next? Embedding Employability in Honours Psychology Curriculum
Alison Enright, Rhiona Lopez, Glen E Bodner
Flinders University

**02C GPR Achievement**
Night Against Procrastination: Supporting the skill and will of exam preparation
Megan Pozzi, Elizabeth Naish
Queensland University of Technology

**02D EI Success**
Strategies for success: Improving completions rates for Indigenous students
Bronwyn Fredericks, Katelyn Barney, T racey Bunda, Brenna Bernardino
The University of Queensland

**5 minute break**

**1:20pm**
**Author Presentation 03A EI Students**
Hyflex for university pathway students - an exploration of flexibility
Sofia Eriksson, Kathy Gooch
Western Sydney University

**03B EI Achievement**
Building teamwork and leadership skills in an undergraduate subject using interactive oral assessment
Marcelle Droulers, Amita Krautloher
Curtin University

**03C EI Success**
Supporting students’ mental wellbeing in online transition and academic skills units: a learning advice team’s application of research-informed guidelines
Nicole Crawford, Amelia Dow
Curtin University, University of Tasmania

**03D EI Students**
Privileging trust in an era of datafication and disruption
Ameena L. Payne, Cathy Stone
Deakin University, University of Newcastle

**5 minute break**

**1:50pm**
CLOSE OF DAY 1
# STARS Conference Online 2022

## Day 2: 5 July 2022

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Speaker(s)</th>
<th>Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30am</td>
<td>Delegate engagement space open</td>
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</tr>
<tr>
<td>10:50am</td>
<td>Plenary Session - Creating the conditions for student success: leadership matters</td>
<td>Professor Shirley Alexander, Deputy Vice-Chancellor (Education and Students), University of Technology Sydney</td>
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<tr>
<td>10:50am</td>
<td>10 minute break</td>
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<tr>
<td>12:00pm</td>
<td>Author Presentation 04A CS Students</td>
<td>Enabling the enablers: Professional development for peer leaders to enhance the learning experience of enabling education students</td>
<td>University of South Australia</td>
</tr>
<tr>
<td></td>
<td>Author Presentation 04B EI Transitions</td>
<td>Unpacking and Packaging a Transition Experience for Pathway Students</td>
<td>University of Southern Queensland College</td>
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<tr>
<td></td>
<td>Author Presentation 04C EI Retention</td>
<td>AdvantageStart: A personalised approach to supporting ‘genuine’ student progression</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td></td>
<td>Author Presentation 04D EI Success</td>
<td>The Academic Liaison: ‘There to help me succeed’</td>
<td>University of the Sunshine Coast</td>
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<tr>
<td></td>
<td>Author Presentation 04E EI Success</td>
<td>Diagnosed and undiagnosed mental ill-health: university students’ varied awareness and experiences of support provision</td>
<td>Curtin University, University of Tasmania, TassTAFE</td>
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<td>12:30pm</td>
<td>5 minute break</td>
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<tr>
<td>12:30pm</td>
<td>Poster Session</td>
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<tr>
<td>1:10pm</td>
<td>Author Presentation 05A EI Students</td>
<td>Redesigning lectures for flexible learning in first year mathematics</td>
<td>The University of Queensland</td>
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<td></td>
<td>Author Presentation 05B</td>
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<tr>
<td></td>
<td>Author Presentation 05C EI Retention</td>
<td>Student Success Coaching: Building quality relationships to enhance student engagement and retention</td>
<td>Queensland University of Technology</td>
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<tr>
<td></td>
<td>Author Presentation 05D CS Success</td>
<td>Creating a New Culture of Retention After a Failure of an Old One</td>
<td>University of Tennessee Southern</td>
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<tr>
<td></td>
<td>Author Presentation 05E EI Success</td>
<td>Beyond the pathway: Insights for widening participation from graduates who accessed university via enabling programs</td>
<td>The University of Adelaide</td>
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<tr>
<td>1:40pm</td>
<td>5 minute break</td>
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<tr>
<td>1:40pm</td>
<td>Author Presentation 06A Article</td>
<td>Improving the Online Regional Student Experience: Findings from the Country Universities Centre (CUC) Student Evaluation</td>
<td>University of Newcastle, National Centre for Student Equity in Higher Education, Curtin University, Country Universities Centre</td>
</tr>
<tr>
<td></td>
<td>Author Presentation 06B EI Transitions</td>
<td>Addressing library anxiety and creating belonging in semester one: A transferable, collaborative, integrated curriculum-based approach</td>
<td>Bond University</td>
</tr>
<tr>
<td></td>
<td>Author Presentation 06C - Article</td>
<td>Exploring the complexity of first-year student belonging in higher education: Familiarity, interpersonal and academic belonging</td>
<td>Massey University, University of the Sunshine Coast</td>
</tr>
<tr>
<td></td>
<td>Author Presentation 06D GPR Success</td>
<td>From peer leader to capable graduate: professional identity construction in ‘contributing graduate’ peer leaders</td>
<td>Queensland University of Technology</td>
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<tr>
<td></td>
<td>Author Presentation 06E EI Transitions</td>
<td>Establishing Learn2Learn as a student transition program</td>
<td>Swinburne University of Technology</td>
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<tr>
<td>2:10pm</td>
<td>CLOSE OF DAY 2</td>
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### Delegate Engagement Space Open

**10:30am**

**Author Presentation**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>11:00am</td>
<td>From Goodwill to Impact: A whole of university approach to embedding equity</td>
<td>Nicola Cull, Shay Greig, Jake Hardiman, Melanie Seal Moradi, Ryan Collins</td>
<td>Australian Catholic University</td>
</tr>
<tr>
<td></td>
<td>Ready... Set... Go! Leaping into the Transition Challenge</td>
<td>Karen Walker, Alex Chetner</td>
<td>Sydney University</td>
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<tr>
<td></td>
<td>A Data-Driven Approach to At-Risk Student Interventions in Higher Education</td>
<td>Epsy Edward</td>
<td>Deakin University</td>
</tr>
<tr>
<td></td>
<td>Creating connection, belonging and community for university students through digital initiatives</td>
<td>Jessica Luquin, Natalie Nickson</td>
<td>University of New South Wales</td>
</tr>
<tr>
<td></td>
<td>The Digital Yarning Circle: Transforming the use of Educational Technologies to encourage collaboration, as a means to reconciliation, through the authentic embedding of Aboriginal and Torres Strait Islander perspectives and methodologies into online teaching at QUT Online.</td>
<td>Emma Derainne, Lara Tzafaris, Shanelle Fiaalli, Angela Parrish, Gail Tillman</td>
<td>QUT Online</td>
</tr>
</tbody>
</table>

**5 minute break**

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<tr>
<td>11:30am</td>
<td>Recognition of Prior Learning + ePortfolio: a Fortuitous Blending</td>
<td>Carol Quadrelli</td>
<td>USQ</td>
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<tr>
<td></td>
<td>The DeLorean Project: A 'Back to the Future' Approach to Supporting Learning and Transition in the Zone of Proxima Development</td>
<td>Sarah Glencross, Joshua Dale, Katy Sloan, Tanya Cullen, Beryl Morris</td>
<td>University of the Sunshine Coast, Glasshouse Christian College</td>
</tr>
<tr>
<td></td>
<td>What constitutes success in enabling education? Redefining success for students through increased engagement</td>
<td>Jane Hobner</td>
<td>Flinders University</td>
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<tr>
<td></td>
<td>Creating BusLaw Student Skills Toolkits</td>
<td>Wendy Webber</td>
<td>Deakin University</td>
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<td>12:10pm</td>
<td>There's a reason for all the numbers: Using a literacy framework in enabling education to bridge the gap between low adult numeracy levels and undergraduate mathematics</td>
<td>Gemma Mann</td>
<td>Central Queensland University</td>
</tr>
<tr>
<td></td>
<td>Learning Analytics: What do learning designers need from it?</td>
<td>Mahen Jayawardena, Puvaneswari P Arumugam</td>
<td>Deakin University</td>
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<td></td>
<td>Supporting student well-being through connecting &amp; working with nature</td>
<td>Elissa Pearson, Brianna Le Busque</td>
<td>University of South Australia</td>
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<tr>
<td></td>
<td>From Student Satisfaction to Impact: Approaching Impact Evaluation in the Context of Methodological Constraints</td>
<td>Rhonda Leece, Caroline Rueckert, Daniel Madden</td>
<td>Queensland University of Technology</td>
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**5 minute break**

12:45pm  **Closing Session**  Join our STARS Fellows to look back at the conference, as well as answer your submitted questions from the week.

1:45pm  **Close of Day 3**
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<tr>
<td>Poster 01</td>
<td>Is being flexible rather than tough the best way to conquer academic test anxiety for university students?</td>
<td>Madelaine M. Leydin, Maragret S. Osborne</td>
<td>The University of Melbourne</td>
<td>VIEW PAPER</td>
</tr>
<tr>
<td>Poster 02</td>
<td>Learning cycles for language development: Supporting first year students in setting goals and accessing resources</td>
<td>Emily Edwards, Rosalie Goldsmith, Caroline Havery</td>
<td>University of Technology Sydney</td>
<td>VIEW PAPER</td>
</tr>
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