STARS
STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

AMHHEC

2023 STARS CONFERENCE IN CONJUNCTION WITH AMHHEC

3-5 JULY 2023
SOFITEL
BRISBANE

CONFERENCE 2023 | PROCEEDINGS

WELCOME

STARS
STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

UNISTARS.ORG

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JCU.EDU.AU/AMHHEC

On behalf of the STARS and the Australian Mental Health in Higher Education Collaboration (AMHHEC) Teams, it is with great pleasure that we welcome you to the 8th STARS Conference.

To the past loyal delegates of both the STARS and AMHHEC Conferences, thank you for staying with us through the disruptive years of COVID. It is a joy to be back together in person for 2023 and to be bringing the STARS and AMHHEC communities of interest and practice together! We warmly welcome returning delegates and offer a special welcome to new delegates joining us for the first time this year – you are among friends.

On behalf of those of us who live and work across Australia's great geographical diversity, we acknowledge that we are on the lands of the oldest living cultures in the world. In the spirit of reconciliation, we pay our collective respects to the original custodians and First Nations people of Australia and to Elders past, present and future. Coming together in-person in Brisbane, we acknowledge the lands and pay our respects to the Elders of the Yuggera and Jagera people and the Turrbul people. We extend that respect to all First Nations people engaging with the Conference. We also acknowledge that the Conference is being held during NAIDOC Week https://www.naidoc.org.au/, and at a time when the referendum on the Voice is at the front of many people's minds. We affirm our commitment to walking with Aboriginal and Torres Strait Islander peoples, and through our work in education supporting the key elements of Voice. Treaty. Truth. in the Uluru Statement from the Heart. (https://www.1voiceuluru.org)

In 2023 the STARS conference team is thrilled to be collaborating with AMHHEC to be offering one of Australasia's most welcoming and collegial gatherings of university staff, students and community members. As always, the Conference will provide us all with wonderful opportunities 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 wishes to acknowledge the proud tradition of excellence established by our predecessor the International First Year in Higher Education (FYHE) Conference. As we celebrate our 8th birthday as STARS and our 24th Conference in total, we recognise and thank the many devoted colleagues who have 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, Dr Kathy Egea and Professor Sarah O'Shea.

The AMHHEC team are excited to be working with STARS for this collaborative event in 2023. There are many synergies arising from our unique and shared purposes, aspirations, values and actions. As we slowly recover from the disruption and turmoil caused by COVID, this Conference is a vital opportunity to come together as a coalition of scholars, students and community members, to share and discuss issues of concern, and also celebrate stories of positive change. Knowing how important it is to care for our own mental health and wellbeing, experienced, accredited counsellors will be present and available throughout the event.

It's important to emphasise that this Conference is a not-for-profit event. Any profits that are generated from registrations, after costs, are re-invested in operating the Student Success Journal. Thanks to the tireless work of the Student Success Managing Editor - Tracy Creagh – the Journal is indexed by Scopus (the world's largest abstract and citation database of peer-reviewed literature) and in 2023 achieved a Q1 ranking. The Journal offers an internationally respected open-access outlet for the scholarship of the STARS, AMHHEC and other higher education communities, and we commend it to all delegates as a destination for your scholarly writing and research articles.

The focus of STARS is expressed by the 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 in collaborating with AMHHEC a strong focus of the program is on mental health in higher education contexts and its relationship with student success.

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.

The STARS Conference Network Day will be held on Monday 3 July with eight different STARS Network sessions throughout the day. Most of the Network sessions are now sold out for 2023 but do consider the information on the Conference website to see if there is a Network you would like to be part of in 2024. Many thanks to all the Network Convenors and also to all the Network members for their energy and commitment to the values and principles of the Conference. At the end of the Network Day a special session on 'Getting Published: Writing Research Papers and Practice Reports for STARS and the Student Success Journal' will be facilitated by members of the STARS and Student Success teams. The session will help you to maximise your chances of having your paper, abstract or poster accepted the first time. If writing for academic conferences is new to you – this session has your name on it!

Kicking off the next two Conference days on Tuesday 4 July is our first Keynote - STARS Fellow and Australian higher education National Treasure - Professor Sally Kift. Sally is well-known to us all for the depth and breadth of her expertise and knowledge about student success in higher education contexts. She will be encouraging us to interrogate the STARS themes and asking us to reflect on current challenges, tensions and opportunities across the sector. Our second Keynote speaker on Wednesday 5 July is Professor Gregor Kennedy, Deputy Vice-Chancellor (Academic) of the University of Melbourne. Gregor will be talking about Transaction danger! Avoiding the pitfalls of an impersonal university education. An exciting, inspiring and thought-provoking, way to start the third day! We look forward to being informed, motivated and called to positive action by both our keynote speakers.

Of course, throughout Tuesday and Wednesday there is our usual strong and interesting program of concurrent sessions presenting Emerging Initiatives, papers accepted for the Conference edition of Student Success , and Good Practice Reports – many with a focus on mental health issues in higher education. A Poster gallery will also be available throughout the Conference with opportunities to speak with the poster authors.

We commend the full, rich program to you.

The Conference concludes on Wednesday afternoon, with a final Plenary Session in which a diverse panel of senior institutional voices will reflect on the significance of institutional level strategies to promote staff and student well-being, and how these strategies are experienced by staff and students in their daily work and study environments.

Again this year a new STARS Fellow will be announced and inducted for 2023. The Conference is 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.

As always, engaging in the social side of the Conference is one of the best ways to get to know like-minded colleagues from Australia, Aotearoa/New Zealand and beyond and to build your professional networks. On Monday afternoon we have a Welcome to New Delegates afternoon tea. If you are new to STARS please come along and meet our STARS friends, STARS Fellows and our keynote speakers. Afternoon team will be followed by the Welcome to STARS drumming circle facilitated by Alex Salvador. The drumming circle is an inclusive, participatory event that aims to energise and bring us together through an enjoyable and creative activity. Theses social events will be followed by the Welcome Reception – a must-attend event! And of course, the much-anticipated return of the Conference Dinner on Tuesday evening will not disappoint: Welcome to Fabulous BrisVegas! Come along dressed in your best Vegas Chic fashion for a chance to win some great prizes! It will be a great night full of friends, great food, and of course dancing! Throughout the Conference there will also be a Chill-Out Room if you would like some fun or relaxing time-out, early morning yoga on Tuesday and Wednesday, and as mentioned above registered counsellors will be available across the Conference (contact details provided at reception).

Although we are excited to come together in-person this year, we acknowledge that not everyone can be present at the Conference. We have written a Blog about other ways to encourage colleagues who can't attend to be part of the Conference: https://unistars.org/general/how-to-engage-with-stars-2023/. Our post-conference hope is that Conference delegates might consider leading a STARS Reflection back at your institution, 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.

Thank you for being part of the STARS and AMHHEC collaboration for 2023. We look forward to seeing you all again in 2024.

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

The STARS Team

Karen, Rachael, Jason, Tracy and the STARS Fellows

The AMHHEC Team

Margaret, David, Claire, Abraham, Jeremy, Amy, Hyacinth, Simone, Beryl, John and Suzanne

IN MEMORY

REMEMBERING GEORGINA HEATH

Dr Georgina Heath was Program Director of Undergraduate Psychology at the University of South Australia. She had previously held positions as a Psychology Lecturer and First Year Coordinator at the University of South Australia. Georgina coordinated a number of Psychology courses with a focus on personal and professional development. Georgina's work as First Year Coordinator involved implementing a study skills and resilience program for students transitioning into university.

Georgina's contributions to the sector are significant and lasting and it was a privilege to have her involved with the STARS community. She was co-convenor of the STARS Network Sharing Ideas, Resources and Experiences Network (2018-2019) with Ann Luzeckyj and Ed Campbell, and she co-authored a number of STARS presentations and Student Success journal articles. The STARS Team express their condolences to her family and sector colleagues – especially the South Australian higher education community who continue to warmly support STARS.

REMEMBERING JOHN CLARKE

Professor John Clarke was a founding editor of Student Success (previously titled The First Year in Higher Education) and later Advisory Board Member.

John commenced his professional career as a science teacher in secondary education joining the higher education sector in 1970, taking on a number of research and teaching roles with a strong focus on psychology and teacher education (at the University of Queensland and QUT). After retiring from his faculty role, he worked as a project manager co-leading pivotal student experience projects and institutional and national research related to the first-year experience, and student engagement and retention. His published research is comprehensive.

John was actively involved the both the STARS Conference and its predecessor the International FYHE Conference (and FYHE Centre). As co-editor of the Journal, he ensured that articles sent for review were suitably aligned and he had a specific focus on the critical quality of educational research, willingly working with less experienced authors to support the publication of their work.

John had a formidable intellect, he exemplified what it means to be an academic and most importantly he was a wonderfully generous collaborative colleague and friend. He offered wise advice and supported many of us to progress in our careers. He was friend and mentor to the STARS and Student Success editorial team – and Conference dinners will certainly not be the same without John and his lovely wife Lesley.

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CONFERENCE INFORMATION

THE STARS TEAM

Tracy Creagh AFHEA
Coordinator – STARS Networks
Managing Editor, Student Success Journal

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

Dr Kathy Egea
STARS Fellow (2021)
Senior Lecturer and First & Further Year Experience (FFYE) Coordinator,
Institute for Interactive Media and Learning (IML)
University of Technology Sydney

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
Provost
University of Southern Queensland
Chief Editor, Student Success Journal

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

Professor Sarah O'Shea PFHEA
STARS Fellow (2022)
Dean, Graduate Research
Charles Sturt University

Jason Thomas
Event Director
Jason Thomas Events

Susan Thomas
Jason Thomas Events

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

CONFERENCE INFORMATION

THE AMHHEC TEAM

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Dr Hyacinth Udah,
Senior Lecturer, Social Work
College of Arts, Society and Education
James Cook University

SOCIAL FUNCTIONS

Welcome Reception

Date: Monday 3 July

Time: 5:00pm – 7:00pm

Venue: Ann Street Lobby, Sofitel Brisbane

Conference Dinner

Attendance at the Conference Dinner (Tuesday 4 July) is an additional cost to the registration fee. If you have purchased a ticket it will be included with your name tag.

The theme for this year's dinner is BrisVegas Nights!

Come along dressed in your best Vegas Chic fashion (think bright, fun, neon, feathers, or whatever you like) for a chance to win some great prizes! It will be a great night full of friends, great food, and of course dancing!

Date: Tuesday 4 July

Time: 7:00pm – 10:30pm

Venue: Sofitel Ballroom

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 – **scan the QR code to connect.**

Network name: Sofitel Conference Wireless
Password: STARS2023

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 for the 2023 Conference and for their valuable contribution towards the success of STARS.

Queensland Mental Health Commission

Queensland Mental Health Commission

Our role is to drive reform of the mental health and alcohol and other drugs systems in Queensland.

We actively seek the views and experiences of people with a lived experience, families and carers to help shape the reform agenda. We identify issues and priorities, advise on reform options, support the efforts of others to implement change, and check progress.

To achieve reform, we work in partnership with others. This includes people who with a lived experience, as well as decision-makers, funders, advocates, frontline workers and service providers, in both the government and non-government sectors.

www.qmhc.qld.gov.au

Studiosity
Anytime, anywhere

How Australian universities are setting the global standard for 24/7 feedback and peer connection

The university support ecosystem is multi-faceted, and in 2023 ethical, 24/7 human feedback and peer support are well-established as core components of a quality student experience. We are proud to be the overwhelming choice for Australian universities, renowned for our unparalleled integrity policy, stringent quality assurance, world-class technology, utmost care of our online teams, academic rigour, and investment in local relationships.

When every student has the opportunity to seek and receive timely, accessible feedback and peer connection, the results are clear: happier students, improved QILT scores, and a measurable economic return for universities in higher retention and progression rates. Our university partners have already lifted the student experience to new levels and are setting the standard globally. It is a pleasure to be working alongside you, our Academic Advisory Board, and your students, to improve life chances for students everywhere.

– Jack Goodman, Founder and Chair, Studiosity

www.studiosity.com

Studiosity

Students want more peer connection

Universities can successfully scale peer connection, to increase:

- Authentic learning and transparent peer review
- Satisfaction with teaching and learning
- Engagement on campus and across university communities
- Understanding of critical new policy, including integrity and AI

Set up now for Semester 2

Ready to start in 7 days, within your university's existing Studiosity service. Set up includes: onboarding and financial management of senior Student Mentors, training for staff, and built-in student engagement.

See Nadia Sundstrom, at STARS '23

In 2023 Student Wellbeing surveys students (n=5,237) said they want more connection with peers - students surveyed were studying at universities in the United Kingdom, Australia, Canada, and the Gulf Cooperation Council. More: studiosity.com/surveys

OUR SPONSORS

EQUITY PRACTITIONERS IN HIGHER EDUCATION AUSTRALASIA

Equity Practitioners in Higher Education Australasia

Equity Practitioners in Higher Education Australasia (EPHEA) is the professional incorporated association for equity practitioners who work in higher education throughout Australia, New Zealand and the Pacific region. We play an essential role in tertiary education to develop and implement affirmative action programs for students and staff, manage organisational responsibilities under anti-discrimination legislation, promote cultural change within institutions, and foster an environment which values and respects diversity.

www.ephea.org

FULL PROGRAM

Key

GPR – Good Practice Report

EI – Emerging Initiatives

MONDAY 3 JULY 2023 - NETWORK MEETING DAY (ADDITIONAL COST TO STANDARD REGISTRATION)			
ROOM	**ANN STREET LOBBY**		
8:30am	**Network Registration open**		
ROOM	**BALLROOM 1**	**BALLROOM 2**	**BALLROOM 3**
9:30am - 11:00am	**First in Family Network**	**Student Partnership Network**	**Student Equity Network**
11:00am - 11:30am	Morning Tea (Network participants only)		
11:30am - 1:00pm		**First Year Experience Network**	**Peer Programs Network**
1:00pm - 2:00pm	Light Lunch (Network participants only)		
2:00pm - 3:30pm	**STEM Network**	**Wellbeing Network**	**Co-Curricular Recognition Network**
3:00pm	**Conference Registration Opens**		
3:30pm - 4:00pm	Afternoon Tea (Network participants)		
3:30pm - 4:00pm	**First Time attendees Meet & Greet**		
3:30pm - 4:30pm	**Welcome to STARS Drum Circle**		
ROOM	**BALLROOM 3**		
3:45pm - 4:30pm	**Getting Published: Writing Research Papers and Practice Reports for STARS and the Student Success Journal**		
ROOM	**ANN STREET LOBBY**		
5:00pm - 7:00pm	**Welcome Reception**		

TUESDAY 4 JULY 2023	
ROOM	**ANN STREET LOBBY**
7:30am	**Registration Opens**
ROOM	**CONCORDE ROOM**
7:45am - 8:15am	**Morning Yoga Session**
ROOM	**GRAND BALLROOM**
8:45am - 9:00am	**Welcome & Conference Opening**
9:00am - 10:00am	**Keynote Presentation**
	Shooting for the STARS: A status update on the student success project
	Professor Sally Kift *PFHEA FAAL ALTF*
10:00am - 10:50am	Morning Tea including Poster Session

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 1	**01A EI Students**	**01B EI Transitions**	**01C EI Achievement**	**01D EI Retention**	**01E EI Success**	**01F EI Mental Health**
10:50am - 11:20am	The role of diversity in higher education: Learning from students' perspectives	Countdown to Uni – A student-driven course designed to help students transition to university, before they start university	Enhancing career development learning and employability through an Award program.	First Year Rewards – Gamifying engagement as a transition and retention strategy for students from equity backgrounds	Student success at ECU: Academic progression and SUCCEED	Psychological wellbeing at a regional Australian law school: Reporting on law students' experiences of hopeful thinking
	Samantha Marangell, Chi Baik	*Malcolm Burt*	*Karen Abbott, Mishelle Burton, Sherri Russell*	*Krishan Shah, Ella Ewart*	*Loretta Dayman, Kathleen Balson, Kylie Corbett*	*Claire Holland*
	Melbourne Centre for the Study of Higher Education, The University of Melbourne	*CQUniversity*	*The University of Western Australia*	*Curtin University*	*Edith Cowan University*	*James Cook University*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 2	**02A EI Students**	**02B EI Transitions**	**02C EI Students**	**02D EI Transitions**	**02E EI Success**	**02F EI Success**
11:30am - 12:00pm	Helping students support their international buddies - what conversational partners say works best for them.	The design and development of an asynchronous online academic skills course.	Understanding the impact of timetable scheduling on university students' academic performance	Improved retention and academic capability through the design and implementation of a first year digital module	Raising the academic success of students from equity backgrounds in higher education through immersive scheduling	Sustainable supervision: Graduate Research Engagement Assessment Tool (GREAT) to identify risk, assess needs, and resolve student-supervisor conflict.
	MaryAnn McDonald	*Peter Harrold*	*Ankit Agarwal, John McGuire, Jade Webb*	*Brooke Harris-Reeves, Andrew Pearson, Helen Massa*	*Thomas Roche, Elizabeth Goode, Erica Wilson, John W. McKenzie*	*Anna Kokavec, Susan Gasson*
	University of Technology Sydney	*RMIT University Vietnam*	*Western Sydney University*	*Griffith University*	*Southern Cross University*	*James Cook University*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 3	**03A EI Students**	**03B EI Transitions**	**03C EI Transitions**	**03D EI Retention**	**03E EI Students**	**03F EI Mental Health**
12:10pm - 12:40pm	Video game design students and marketing: the key to enhancing employability?	Fostering academic integrity and student agency through embedded curriculum, pedagogy and an educative approach	'It's Go Time' – Reimagining orientation as a process, not an event.	Going the distance: Taking a tailored approach to connecting and belonging at university	Exploring class attendance and student success post-pandemic: A return to old ways or heralding a new normal?	Supporting the Supporters – self-care and supervision for Student Wellbeing and Support staff
	Jacqueline Burgess	*Michael Brickhill, Johanna Nieuwoudt, Grant Andrews*	*Kylie Austin, Amy Thompson*	*Ana Lobo*	*Antoinette Cevenini, John McGuire*	*Mikaela Dockrill*
	University of the Sunshine Coast	*Southern Cross University*	*University of Wollongong*	*University of Tasmania*	*Western Sydney University*	*University of Canberra*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
12:40pm - 1:40pm	Lunch – Sponsored by Studiosity					

ROOM	BALLROOM 1
1:00pm - 1:30pm	**Studiosity Lunchtime Presentation** **Peer connection at scale, for engagement and authentic learning**

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 4	**04A EI Students**	**04B EI Transitions**	**04C EI Achievement**	**04D EI Retention**	**04E EI Success**	**04F EI Mental Health**
1:40pm - 2:10pm	Start@Uni: Equity-focused toolkits for university success	Connected through transition: supporting students from Indigenous, Rural, and Low SES backgrounds to stay connected during transition from university to their communities	Assessing effectiveness and continuously improving student leadership programs	Consistency & continuity: academic advising as a cornerstone of retention	The power of the nudge: technology driving persistence	Promoting student well-being and resilience. A systemic game-based intervention focused on basic psychological needs at a Dutch university
	Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley	*Robin Ladwig, Naomi Dale, Phil Roberts, Natalie Downes, Jenny Dean*	*Aimee Clarke, Louise Kuchel, Susan Rowland*	*Juliette Subramaniam, Shanna Robinson*	*Ellie Kay, Paul Bostock*	*Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen*
	University of New South Wales	*University of Canberra*	*The University of Queensland, The University of Sydney*	*Western Sydney University*	*University of Canterbury*	*University of Groningen, the Netherlands*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 5	**05A EI Transitions**	**05B EI Transitions**	**05C EI Retention**	**05D EI Transitions**	**05E EI Success**	**05F EI Mental Health**
2:20pm - 2:50pm	University experience as border crossing: Exploring the university experiences of students from low-resourced school communities	The Academic Numeracy Framework: A tool to embed numeracy in tertiary courses, programs and study-support initiatives	Completion Rate Barrier to Success?	What motivates students to (dis)engage during transition to university?	Holistic educational advising: promoting self-efficacy through the dual role adviser	My marks would be higher without anxiety and depression because I know I'm capable.: designing online learning for students living with mental illness
	Constance Khupe, Nontsikelelo O. Mapukata	*Raquel Salmeron, Linda Galligan, Debi Howarth, Nawin Raj*	*Dr Lara Drew, Laurie Poretti, Steffi Linton*	*Mr Daniel Taylor-Griffiths, Dr Elizabeth Edwards, Jason Lodge*	*Sara Hutchinson, Christy Macnish, Hayley Ryan*	*Jacquie Tinkler, Gene Hodgins, Charlotte Wardell*
	University of the Witwatersrand Johannesburg, University of Cape Town	*The University of Southern Queensland, Torrens University Australia*	*University of Canberra*	*The University of Queensland*	*The University of the Sunshine Coast*	*Charles Sturt University*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
2:50pm - 3:20pm	Afternoon Tea					

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 6	**06A EI Students**	**06B EI Transitions**	**06C EI Retention**	**06D EI Students**	**06E EI Success**	**06F EI Students**
3:20pm - 3:50pm	Enhancing students' sense of belonging following the COVID-19 Pandemic: a partnership approach	Integration of professional staff in an online tertiary pathways course	Academic student success advising (ASSA): Advising in the third space	Navigating new realities: First-year regional students' expectations in a post-pandemic world	What matters to students? International findings in student conceptions of success	She says her name is Ella: navigating transgender inclusion in Simulation with student nurses
	Janine Rix, Debby Lynch	*Richelle Elek, Shaun O'Connell, Sophie Collins, Robert Whannell*	*Cat Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oostergo, Amanda Henderson, Denise Wood*	*Courtney Geritz, Maria Raciti*	*Ryan Naylor*	*Alana Wilson, Melissa Ciardulli*
	The University of Queensland	*University of New England*	*University of the Sunshine Coast, University of Southern Queensland*	*University of the Sunshine Coast*	*The University of Sydney*	*Holmesglen Institute*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 7	**07A EI Students**	**07B EI Transitions**	**07C EI Retention**	**07D EI Transitions**	**07E EI Success**	**07F EI Mental Health**
4:00pm - 4:30pm	From the margins to the mainstream: the online learning rethink and its implications for enhancing student equity	"I Got the Job!": Embedding Employability Skills in Honours Psychology Curriculum 2.0	Student support in rural medical education: What does evidence-based practice look like?	Growing first year teaching capability – investigating the impact of a first year teaching community of practice.	Exploring definitions of 'success' in relation to outreach programs for Indigenous Australian students	Centring us: proposing a new framework for university students' multidimensional wellbeing through the lens of intersectionality
	Cathy Stone	*Ali Enright, Rianna Lopez, Andy Bryer*	*Anna Kokavec, Jane Harte, Simone Ross*	*Lynn Riddell, Corinna Ridley, Janne McBurnie, Wendy Webber, Amanda Mooney, Stephan Marshall*	*Katelyn Barney, Hayley Williams*	*Preeti Padmanabhan, Natsuki Matano, Sened Tesfom Sbhatu, Angela Venus Sakuntala, Sakinah S. J. Alhadad*
	The University of Newcastle, Australia	*Flinders University*	*College of Medicine and Dentistry, James Cook University*	*Deakin University*	*The University of Queensland*	*The University of Hong Kong, The University of Queensland, The Australian National University, Griffith University*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER

ROOM	GRAND BALLROOM
7:00pm - 10:30pm	**BrisVegas Nights Conference Dinner**

WEDNESDAY 5 JULY 2023						
ROOM	**ANN STREET LOBBY**					
8:00am	**Registration opens**					
ROOM	**CONCORDE ROOM**					
8:00am - 8:30am	**Morning Yoga Session**					
ROOM	**GRAND BALLROOM**					
9:00am - 10:00am	**Keynote Presentation** Transaction danger! Avoiding pitfalls of an impersonal university education *Professor Gregor Kennedy* *Deputy Vice-Chancellor (Academic), The University of Melbourne*					
10:00am - 10:30am	Morning Tea					
ROOM	**BALLROOM 1**	**BALLROOM 2**	**BALLROOM 3**	**LYON 1**	**LYON 2**	**BASTILLE**
Parallel Session 8	**08A EI Transitions**	**08B EI Transitions**	**08C EI Success**	**08D EI Success**	**08E EI Success**	**08F EI Success**
10:30am - 11:00am	The Power of Behavioural Engagement: Assisting Students to Succeed in Online Learning	Diplomas pathways model for student success: An emerging initiative	Course identity and integrity: Embedding a whole-institution approach to enhancing student success	Calling out racism in university classrooms: The need for Indigenisation of the curriculum to support Indigenous student completion rates	Making it Everyone's Business: Implementing and Evaluating a Transition Pedagogy Informed Student Success Framework	Using early-semester student feedback to improve teaching and learning experiences in higher education
	Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie M. Foote, Cathy Stone	*Matthew Sweeney, Sharnai Shead, Anna Menicucci Maldoni*	*Ruth Pickford*	*Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Kirsten Hausia, Anne Martin, Brenna Bernardino*	*Ali Enright, Chido Alozie, Kym Williams, Luke Roberts*	*Caryn Lim, Tridib Saha, Beverley J. Webster*
	University of Southern Queensland, La Trobe University, Stony Brook University, University of Newcastle	*Australian Catholic University*	*Leeds Beckett University*	*The University of Queensland*	*Flinders University*	*Monash University Malaysia*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 9	**09A EI Students**	**09B EI Transitions**	**09C EI Retention**	**09D EI Success**	**09E EI Success**	**09F EI Mental Health**
11:10am - 11:40am	Identifying supports for rural mature-aged nursing and allied health students: a multiple case study	Communities of practice in secondary school enabling programs	Attributional Re-training: A Support Strategy for Students Undergoing Academic Review	Inclusive strategies to improve engagement, retention, and success for students with disability	Supporting student success through academic calendar transition: Co-creation of flexible program structure and tailored student support	From strategy to practice: Implementing an ambitious health promoting university strategy
	Claire Quilliam, Nicole Crawford, Carol McKinstry, Alison Buccheri, Sara Brito	*Selena Tenakov, Shaz Attree*	*Georgina Heath, Jordan Noacco, Amanda Richardson, Sarah Hattam, Cate Hudson*	*Elicia Ford, Darlene McLennan, Gabrielle O'Brien, David Swayn*	*Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Yosheen Pillay, Aastha Malhotra, Lisa Biddle, Megan Axelsen, Lorelle J. Burton*	*Berni Cooper, Nicole Border*
	The University of Melbourne, Curtin University, La Trobe University, Eastern Kentucky University	*Edith Cowan University*	*University of South Australia*	*University of Technology Sydney, Australian Disability Clearinghouse on Education and Training, STEPS Group Australia*	*University of Southern Queensland*	*Queensland University of Technology*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 10	**10A EI Success**	**10B EI Transitions**	**10C EI Mental Health**	**10D EI Retention**	**10E EI Success**	**10F EI Transitions**
11:50am - 12:20pm	Reconceptualising and humanising support for incarcerated students	Integrating visual arts into peer mentoring programs for a successful transition	Acknowledging the effects of isolation on student wellbeing: A re-imagining of the high-performance extracurricular accelerate programme through lessons learned from the pandemic	Student success: Combining innovation and business as usual for an institutional approach to student retention.	Marking practices in the modern university: the impact of anonymous marking on learning	Building students' resilience: Embedding knowledge and skill development into the first-year curriculum
	Kate Derrington, Kacie Fahey, Stephen Seymour	*Maryam Salman Aldossary, Cindy Ann Smith, Lisa Paris*	*Parizad Mulla, Richard Brooks, Herbert Sima, Douglas Carrie, 'Ilaisaane Fifita, Michelle Kilkolly-Proffit*	*Sarah Rose, Monica Chen, Joanna Winchester*	*John Hamilton*	*Tracy Goodchild, Georgina Heath, Amanda Richardson*
	University of Southern Queensland	*King Faisal University, Curtin University*	*University of Auckland*	*Australian Catholic University*	*Deakin University*	*UniSA, University of South Australia*
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
12:20pm - 1:20pm	Lunch					

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 11	**11A EI Students**	**11B EI Transitions**	**11C GPR Transitions**		**11E EI Success**	**11F EI Students**
1:20pm - 1:50pm	Refiguring the student voice in university governance	To University.... and Beyond! Shaping a meaningful and holistic Faculty Transition strategy	Mapping the academic language and learning (ALL) demands of first-year units.		Students as leaders – Developing an academic integrity ambassador program	Medical student peer-teaching motivational factors: Using self-determination theory
	Kerrilee Lockyer, Sarah Moulds	*Karen Walker, Alexander Chetner*	*Rachel Barber*		*Claudia Gottwald, Taseef Hasan Farook*	*Simone Ross, Kimberley Owens, Angus Lane*
	University of South Australia	*University of Sydney*	*Central Queensland University*		*The University of Adelaide*	*James Cook University*
	VIEW PAPER	VIEW PAPER	VIEW PAPER		VIEW PAPER	VIEW PAPER
	10 minute change over					
Parallel Session 12	**12A EI Students**	**12B EI Transitions**	**12C EI Transitions**		**12E EI**	**12F EI Success**
2:00pm - 2:30pm	"How the teachers actually care": the value of on-campus academic experiences for secondary school students.	Versatile Technology Tools to Empower Career Development Learning	Benchmarking Australian enabling programs for a national framework of standards.		Navigating Higher Education – developing a 'relational navigation' framework to support students from diverse backgrounds.	The 'nature' of supporting university student well-being
	Belinda D'Angelo, Rikke Mazzella	*Nicole Graham, Justin Ellis*	*Charmaine Davis, Chris Cook, Suzi Syme, Sarah Dempster, Lisa Duffy, Sarah Hattam, George Lambrinidis, Kathy Lawson, Stuart Levy*		*Emily Fuller*	*Elissa Pearson, Brianna Le Busque*
	La Trobe University	*Griffith University*	*University of Southern Queensland, Central Queensland University, Southern Cross University, University of Tasmania, Edith Cowan University, University of South Australia, Charles Darwin University, Federation University*		*University of Newcastle*	*University of South Australia*
	VIEW PAPER	VIEW PAPER	VIEW PAPER		VIEW PAPER	VIEW PAPER
	10 minute change over					

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 13	**13A EI Achievement**	**13B EI Transitions**	**13C EI Transitions**		**13E EI Success**	**13F EI Students**
2:40pm - 3:10pm	Building healthy study habits in higher education students – An artificial intelligence backed solution	Facilitating Continuous Improvements towards Students Transition: the power of innovative practices	Standing on the shoulders of giants: An approach to the implementation of Transition Pedagogies in a New Zealand university.		Cultural Contact Program: support for pathway students with cultural-linguistically similar staff	The Tertiary Wellbeing Aotearoa New Zealand (TWANZ), tackles student and staff wellbeing as an emerging, and ever-evolving initiative.
	Pavan Gamage, Kathryn Thomas, Darcy Meehan	*Kathy Egea, Sonal Singh, Amanda Moors-Mailei, Katie Padilla, Beate Mueller*	*Jean Jacoby, Fleur Connor-Douglas*		*Rachel Maissan*	Liz Hosking-Clement
	Online Education Services	*University of Technology Sydney*	*Massey University, Evolve Aotearoa*		*Deakin College*	University of Auckland
	VIEW PAPER	VIEW PAPER	VIEW PAPER		VIEW PAPER	VIEW PAPER
3:10pm - 3:40pm	Afternoon Tea					

ROOM	GRAND BALLROOM
3:40pm - 4:40pm	**Closing Plenary Session** Best practice in promoting staff and student wellbeing'. A discussion with senior leaders.
4:40pm - 5:00pm	**Close / Journal Announcement / 2024 Announcement**

MONDAY

KEYNOTE ADDRESS

Shooting for the STARS: A status update on the student success project

Professor Sally Kift
PFHEA FAAL ALTF

This presentation will provide a 'State of the STARS' address in this pivotal Universities Accord year and reflect on current challenges, tensions and opportunities under the STARS themes – Students, Transitions, Achievement, Retention and Success. After canvassing the contemporary context, it asks: in a massified higher education sector are our current conceptualisations of these themes fit-for-modern-purpose? Do they substantively progress inclusion and belonging in ways that meet the diverse needs of students and staff, while safeguarding their mental health and wellbeing? As we reach to align our STARS for universal engagement in beneficial lifelong learning, how do we smooth progression and pathways for diverse cohorts as they make multiple transitions into, across, out of and between education sectors and life stages?

Times are tumultuous it is true, but this might truly be our time. The Australian Education Minister says 2023 is a 'year for big ideas' and constantly talks up the government's intent for the Accord to deliver 'a better and fairer education system'. Meanwhile, the stress test of the pandemic has fundamentally changed the success dynamic. Particularly, it has forced a doubling down on learning integration and personalised coherence, driven through inclusive curriculum imbued with relational warmth. But it has also demanded new ways of working for student success: sustainable, next-gen approaches will only be realised through collaborative endeavour, via cross-institutional, mutually-reinforcing academic, professional and student partnerships. The days of lone STAR educators toiling away in disconnected discipline silos are gone. What's needed now is constellations of staff and students structurally enabled to connect and share the transformational load with a sense of community and common purpose.

Biography

Professor Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL), and President of the Australian Learning & Teaching Fellows (ALTF). She has held several university leadership positions, including as Deputy Vice-Chancellor (Academic) at James Cook University (JCU). Sally is a national Teaching Award winner, a national Program Award winner and a national Senior Teaching Fellow on the First Year Experience.

In 2010, she was appointed an Australian Discipline Scholar in Law. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian higher education. Sally was a member of the Australian Qualifications Framework Review Panel that reported to Government in September 2019. Since 2017, she has been working as an independent higher education consultant. From 2018-2021, Sally was a Visiting Professorial Fellow at the National Centre for Student Equity in Higher Education (NCSEHE), Curtin University, and she is currently a Vice Chancellor's Fellow, Victoria University, and an Adjunct Professor at JCU, Queensland University of Technology and La Trobe University.

NOTES

NOTES

POSTER SESSION

POSTER PROGRAM

#	Title	Authors	Institution	
P01	Applying Wellbeing Theory to University	Abi Brooker, Nicole Moore	The University of Melbourne	VIEW PAPER VIEW POSTER
P02	Navigating learning success - a collaborative inquiry model for effective peer learning facilitation	Hayley Moody, Jennifer Tredinnick, Victoria Menzies, Cherry Van Ryt	Queensland University of Technology, Australian Catholic University, Griffith University	VIEW PAPER VIEW POSTER
P03	Gateway to Australian Catholic University - International Student Transition to Higher Education	Sarah Rose Allison Montano, International Student Transition Co-ordinator	Australian Catholic University	VIEW PAPER VIEW POSTER
P04	Be the 'Guide in the Hive' to enhance Problem-based learning	Kelly Galvin, Louise Townsin, Timothy Moss	Torrens University	VIEW PAPER VIEW POSTER
P05	Engaging new students with Library services	Renata Ware	Monash University	VIEW PAPER VIEW POSTER
P06	A serendipitous strategic nexus framing and supporting the wellbeing of high-performing first-year business students in the Accelerate programme.	Michelle Kilkolly-Proffit, Doug Carrie, 'Ilaisaane Fifita, Parizad Mulla, Richard Brookes, Herbert Sima	University of Auckland	VIEW PAPER VIEW POSTER
P07	Student support services within an interconnected university ecology of learning	Jane Skalicky	University of Tasmania	VIEW PAPER VIEW POSTER
P08	Peer leadership in higher education: An international snapshot of peer leader roles and student engagement	Jane Skalicky, Jacques van der Meer, Harriet Speed	University of Tasmania, University of Otago	VIEW PAPER VIEW POSTER
P09	Examining multidisciplinary medical education that broadens students' worldview	Akinori Yamabe, Rio Otsuka, Chiaki Mishima	Jichi Medical University	VIEW PAPER VIEW POSTER
P10	University student well-being in times of COVID-19 in the Netherlands. Individual and contextual factors within the academic learning environment	Lisa Kiltz, Miranda Trippenzee, Joke Fleer, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen	University of Groningen	VIEW PAPER VIEW POSTER
P11	"Be prepared!": changing student trajectories with pre-test indicators.	Kate Lightowlers	University of Canterbury	VIEW PAPER VIEW POSTER
P12	iSAP - an innovative online dialogic approach to enhancing student success	Marilyn Baird, Kirsten Schliephake, Allie Ford, Liesl Heinrich	Monash University	VIEW PAPER VIEW POSTER
P13	iBelong at Deakin: A day in the life – an immersive learning experience	Danni McCarthy, Rachel Finneran, Siobhan Lenihan, Alcyone Meehan, Yasmin Mobayad, Peter Oslewski	Deakin University	VIEW PAPER VIEW POSTER
P14	Belonging: a collaborative approach to welcoming first-year university students	Jessica Leonard, Aliisa Mylonas, Rebecca Wood, Polly Parker	University of Queensland	VIEW PAPER VIEW POSTER
P15	UniSQ Leadership Excellence Academy	Rachel Watson	University of Southern Queensland	VIEW PAPER VIEW POSTER
P16	Using a Students as Partners approach to design initiatives which effectively prepare HDR candidates for employment in industry positions.	Deanne Camplejohn	Griffith University	VIEW PAPER VIEW POSTER
P17	Cross-faculty staff-students partnership exploring project-based learning	Marina Belkina, Ben Fletcher, Ben Kelly	Western Sydney University	VIEW PAPER VIEW POSTER

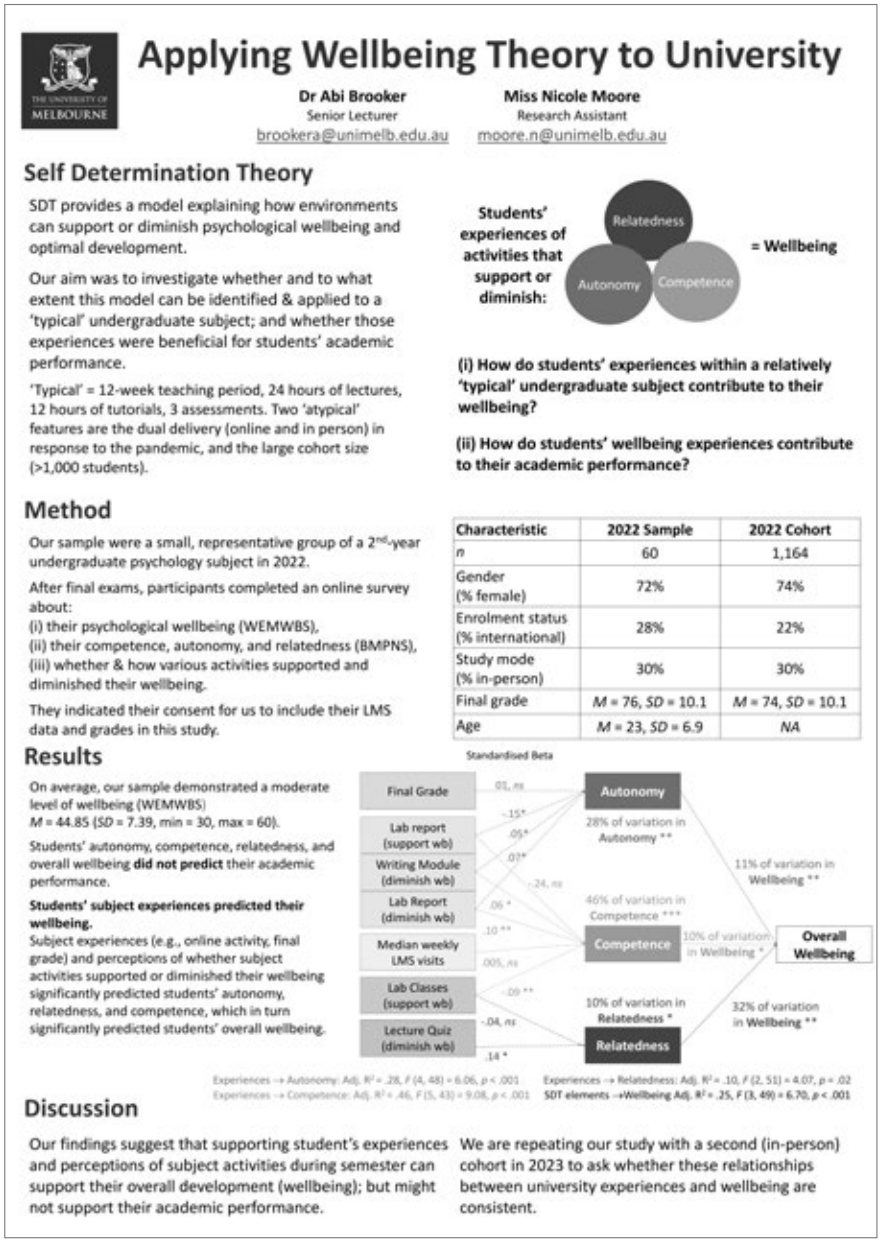
POSTER 01
SUCCESS

Applying Wellbeing Theory to University

Dr Abi Brooker, Miss Nicole Moore
The University of Melbourne

In this poster, we report findings from the first cohort (60 students) of our study. Although these students were only 5% of their subject cohort, their characteristics matched their cohort in terms of gender, age, enrolment status, and final grade distribution. They reported moderate levels of overall wellbeing and moderate to high support with their autonomy, relatedness, and competence. They reported significantly more support with their autonomy than their relatedness or competence.

Four independent regression models demonstrated that various university experiences (e.g., online activity, written assessments, quizzes, tutorials) significantly predicted students' autonomy, relatedness, and competence, which in turn significantly predicted students' overall wellbeing. However, students' autonomy, competence, relatedness, and overall wellbeing did not predict their academic performance.



POSTER 02
SUCCESS

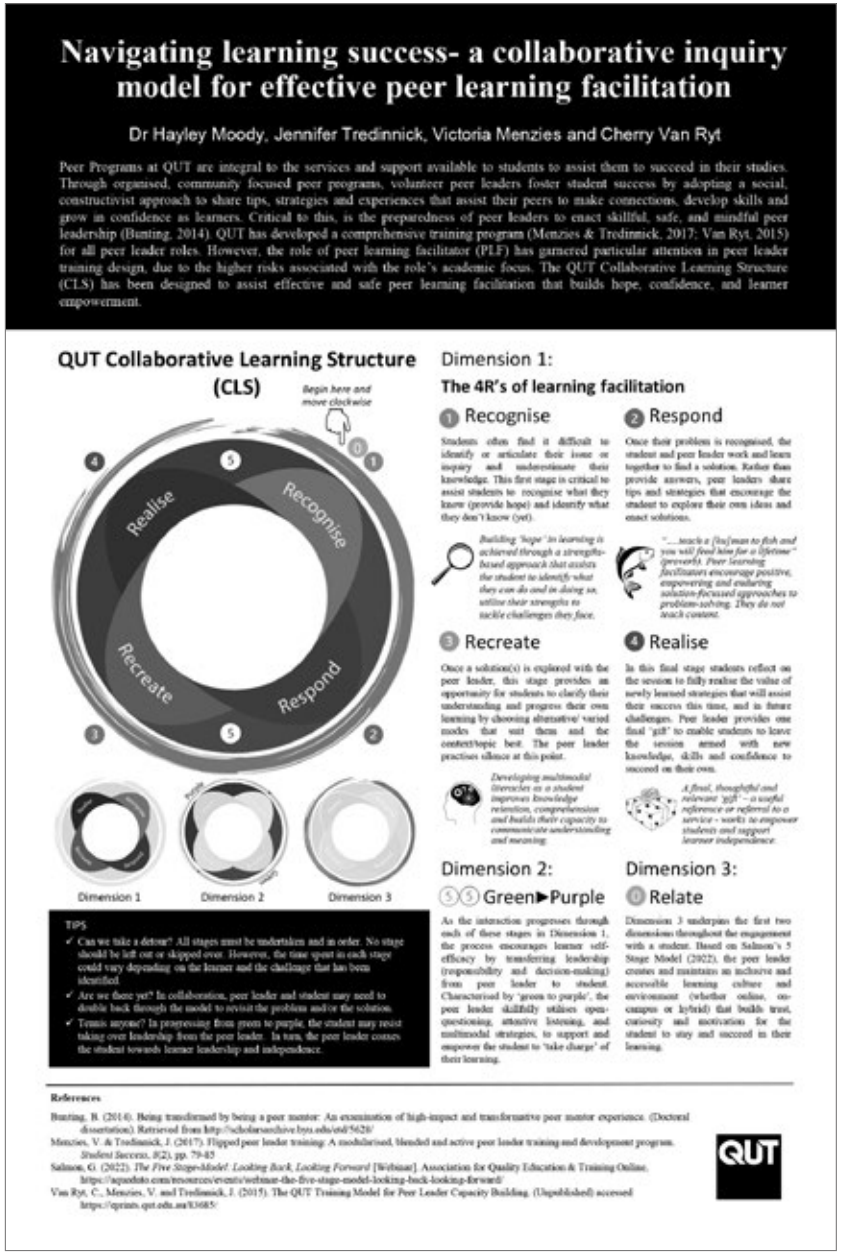
Navigating learning success - a collaborative inquiry model for effective peer learning facilitation

Dr Hayley Moody, Cherry Van Ryt
Queensland University of Technology

Jennifer Tredinnick
Australian Catholic University

Victoria Menzies
Griffith University

Peer Programs at QUT are integral to the services and support available to students to assist them to succeed in their studies. Through organised, community focused peer programs, volunteer peer leaders foster student success by adopting a social, constructivist approach to share tips, strategies and experiences that assist their peers to make connections, develop skills and grow in confidence as learners. Critical to this, is the preparedness of peer leaders to enact skillful, safe, and mindful peer leadership (Bunting, 2014). QUT has developed a comprehensive training program (Menzies & Tredinnick, 2017; Van Ryt, 2015) for all peer leader roles. However, the role of peer learning facilitator (PLF) has garnered particular attention in peer leader training design, due to the higher risks associated with the role's academic focus. The QUT Collaborative Learning Structure (CLS) has been designed to assist effective and safe peer learning facilitation that builds hope, confidence, and learner empowerment.

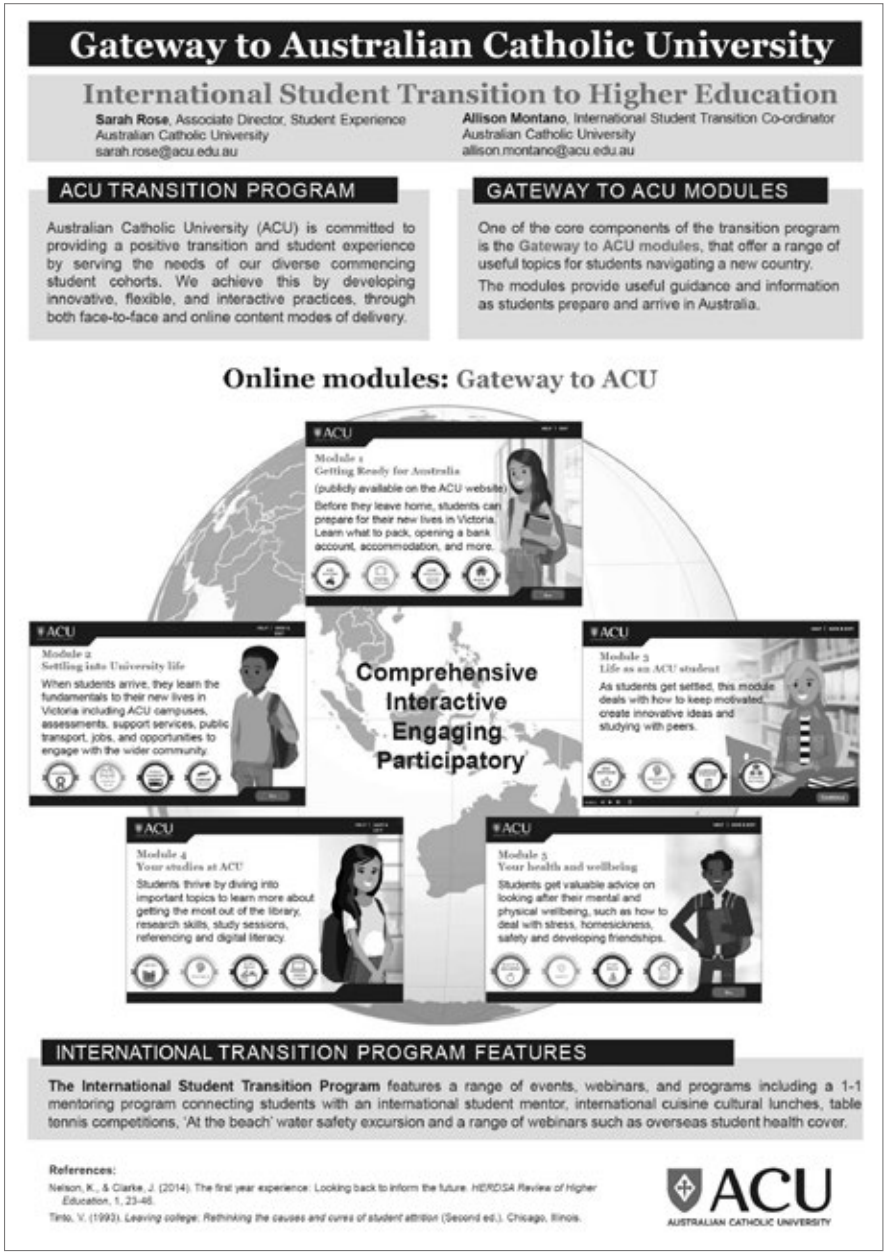


POSTER 03
TRANSITIONS

Gateway to Australian Catholic University – International Student Transition to Higher Education

Sarah Rose, Allison Montano
Australian Catholic University

The first year of university study is a critical period in the students' life cycle. For international students, social and academic factors intertwine with others as they navigate a new country, language and meaningful interactions with their peers and staff, whilst getting an understanding of the academic expectations. Australian Catholic University (ACU) is committed to providing a positive transition and student experience by serving the needs of our diverse commencing student cohorts. This poster highlights our innovative, flexible, and interactive practices, through both face-to-face and online content modes of delivery for international students. This includes a core component, 'Gateway to ACU' modules, that offer a wide range of topics that are relevant for students navigating a new country. The modules provide useful guidance and information prior to arrival in Australia and prepares students to commence study at ACU. Once in country, students can access a range of other activities.



POSTER 04
SUCCESS

Be the 'Guide in the Hive' to enhance Problem-based learning

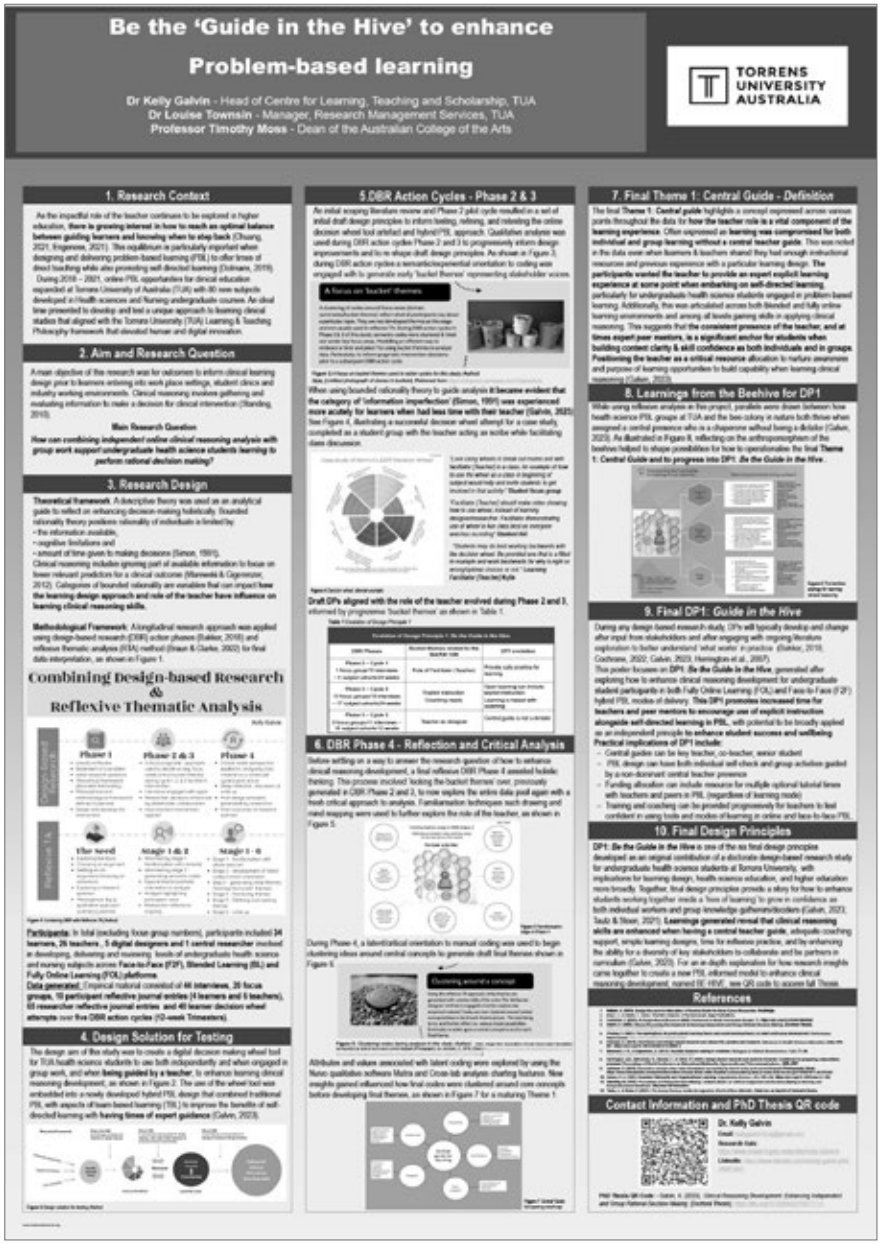
Dr Kelly Galvin, Dr Louise Townsin, and Professor Timothy Moss
Torrens University of Australia (TUA)

As the impactful role of the teacher continues to be explored in higher education, there is growing interest in how to reach an optimal balance between guiding learners and knowing when to step back. Certainly, the impact of Covid-19 for some teachers shifted expectations for the teacher to emulate a 'critical friend' on the side for students while attempting to apply agile skills as 'designers of learning' (Chuang, 2021). A unique issue in problem-based learning (PBL) is how to provide direct teaching when required while also promoting self-directed learning (Dolmans, 2019).

During 2018 – 2021, online opportunities for clinical education expanded at Torrens University of Australia (TUA) with 80 new subjects developed in Health sciences and Nursing undergraduate courses.

This poster describes one key output from a longitudinal Doctoral design-based research (DBR) project aimed to enhance both individual and group-based rational thinking for clinical reasoning development. Participants included students, teachers, and learning designers involved in developing, delivering and reviewing undergraduate health science and nursing subjects across Face-to-Face (F2F), Blended Learning (BL) and Fully Online Learning (FOL) platforms.

The original contribution of this study to both practice and theory includes a set of six innovative final design principles (DPs) for a situated context. This poster focuses on DP1: Be the Guide in the Hive, which was instrumental in enhancing clinical reasoning development for student participants in both Fully Online Learning (FOL) and Face-to-Face (F2F) modes of delivery. This perspective promotes increased time for teachers and peer mentors to scaffold use of explicit instruction alongside promotion of self-directed learning in PBL. The DP1 presented in this poster has potential to be broadly applied as an independent principle to enhance student success and wellbeing, generated from learner achievement of co-constructing curriculum and use of educational tools. Additionally, this DP can be applied as one element of an original PBL informed model recommended to enhance students working together inside a 'hive of learning', particularly when first developing skills as individual workers to become group knowledge gatherers/deciders (Tautz & Steen, 2021).



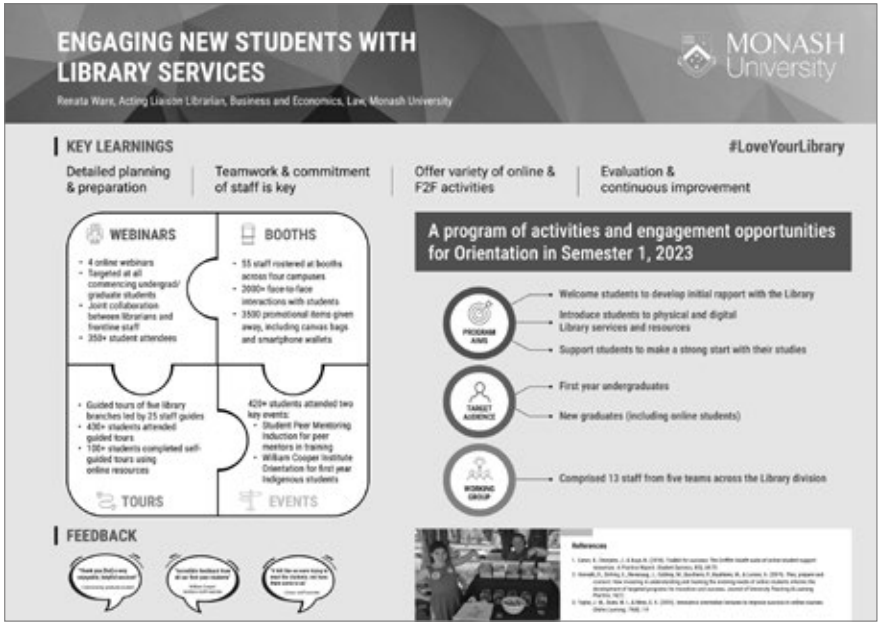
POSTER 05
TRANSITIONS

Engaging new students with Library services

Renata Ware
Monash University

Eaton et al. (p. 65) wrote in 2018 that "in the current higher education climate, never has it been more imperative to promote early and ongoing student success and retention". Arguably it is even more imperative after several disrupted years through the COVID-19 pandemic. The 2023 orientation period was considered a 'cornerstone' opportunity for Monash University Library to engage with commencing students and enable them to understand how we can set them up for success. The Library Orientation Working Group (LOWG) developed a program of activities and engagement opportunities targeting two major groups of students: Commencing postgraduates (including online students), and first year undergraduates.

This poster describes Library activities at Monash University for the Orientation period at the beginning of 2023. Orientation activities can be vital in supporting learners to become familiar with the educational environment and promoting community and connection (Horvath et al., 2019; Taylor et al., 2015). We planned a mix of face-to-face and online activities to familiarise students with our resources while maintaining flexibility for students to participate around their other commitments. Our activities included online library information webinars, guided library tours, and an Orientation Booth to connect with students attending O Week activities. Webinars were recorded for asynchronous access, with a specific prize component for online students. We attended three large student events: the Peer Mentoring Program (PMP) induction, the William Cooper Institute (WCI) orientation session for First Nations students, and a 'Digital O Fair' offering virtual information sessions. We also invested in promotional merchandise – reusable bags featuring a print from the University's collection – to facilitate interactions with face-to-face students.



POSTER 06
STUDENTS

A serendipitous strategic nexus framing and supporting the wellbeing of high-performing first-year business students in the Accelerate programme.

Michelle Kilkolly-Proffit, Doug Carrie, 'Ilaisaane Fifita, Parizad Mulla, Richard Brookes, Herbert Sima
University of Auckland Business School

This poster aims to demonstrate connections between the University of Auckland's new Taumata Teitei strategy that is centered around well-being, human value, and the preservation and protection of our natural world (The University of Auckland, 2023), and the University of Auckland Business School's Accelerate Programme. Accelerate is a unique and exciting first- year curriculum-linked, but extra-curricular, initiative for high-performing and highly- motivated first-year undergraduate business students. Key aspects of the Accelerate Programme's design and strategy will be illustrated in relation to Taumata Teitei through common links to well-being, belongingness, and the prioritised pedagogy of relational learning. Given that the Taumata Teitei strategy did not exist when the Accelerate programme was being designed, developed, and rolled out seven years ago, there is serendipity that the three signature pedagogies being emphasised by the University were all tightly embedded within the Accelerate Programme. These signature pedagogies are (1) relational learning (2) authentic assessment for learning, and (3) technology-enhanced learning, all of which this poster shows can be connected to themes of well-being and belongingness when it comes to our most able students' first-year transition and journey.

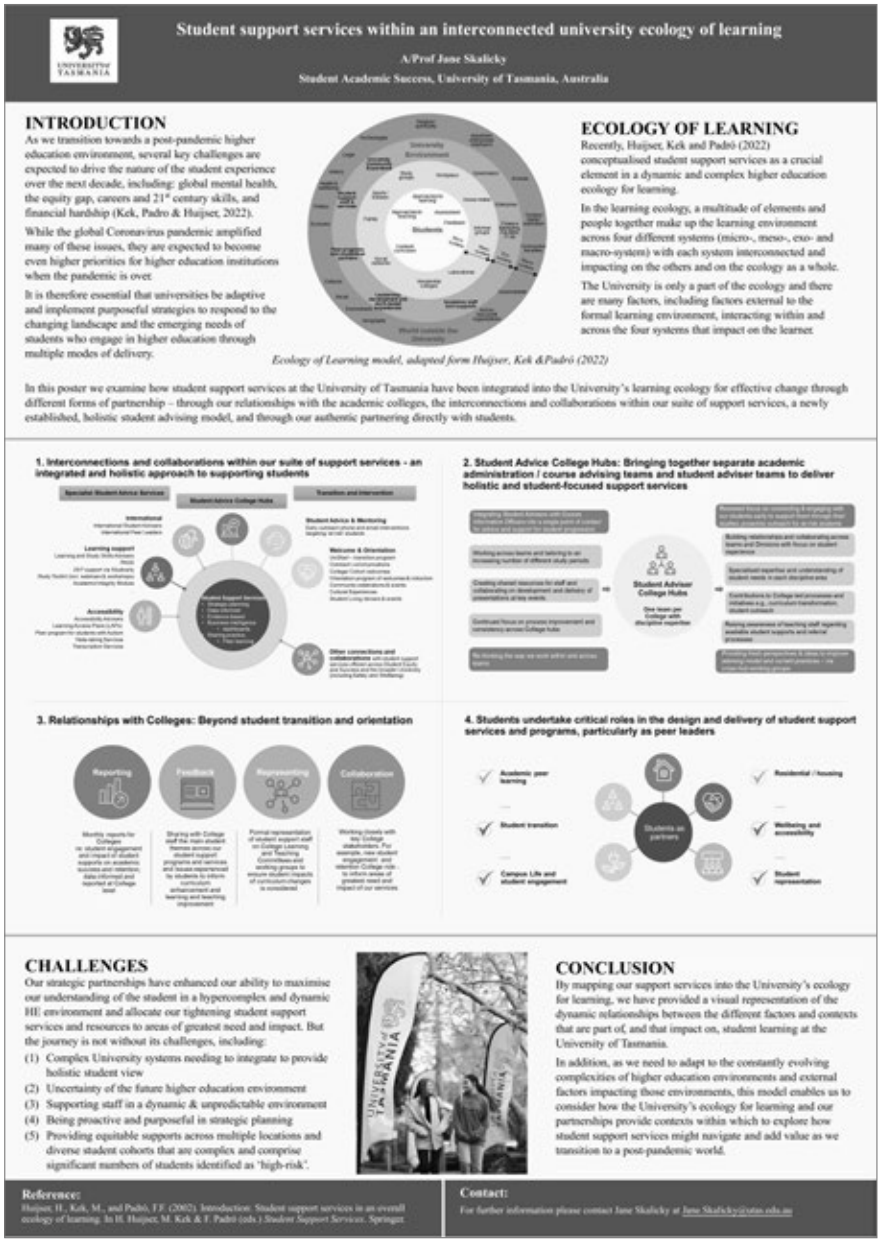
POSTER 07

Student support services within an interconnected university ecology of learning

Jane Skalicky
University of Tasmania

In the post-pandemic higher education environment, it is predicted that several key challenges will drive the nature of the student experience over the next decade: global mental health, the equity gap, careers and 21st century skills, and financial hardship (Kek et al., 2022). While the global Coronavirus pandemic may have recently amplified many of these issues, it is expected that they will become even greater challenges and higher priorities for higher education institutions when the pandemic is over. It is therefore essential that universities be adaptive and implement purposeful strategies to respond to the changing higher education landscape and the emerging needs of students who nowadays engage through multiple modes of delivery.

Recently, Huijser, Kek and Padró (2022) conceptualised higher education learning as part of an 'agile' ecology for learning, in which a multitude of elements and people together make up the learning environment across several different systems (micro-, meso-, exo- and macrosystem). Each system is interconnected in an holistic manner and impacts on the other systems and on the ecology as a whole. The University is only a part of the ecology and there are many factors, including factors external to the formal learning environment, interacting within and across the systems that impact on the learner. According to these authors, student support services are a crucial element in the dynamic and complex higher education ecology for learning, but in order to be effective they too must be an integrated and responsive part of the learning ecology and ever ready to adapt to the complexities that are constantly evolving and shaped internally within higher education institutions and also by external factors that are impacting on the higher education environment itself.



POSTER 08

Peer leadership in higher education: An international snapshot of peer leader roles and student engagement

Jane Skalicky, Harriet Speed
University of Tasmania

Jacques van der Meer
University of Otago

Student involvement in leadership activities is an increasingly important part of the student experience at university, as well as their preparation for life beyond university. Student peer leadership programs, in particular, afford students valuable opportunities for personal and professional development and for building skills in work-readiness and civic engagement. Student engagement in peer leadership is also recognised as contributing positively to student learning outcomes, participation and engagement with the institution, and retention rates (see Shook & Keup, 2012). The benefits may extend also to the broader communities, employers and organisations that students are or will be involved in, both during their studies as well as in their future careers. In 2009, the US-based National Resource Center for The First-Year Experience and Students in Transition investigated student-perceived benefits of engagement in peer leadership through their National Survey of Peer Leadership (NSPL: Shook & Keup, 2012; Skipper & Keup, 2017). The Survey examined how peer leadership programs in the USA were structured and administered and their impact on the students who serve as peer leaders, from the perspective of the peer leaders. This poster presentation reports a follow-up study that involved an international collaboration across higher education institutions in six countries, the US, Canada, Australia, the United Kingdom, New Zealand and South Africa, using a modified version of the NSPL, the International Survey of Peer Leadership (ISPL), which was contextualized for each of the participating countries to reflect local terminology and demographic characteristics.

Peer leadership in higher education: An international snapshot of peer leader roles and student engagement

A/Prof Jane Skalicky[a], A/Prof Jacques van der Meer[b] and Dr Harriet Speed[a]

[a]Student Academic Success, University of Tasmania, Australia; [b]College of Education, University of Otago, New Zealand

INTRODUCTION

Student involvement in peer leadership (PL) activities is an important part of the student experience at university, affording student peers valuable opportunities for personal and professional development and for building skills in work-readiness and civic engagement. In addition, PL provides valuable opportunities for students to engage more broadly and deeply with their university community, increasing student awareness of opportunities on campus and building a sense of belonging and connection to the institution.

This poster reports an international research collaboration that sought to add to the ongoing study of PL and develop a broad understanding of the development and experiences of peer leaders across different national contexts. Given the growth in new and emerging leadership programs in higher education, a greater understanding of students' involvement in PL and experiences across different educational landscapes could yield valuable insights into the ongoing development of peer leader programs and training as well as institutional recruitment approaches to attracting leaders.

INTERNATIONAL SURVEY

The project involved research teams in the USA, Canada, Australasia (Australia and NZ), the UK and South Africa, using the National Survey of Peer Leadership (NSPL) for USA participants and an adapted version, the International Survey of Peer Leadership (ISPL), contextualized to reflect local terminology and demographic characteristics, for participants in the other countries.

The NSPL and ISPL contain items relating to participant demographics and enrolment details, their current and past engagements in PL roles, and the structural characteristics of peer leader roles such as time commitments, training and remuneration or compensation. A separate outcome section contains items that examine participants' perceptions of the effects of their peer leadership experiences on a range of outcome variables. The findings we report here address two key questions: (1) what does PL involvement in the participating countries look like (e.g., number and types of roles, workloads)? and (2) what are some of the structural / operational characteristics of the PL programs offered in the different countries?

The NSPL and ISPL were administered online over a 3-month period with most countries adopting a convenience sample approach via email invitation to current students who, at the time of surveying, were engaged in one or more PL roles or who had engaged in peer leadership in the past. A total of 4,016 students in USA tertiary institutions completed the NSPL, and 1,643 students completed the international version of the survey (ISPL), including 482 students in Canada (CAN), 244 in Australasia (ANZ), 466 in South Africa (SA) and 451 in the United Kingdom (UK).

MAIN FINDINGS

The tables below present frequency data (% of responding participants, *n*) to summarise the responses of peer leaders in each of the participating countries.

PL Workload *n*	USA	CAN	ANZ	SA	UK
Current PL Roles: 1	39.1	54.0	65.2	60.6	67.6
2	31.0	25.2	22.2	29.9	22.0
3	17.7	12.0	7.6	6.4	6.7
4	7.6	5.7	2.5	1.2	2.1
5	4.6	3.1	2.5	1.9	1.6
6+	2.1	1.8	1.6	1.5	1.5
Total hours per week in current PL roles: 1-5	19.0	22.8	42.6	36.7	75.9
6-10	27.8	40.5	37.8	37.7	17.4
11-15	20.5	17.0	10.6	11.9	2.8
16-20	15.5	9.6	4.8	10.2	1.6
21-25	7.3	3.1	2.7	2.4	0.5
26-30	4.3	3.4	1.6	2.2	0.8
>30	5.6	3.6	0	4.9	0.8

PL Training	USA	CAN	ANZ	SA	UK
1 day or less	22.8	22.7	24.4	33.5	28.2
2 days	18.6	27.5	31.1	19.5	26.6
3 days	17.5	33.2	44.0	19.7	29.6
4 days	10.8	17.1	9.6	16.7	14.8
5 days	5.8	3.5	3.8	4.6	4.5
1 week	17.3	7.3	2.4	9.0	1.1
2 weeks	21.0	9.2	4.8	1.0	1.1
3 weeks	7.3	1.7	1.4	1.8	1.3
Mandatory class	19.4	4.0	2.4	5.9	7.4
Other	6.9	4.9	1.4	1.5	3.4

- Across all participating countries, higher education institutions offered students a diverse range of PL opportunities covering many aspects of university life and student affairs, and many students took up these opportunities, often engaging in multiple peer leader roles at the same time. There were, however, some notable differences between countries particularly with regards to participants' current engagement in PL roles.
- Academic PL roles and roles related to transition programs and to social aspects of campus life were the most common types of roles that students engaged in.
- The vast majority of participants had received formal training for their PL roles, although the duration of training varied greatly across different roles and also across the different countries, from half a day or less to one week or more. Most peer leaders in all countries except the UK (only 34%) also received ongoing training and supervision whilst engaged in PL activities.
- The type of compensation that peer leaders received for their work varied across countries: the majority of Australasian and South African PL roles were financially compensated, while the majority of UK PL roles were unpaid and volunteer-based. PL roles in the USA and Canada were mostly financially paid or volunteer-based.
- Overwhelmingly, participants were pleased with their involvement as peer leaders and found the experience to be satisfying, with nearly all indicating they would recommend peer leadership to fellow students

Type of PL Roles	USA	CAN	ANZ	SA	UK
Social clubs, campus life	60.1	50.2	20.9	8.9	27.1
Pre-entry and transition	45.2	46.5	34.8	21.9	26.2
Academic	50.1	72.8	84.4	95.1	90.5
Accommodation	29.4	12.9	9.0	11.6	1.8
Community service / volunteering	23.9	18.3	9.0	7.9	0
Sport and outdoor recreation	12.5	11.4	6.6	7.5	0
Health and wellbeing	13.7	15.8	8.6	4.7	2.9
Student governance	12.1	11.8	0	3.6	0
Multi-cultural affairs / Intercult'l	11.3	13.1	13.5	4.7	3.3
Other	8.8	8.3	8.6	3.4	2.9
Total number of roles	13,704	1,816	641	1,086	959
Average number of roles	3.4	3.8	2.6	2.3	2.1

PL Compensation	USA	CAN	ANZ	SA	UK
Financial paid	57.2	62.2	69.8	83.6	28.6
Volunteer	60.8	60.4	37.9	22.1	74.6
Reduced accommod'n fees	24.0	6.6	8.6	2.8	0.9
Course credit	15.2	8.2	1.7	3.3	4.2
Other	1.6	3.8	7.8	8.5	3.5

PL Satisfaction	USA	CAN	ANZ	SA	UK
Very satisfied / satisfied	90.4	89.7	91.5	83.9	79.3
Very dissatisfied/dissatisfied	1.9	1.9	2.2	2.0	3.3

CONCLUSION

The study reported here provides a snapshot view of the contours of PL programs across five different countries/regions, offering insights into peer leadership and PL programs as reported by the peer leaders. The findings extend our learnings from previous research to an international perspective, showing how the different countries operationalise PL programs in higher education. These insights across international contexts add to the literature on peer leadership and provide practical information to higher education institutions in different countries for exploring how program activities can contribute to student leadership engagement and development.

They also afford valuable insights that extend beyond formal PL programs to show how student leadership can be embedded into a variety of other student supports and engagement opportunities (such as social and cultural experiences) that enhance the student experience and support positive student outcomes. In an increasingly globalized higher education sector, and rising trends in outward and inward student mobility, it is important that higher education institutions share in their understandings of international student communities to inform best practice and have national and international benchmarks against which to measure the quality of their programs and impact on student outcomes beyond the local context.

We would also like to alert the higher education community to a second administration of the ISPL that is scheduled to run this second half of 2023 and we extend an invitation to all Universities in Australia and New Zealand to participate in this international study to further our understanding of the experiences of our student peer leaders.

If you have any queries about the international research collaboration or the 2023 international peer leadership project, please contact Jane Skalicky at Jane.Skalicky@utas.edu.au

POSTER 09
STUDENTS

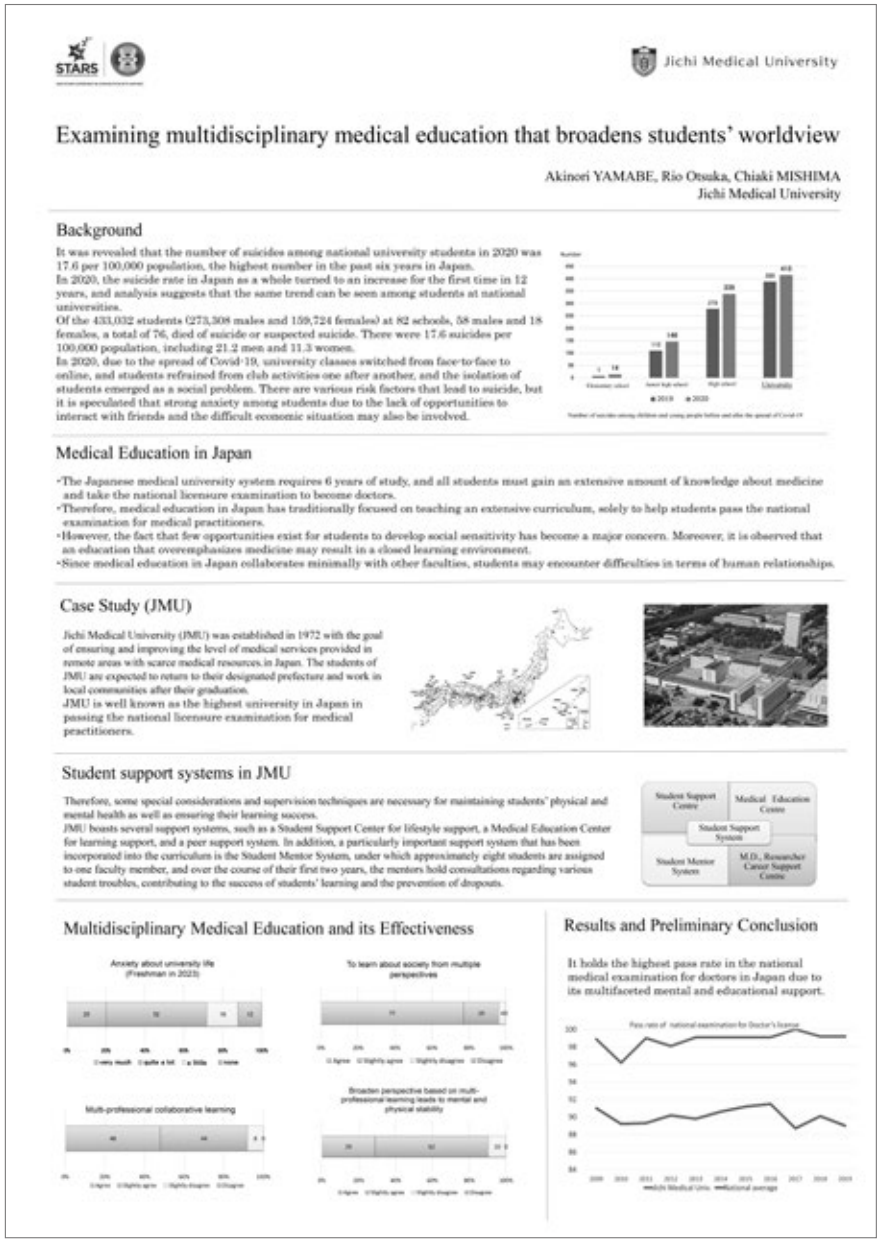
Examining multidisciplinary medical education that broadens students' worldview

Akinori Yamabe, Rio Otsuka, Chiaki Mishima
Jichi Medical University

Medical education in Japan has traditionally focused on teaching an extensive curriculum, solely to help students pass the national examination for medical practitioners. However, the fact that few opportunities exist for students to develop social sensitivity has become a major concern. Moreover, it is observed that an education that overemphasizes medicine may result in a closed learning environment. Since medical education in Japan collaborates minimally with other faculties, students may encounter difficulties in terms of human relationships. Furthermore, the risk of suicide among medical students has increased (Ichinose et al., 2014, Kurita et al., 2017). Considering these points, broadening medical students' worldview is necessary, to enable them to act objectively—irrespective of the circumstances that they might encounter.

In this study, the authors promote a multi-professional collaboration education, which is scant in medical education in Japan. Moreover, the authors collected questionnaires from students and measured the effects of education on them. Survey respondents include Jichi Medical University's first-year students who exhibit the highest pass rate for the national examination for medical practitioners in Japan.

The authors aim to consider how effectively medical students will cultivate social sensitivity during their university years, while maintaining stable mental and physical health, and completing the bachelor's program successfully.



POSTER 10
MENTAL HEALTH

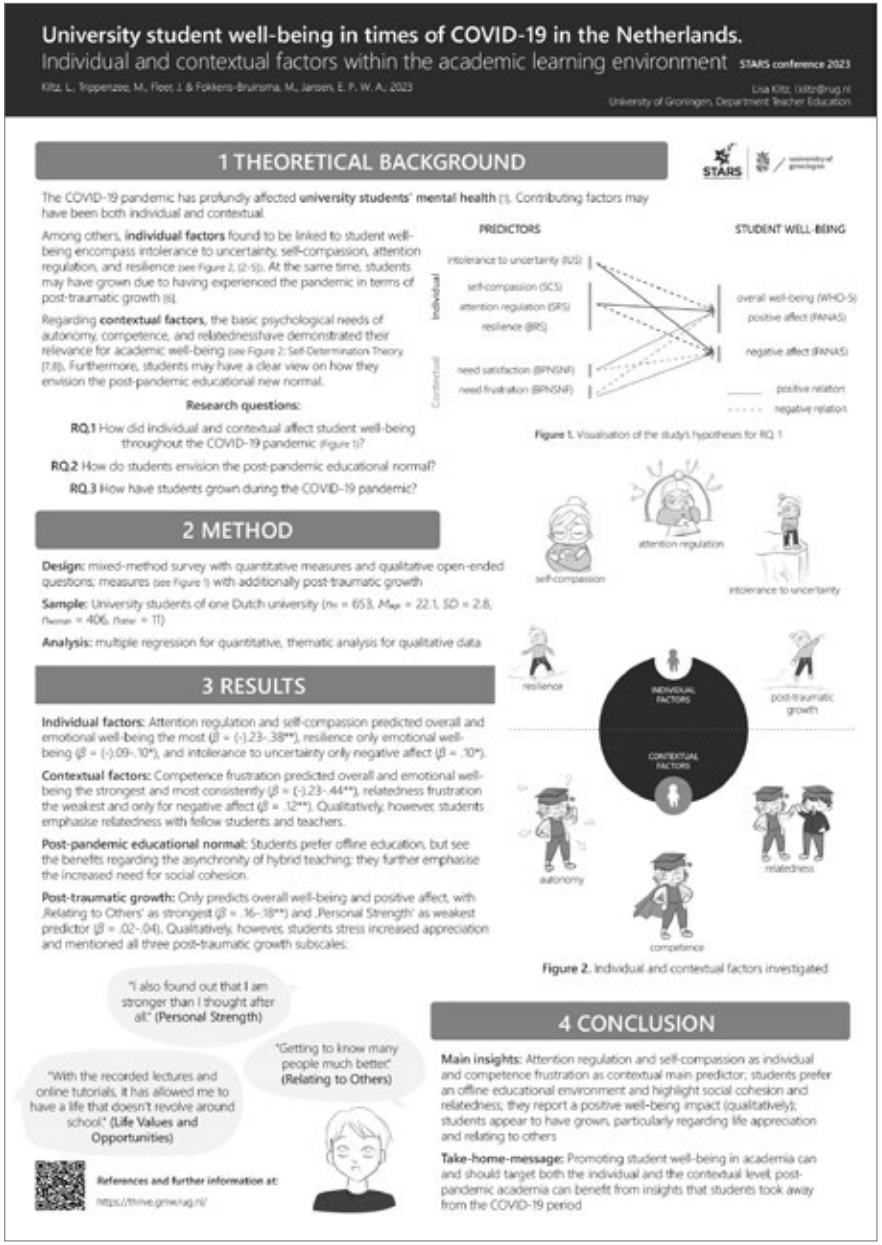
University student well-being in times of COVID-19 in the Netherlands. Individual and contextual factors within the academic learning environment

Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen
Department of Teacher Education, FAculty of Behavioural and Social Sciences,
University of Groningen, the Netherlands

Miranda Trippenzee, Joke Fleer
Department of Health Psychology, University Medical Centre Groningen, the Netherlands

The COVID-19 pandemic has affected student well-being with measures such as university closure and social distancing. Previous research has demonstrated that well-being depends on both various individual and contextual factors within the academic learning environment (Baik et al., 2017. Regarding the latter, the basic psychological needs of autonomy, competence, and relatedness (Deci & Ryan, 1985) have proven essential for higher educational environments.

To this end, we implemented a cross-sectional mixed-method design encompassing quantitative scales and open-ended qualitative questions focused on individual and contextual factors. As individual factors, we included measures of intolerance of uncertainty, attention regulation, self-compassion, resilience, and posttraumatic growth. As contextual factors, we assessed need satisfaction and frustration. We measured well-being as overall well-being along with positive and negative affect. Open-ended questions addressed students' experiences throughout the COVID-19 pandemic. For the quantitative measures, we ran multiple regressions; for the qualitative data, we used content analysis.



POSTER 11
SUCCESS

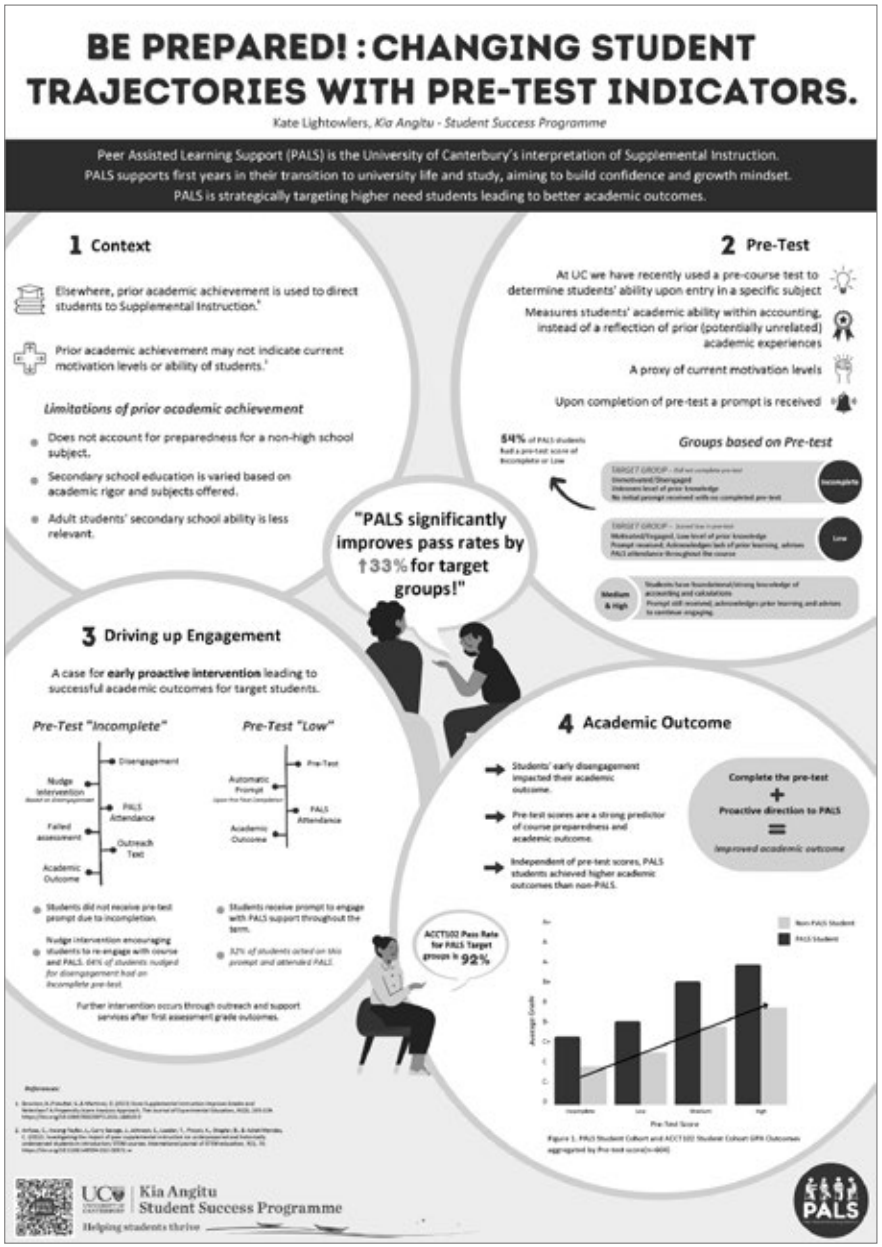
"Be prepared!": changing student trajectories with pre-test indicators.

Kate Lightowlers
University of Canterbury

Supplemental instruction (SI) is widely used in higher education. Known for its different approach towards "aiding" at risk students, focusing on "high-risk" courses instead of the common tutoring model which targets underperforming individuals (Bowman et al. 2021). SI is a powerful tool for increasing student retention and GPA (Dawson et al. 2014). However, challenges are ongoing in targeting participation without being viewed as remedial. Peer Assisted Learning Sessions (PALS) is the University of Canterbury's interpretation of SI. PALS supports first years in their transition to university life and study, aiming to build confidence and growth mindset. PALS Leaders host weekly non-compulsory sessions. During these sessions students develop study skills and techniques in a relaxed and relatable environment. PALS was piloted in 2021 with two 100-level courses, since then the programme has grown to twelve 100-level courses in Semester 1 of 2023.

PALS was implemented into ACCT102 in 2022. As part of a student's first week in the course they are asked to complete a "Preparedness Quiz (PQ)," a pre-test which identifies those who are entering with no prior accounting knowledge. Previous research confirmed that preparedness correlates with mean course GPA, however prior academic achievement does not account for differences in subject choices or current motivation levels of the students (Anfuso et al. 2022). As a consequence, this PQ measured students' academic ability within accounting, instead of a reflection of prior (potentially unrelated) academic experiences. A student's completion of this quiz is also a proxy of current motivation levels. Students were given a preparedness score; low scoring students were given a personalised prompt encouraging engagement with PALS.

This poster will illustrate how the "Preparedness Quiz" targeted under-prepared students, leading to better academic performance. Results include a summary of PALS attendance and GPA outcomes aggregated by PQ scores, a comparison of student engagement levels with various pre-test scores, and a timeline of targeted student's engagement with PALS.



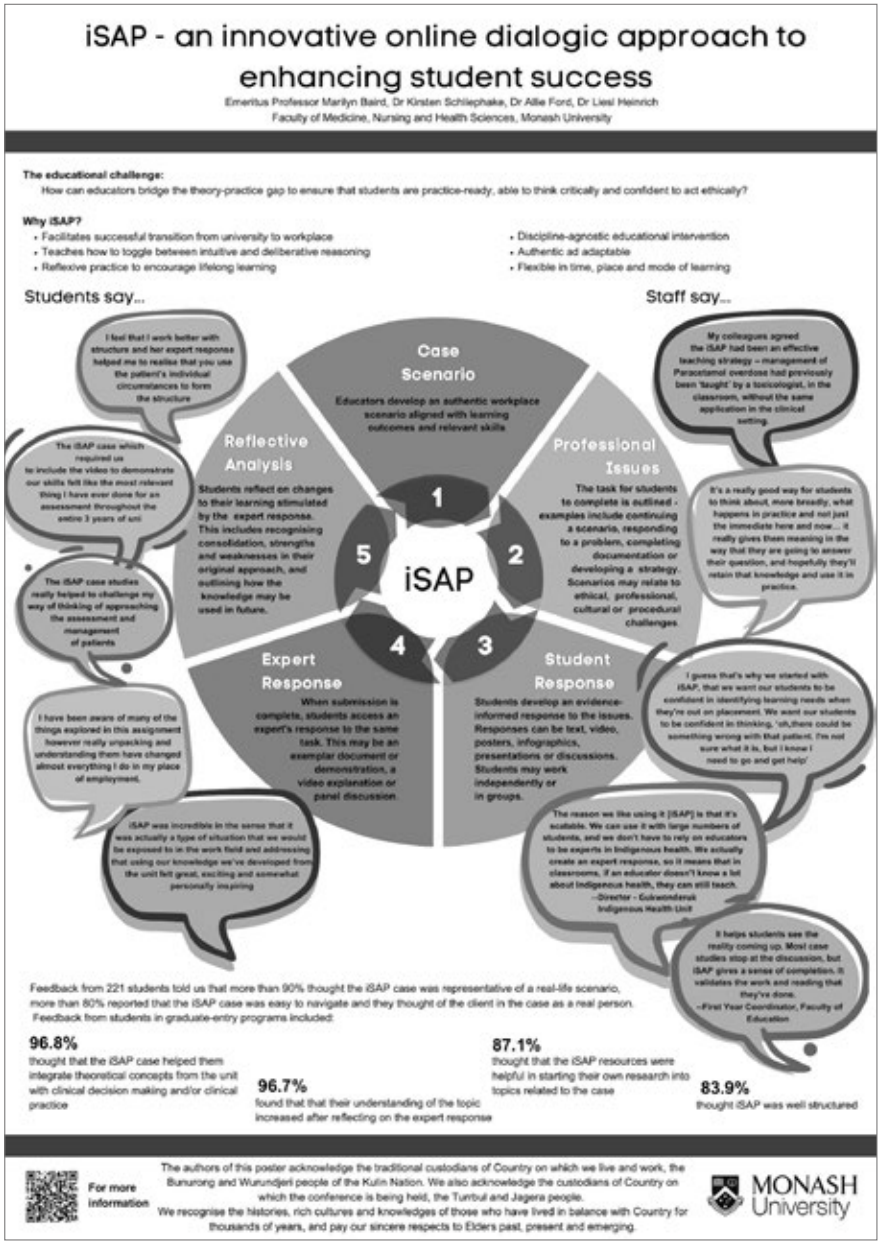
POSTER 12
SUCCESS

iSAP - an innovative online dialogic approach to enhancing student success

Emeritus Professor Marilyn Baird, Dr Kirsten Schliephake, Dr Allie Ford, Dr Liesl Heinrich
Monash University

Preparing students for successful transition from university to the workplace continues to challenge the higher education sector. Facilitating development of sound discipline-based knowledge is only part of the educational response; students must also learn how to engage in "well-calibrated" decision making that reflects the best available evidence (Croskerry & Nimmo, 2011; Dornan et al., 2019). Students need to learn how, and when, to "toggle" between "intuitive reasoning" and deliberative analytical reasoning characterised by an "active, persistent and careful consideration" (Dewey, 1938) of the issues and problems. Our community expects graduates to deliver culturally safe and ethical services.

This poster describes a 5-step framework called 'integrating Science And Practice' (iSAP) that our team created to meet these challenges. By design, iSAP is a discipline-agnostic educational intervention that supports students to transition from habitual thinking to critical thinking, and develop the capability to cope with complexity (McInerney & Baird, 2015). Students access an authentic scenario in step 1. Step 2 provides the specific procedural, technical, cultural, professional, political and ethical issues to be addressed by students in their response (step 3). Upon submission of their response, students access model responses from experts in step 4, before engaging in self-feedback (step 5) where they compare their own work with the expert response, identifying knowledge gaps and areas for professional development and future learning. Since its origins in a radiography program, 14 additional health science programs now offer opportunities for students to engage in iSAP. Since 2020 use has spread to other faculties, including Education, and Pharmacy and Pharmaceutical Sciences (Abeyaratne et al., 2021).



POSTER 13
SUCCESS

iBelong at Deakin: A day in the life – an immersive learning experience

Danni McCarthy, Teaching Capability and Innovation
Rachel Finneran, School of Education
Siobhan Lenihan, Office of the DVC Academic
Alcyone Meehan, Dr Yasmin Mobayad, Peter Oslewski,
Diversity, Equity and Inclusion
Deakin University

Belonging is recognised as a critical factor in determining student success and retention during students' undergraduate studies (Strayhorn, 2019). Deakin University's iBelong program formalises the principles of belonging, safety, respect, and inclusion. It includes innovative and evidence-informed interventions to engage staff and students in culture-building activities. A Day in the Life - an immersive learning experience, brings the principles of iBelong to life: to inform, challenge and encourage staff and students to contribute actively to a culture of belonging at Deakin.

Taking advantage of Deakin's state-of-the-art interactive learning precinct to deliver collaborative immersive simulations; the iBelong team have transformed professional development scenarios usually delivered as text into 360-degree immersive vignettes. The theatre places the viewer within these vignettes at a 1:1 human scale to bear witness to an unfolding narrative that depicts real-world inspired examples of discrimination, sexual harassment, and victimisation. The immersive experience is a primer for further training designed to empower staff and students to recognise and respond to similar real-life situations.

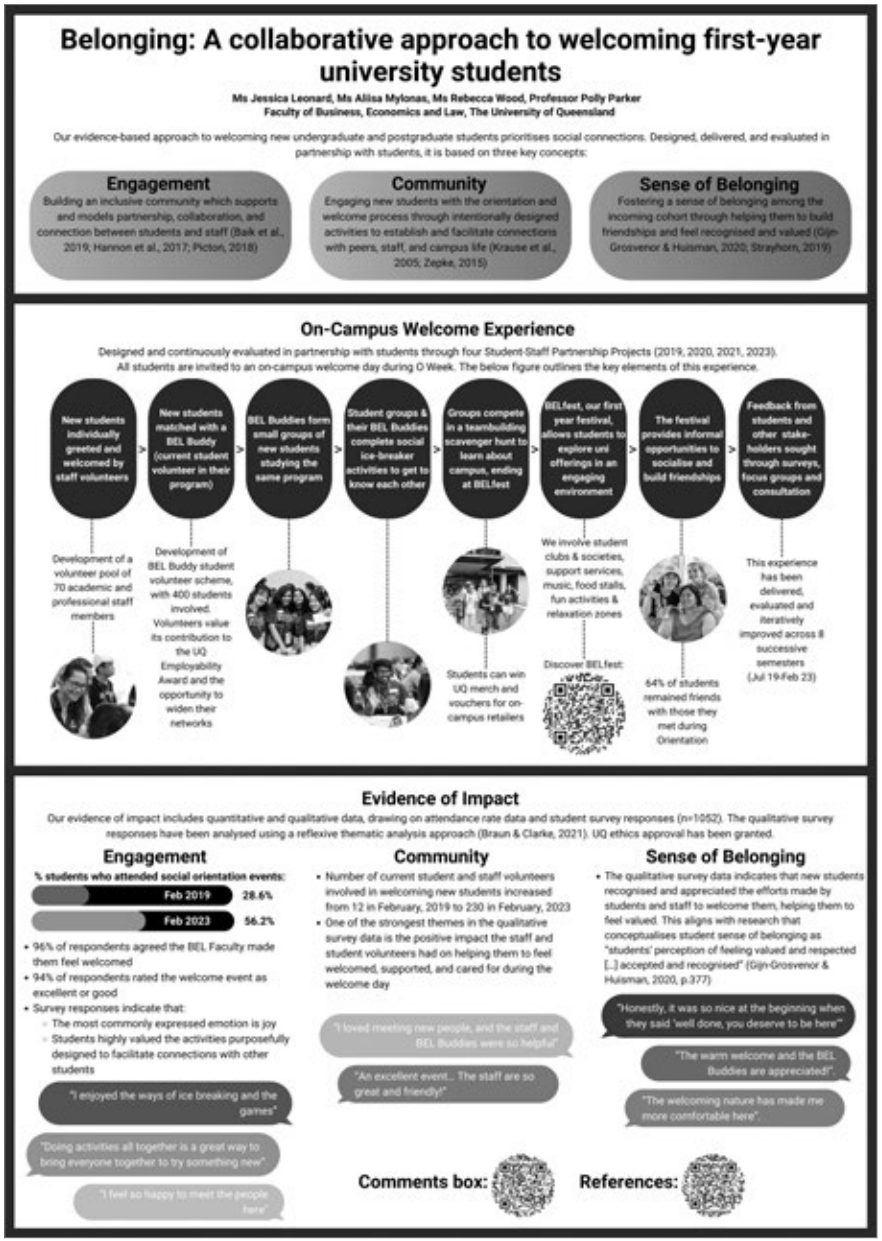
POSTER 14
TRANSITIONS

Belonging: A collaborative approach to welcoming first-year university students

Ms Jessica Leonard, Ms Aliisa Mylonas, Ms Rebecca Wood, Professor Polly Parker
Faculty of Business, Economics and Law, University of Queensland

It is well-established in the literature that first-year students, at undergraduate and postgraduate levels, face a range of challenges during their transition to university (Bunney, 2017; Nelson & Clarke, 2014). Universities can support new students by providing scaffolded, timely support through first-year welcome initiatives which prioritise engaging students with the university community and fostering a sense of belonging (Kift, 2015).

The Faculty of Business, Economics, and Law (BEL) has translated this research into practice by taking a community-orientated, collaborative approach to enhance the welcome and orientation experience for new students. This has involved working in partnership with students via three Student Staff Partnership Projects to research and design a new orientation model consisting of online program sessions and an on-campus welcome day experience. The model is informed by three key aspects from the literature: engagement, to establish and facilitate connections with peers, staff, and campus life (Krause et al., 2005); building an inclusive community of students and staff to support new students (Picton, 2018); and fostering a sense of belonging (Strayhorn, 2019). This poster outlines the key design elements of the welcome and orientation model and summarises key success outcomes from the most recent model delivery in February 2023. This includes survey results (n=1052) relating to increased rates of engagement, community, and sense of belonging which contribute towards supporting first-year student transition and wellbeing.



POSTER 15
ACHIEVEMENT

UniSQ Leadership Excellence Academy

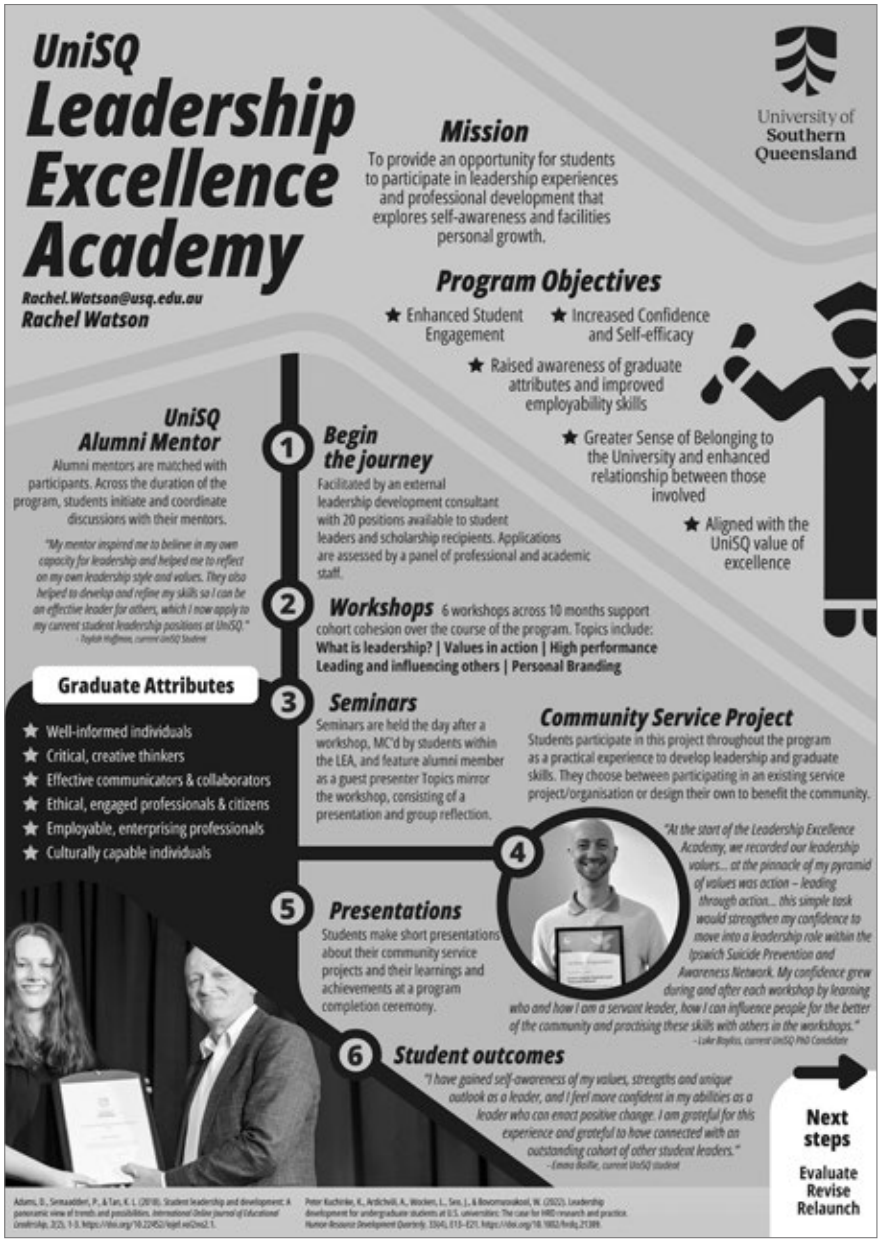
Rachel Watson
University of Southern Queensland

As leaders of tomorrow, it is imperative for university students to be exposed to leadership development programs that enable them to increase their knowledge, competence, skills and capabilities as leaders (Adams & Semaadderi, 2019). Higher education has a vital role to play in educating the next generation of leaders.

Co-curricular experiences not only support and enhance the students' formal classroom experience, but also create powerful learning opportunities for leadership development through collaborative group projects and activities that serve both the university and its community. In conjunction with traditional curriculum, leadership development enables the direct application of competencies that enrich and promote career prospects (Kuchinke et al., 2018).

The University of Southern Queensland (UniSQ) Leadership Excellence Academy was established in 2022 and students participated in leadership experiences and professional development that explored self-awareness and facilitated personal growth. The program helped students realise their potential for leadership development, allows students to contribute to mental health and community support projects and gives them the skills, tools, and knowledge to stand out from the crowd.

This poster describes the mission and objectives of the Leadership Excellence Academy and articulates the student journey during the 10-month program.



POSTER 16
TRANSITIONS

Using a Students as Partners approach to design initiatives that effectively prepare HDR candidates for employment in industry positions.

Deanne Camplejohn, Student Success
Griffith University

Traditionally, the pathway from PhD to employment outside of the university sector has been a complicated process and a challenging experience for many candidates. The skills acquired and developed during the HDR program had been intended for academic pathways and therefore higher education had always been the natural progression route. Recently there has been increasing demand for higher-level skills in industries outside of academia and the ability to innovate has become critical for economic success. In 2019, 48% of PhD candidates in Australia and New Zealand gained employment in academia upon when graduation (McCarthy & Wienk, 2019). Today it is anticipated that this figure is likely to be nearly 60%. This shift in demand for high-level skills outside of academia suggests the need to provide services that prepare HDR candidates for a range of future career pathways.

The first part of the poster describes a new program for HDR candidates "Emerging Industry Leaders" which was created in response to the shift in demand for high-level skills outside of academia. The program prepares HDR candidates for the transition into non-academic employment by offering a suite of career management and leadership skills development sessions, an opportunity to gain insights into career pathways and connect with leaders in industries seeking high-level skills.

The program is informed by candidate and industry feedback along with leading research (e.g., Sharmini & Spronken-Smith, 2020) that recommends programs should "Reflect and provide evidence for the multifaceted learning and development that occurs in the PhD, which extends beyond the student's particular discipline, including leadership training, outreach activities, and interdisciplinary projects" (Mantai & Marrone, 2022, p. 11. 2283). Further, the program takes into consideration that "Assessment and diverse evidence, other than the thesis, would better reflect the breadth of knowledge and skills possessed pre-PhD and gained during PhD, and potentially be easier for diverse employers to appreciate" (Mantai & Marrone, 2022, p. 11 2283).

The second part of the poster outlines how the program has developed into the "HDR Partners Network" providing candidates with an opportunity to share their ideas and a platform to have greater involvement in co-designing initiatives that positively impact their future careers in industry.

POSTER 17
ACHIEVEMENT

Cross-faculty staff-students partnership exploring project-based learning

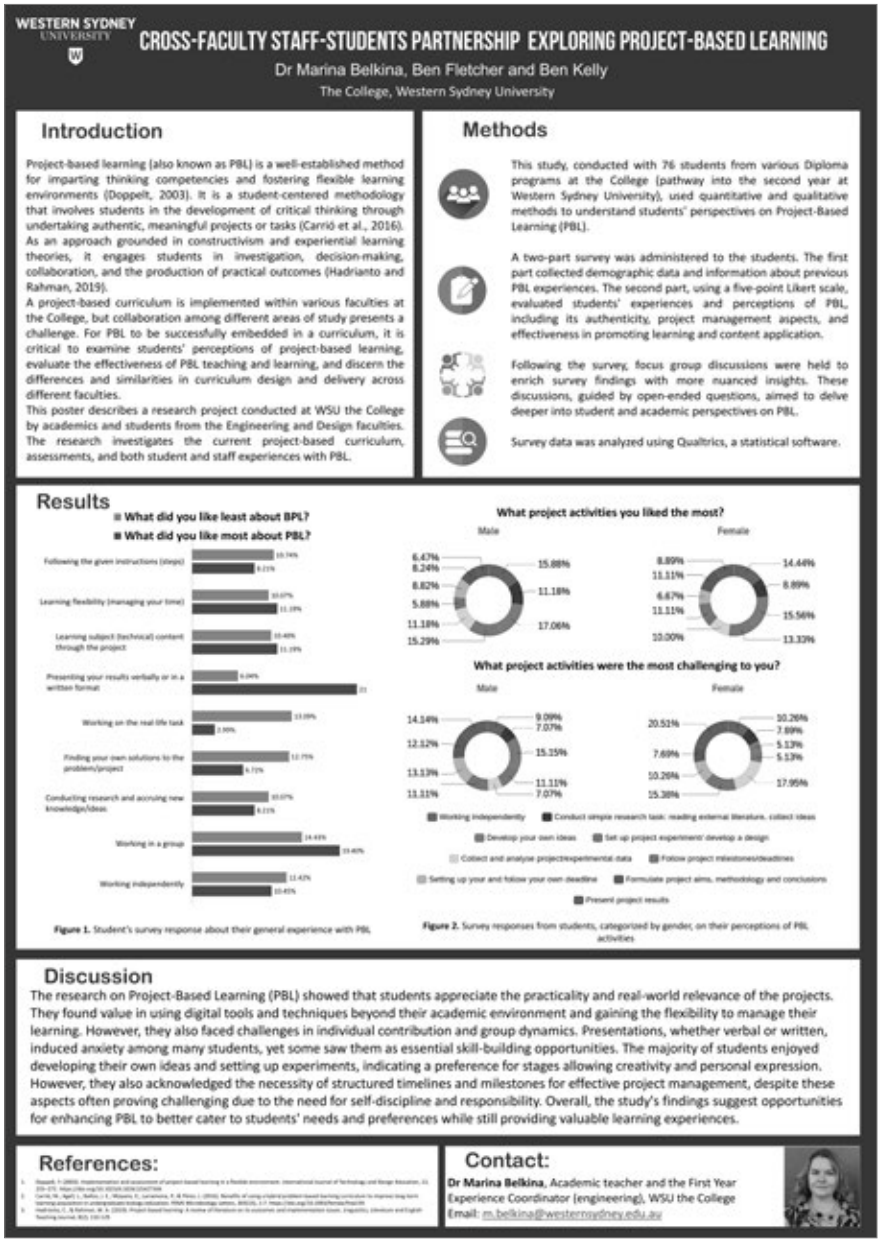
Dr Marina Belkina, Ben Fletcher and Ben Kelly
The College, Western Sydney University

Project-based learning (also known as PBL) is a well-established method for imparting thinking competencies and fostering flexible learning environments (Doppelt, 2003). It is a student-centered methodology that involves students in the development of critical thinking through undertaking authentic, meaningful projects or tasks (Carrió et al., 2016). As an approach grounded in constructivism and experiential learning theories, it engages students in investigation, decision-making, collaboration, and the production of practical outcomes (Hadrianto and Rahman, 2019).

A project-based curriculum is implemented within various faculties at the College, but collaboration among different areas of study presents a challenge. For PBL to be successfully embedded in a curriculum, it is critical to examine students' perceptions of project-based learning, evaluate the effectiveness of PBL teaching and learning, and discern the differences and similarities in curriculum design and delivery across different faculties.

This poster describes a research project conducted at WSU the College by academics and students from the Engineering and Design faculties. The research investigates the current project-based curriculum, assessments, and both student and staff experiences with PBL.

The poster highlights key areas such as the results from student surveys from Design and Engineering programs at WSU the College, detailing students' perceptions of project-based learning, their learning experiences, and challenges in PBL. The main ideas from focus group discussions with participants (both staff and students) centered on understanding the processes that facilitate the development of curriculum, particularly authentic assessment tasks, and the extent to which the project-based curriculum influences learning engagement and learner motivation, are also presented. The poster further outlines recommendations developed by the research team and student partners to improve the current curriculum and provide a foundation for future development of cross-disciplinary project-based programs.



PARALLEL SESSIONS

PARALLEL SESSION 1
10:50AM – 11:20AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 1	**01A EI Students**	**01B EI Transitions**	**01C EI Achievement**	**01D EI Retention**	**01E EI Success**	**01F EI Mental Health**
10:50am - 11:20am	The role of diversity in higher education: Learning from students' perspectives	Countdown to Uni – A student-driven course designed to help students transition to university, before they start university	Enhancing career development learning and employability through an Award program.	First Year Rewards – Gamifying engagement as a transition and retention strategy for students from equity backgrounds	Student success at ECU: Academic progression and SUCCEED	Psychological wellbeing at a regional Australian law school: Reporting on law students' experiences of hopeful thinking
	Samantha Marangell, Chi Baik	*Malcolm Burt*	*Karen Abbott, Mishelle Burton, Sherri Russell*	*Krishan Shah, Ella Ewart*	*Loretta Dayman, Kathleen Balson, Kylie Corbett*	*Claire Holland*
	Melbourne Centre for the Study of Higher Education, The University of Melbourne	*CQUniversity*	*The University of Western Australia*	*Curtin University*	*Edith Cowan University*	*James Cook University*

01

01A EMERGING INITIATIVE
STUDENTS

The role of diversity in higher education: Learning from students' perspectives

Samantha Marangell, Chi Baik
Melbourne Centre for the Study of Higher Education, Melbourne Graduate School of Education, The University of Melbourne, Melbourne, Australia

Most Australian universities include the word 'diversity' in their strategic plans and many government policies support the diversification of the student population. However, research shows that current practices to support diverse and intercultural learning experiences have limited efficacy. There is therefore a growing need to better inform university practice and policy regarding diversity and intercultural learning. This pilot study explored students' perspectives on the purpose of university and the role of diversity in achieving that purpose. It utilised focus groups with 45 undergraduate students to investigate their perspectives on student diversity and their experiences of interacting with diverse others at university. Key findings and implications for practice and policy will be shared.

01B EMERGING INITIATIVE
TRANSITIONS

Countdown to Uni – A student-driven course designed to help students transition to university, before they start university

Malcolm Burt
CQUniversity

Students often report feeling overwhelmed when coming to university. They are expected to acclimatise to new ways of thinking rapidly and to avail themselves of concepts like academic integrity and referencing. The "Countdown to Uni" program of online modules in consultation with students and university subject experts to address the issues directly they reported facing when transitioning to university. The unit is presented as a series of short (10 min) non-compulsory modules via the learning management system delivered to students after they enrol and before they start their course – it is a "tasting platter" of information students need to know (students suggested this term), with success and student satisfaction the main aim. The program has been running since the beginning of 2020. Initial responses to the pilot were positive, and the program is formally embedded in the university's orientation process.

01C EMERGING INITIATIVE
ACHIEVEMENT

Enhancing career development learning and employability through an Award program.

Karen Abbott, Mishelle Burton, Sherri Russell
The University of Western Australia

Tertiary Career Development Learning (CDL) is complex, unique to the individual and often approached ad hoc, without effective planning. Understanding the process of career development (CD) empowers students to manage their career and understand how skills, attributes, experiences, and knowledge are central to their employability (E). The Careers and Employability Award (The Award) was developed to help students better plan and self-manage their careers. It uses evidenced-based strategies to build self-awareness of job preferences, career decision-making and job application skills whilst encouraging students to acquire experiential learning experiences to enhance their E. Students self-manage their progress through a digital system to personalise the experience. Pre and post completion surveys as well as qualitative information gathered from reflective reports measure outcomes, with results showing that it impacts favourably on students' CD and E.

01D EMERGING INITIATIVE
RETENTION

First Year Rewards – Gamifying engagement as a transition and retention strategy for students from equity backgrounds

Krishan Shah, Ella Ewart
Curtin University

Student engagement in a post-COVID era has proven to be increasingly challenging, yet research indicates a strong correlation between student engagement and retention (Bennet et al., 2021). Students from equity backgrounds are particularly affected by financial pressures, social isolation, academic challenges and juggling various commitments which can all lead to attrition (Bennet et al., 2021; Nelson et al., 2017). Through a gamified experience, the First Year Rewards (FYR) program aims to improve retention of commencing equity students by incentivising and rewarding engagement in accredited co-curricular initiatives at Curtin University. The program was piloted in Semester 1 2023 and leverages the strengths of existing initiatives at Curtin to implement a scalable, holistic, and preventative approach to student retention.

01E EMERGING INITIATIVE
SUCCESS

Student success at ECU: Academic progression and SUCCEED

Loretta Dayman, Kathleen Balson, Kylie Corbett
Edith Cowan University

Normalising help-seeking behaviour can assist university students to feel more confident in seeking assistance and promotes student success. By leveraging technology, Edith Cowan University (ECU) promotes help-seeking behaviours in its students through the SUCCEED program, an institution-wide initiative that directs students to personalised support to improve their success and retention.

01F EMERGING INITIATIVE
MENTAL HEALTH

Psychological wellbeing at a regional Australian law school: Reporting on law students' experiences of hopeful thinking

Claire Holland
James Cook University

Interest in psychological factors that can promote student wellbeing has increased in recent years, particularly in response to COVID. The majority of reviews into Australian law schools, legal education, and student wellbeing have measured psychological weaknesses and deficits only. As such, there is limited research that focuses on measuring the positive traits associated with wellbeing. Despite hope being theorized as a useful measure of law student wellbeing, no study has been conducted in Australian universities that reports on law students' levels of hope. This presentation will report on results of the Adult Hope Scale (AHS) survey that was administered to law students at a regional Australian University, James Cook University (JCU) in 2019, prior to COVID, and consider how these results contribute to the scholarship on 'wellness in the law' as we shift into a COVID endemic world.

NOTES

PARALLEL SESSION 02
11:30AM – 12:00PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 2	02A EI Students	02B EI Transitions	02C EI Students	02D EI Transitions	02E EI Success	02F EI Success
11:30am - 12:00pm	Helping students support their international buddies - what conversational partners say works best for them.	The design and development of an asynchronous online academic skills course.	Understanding the impact of timetable scheduling on university students' academic performance	Improved retention and academic capability through the design and implementation of a first year digital module	Raising the academic success of students from equity backgrounds in higher education through immersive scheduling	Sustainable supervision: Graduate Research Engagement Assessment Tool (GREAT) to identify risk, assess needs, and resolve student-supervisor conflict.
	MaryAnn McDonald	*Peter Harrold*	*Ankit Agarwal, John McGuire, Jade Webb*	*Brooke Harris-Reeves, Andrew Pearson, Helen Massa*	*Thomas Roche, Elizabeth Goode, Erica Wilson, John W. McKenzie*	*Anna Kokavec, Susan Gasson*
	University of Technology Sydney	*RMIT University Vietnam*	*Western Sydney University*	*Griffith University*	*Southern Cross University*	*James Cook University*

02

02A EMERGING INITIATIVE
STUDENTS

Helping students support their international buddies - what conversational partners say works best for them.

MaryAnn McDonald
University of Technology Sydney

Since 2013 UTS HELPS' speaking programs have connected over 7000 international students and volunteers for English conversation practice. Participants in weekly conversation groups, a 1 to 1 Buddy program and weekly social event have identified a range of communicative, social and cross-cultural benefits. This research focused on the Buddy Program and best practice strategies that international students and volunteers perceive will support their engagement and learning, broadening Lee's (2016) advocacy for a non-threatening, friendship-based approach. The findings have identified more specific strategies that will inform ongoing training and contribute to program growth, aligning with the conference aims to improve student retention, engagement and wellbeing.

02B EMERGING INITIATIVE
TRANSITIONS

The design and development of an asynchronous online academic skills course.

Peter Harrold
RMIT University Vietnam

Learning to Learn at a Global University is a six-week course that is the first component of the UniSTART pathway program for students who do not yet meet undergraduate academic entry requirements. It aims to help students build awareness of how they think, study and learn, and develop the academic skills necessary to successfully transition into higher education. This emerging initiative outlines the approach taken to provide students with increased flexibility in their study needs by offering an equivalent online asynchronous course. It demonstrates how the design and development of online materials can be enhanced by applying a theoretical framework that takes into account constructive alignment, narrative structure, and building a Community of Inquiry.

02C EMERGING INITIATIVE
STUDENTS

Understanding the impact of timetable scheduling on university students' academic performance

Dr Ankit Agarwal, Dr John McGuire, Ms Jade Webb
Western Sydney University-Sydney City Campus (WSU-SCC)

Student's academic performance in the university has always been a matter of research and importance to Academic and Professional staff. Few factors such as students' background, teachers' qualifications, level of academic support, etc. have been investigated intensively. One factor which rarely finds a place in such research and discussion is the timetabling of subjects/units/courses and the impact that it has on students' performance. In this research, we analysed the students' pass/fail rate data against the subjects' timetable for Level 1 undergraduate students. The analysis is performed for both online and on-campus classes, and for pre-Covid, Covid, and post-Covid periods. It was found that for online classes, the fail rate increases by around 10% overall when the classes are scheduled in the early morning or in the evening. The session will provide an opportunity to discuss various results from this study and their possible implementation.

02D EMERGING INITIATIVE
TRANSITIONS

Improved retention and academic capability through the design and implementation of a first year digital module

A/Professor Brooke Harris-Reeves, Dr Andrew Pearson, A/Professor Helen Massa
Griffith University

Supporting students as they transition to university is important for improved retention and student success, thus is a focus of increasing interest for institutions and federal government funding. Learning resources targeted at supporting students to achieve success through the development of academic capacity is central to addressing student engagement and retention. This emerging initiative is designed to support commencing students develop academic capability by completing an online module – Skills for Academic Success (SAS). SAS was adopted across the institution in first-year courses and students are encouraged to complete the module within their initial weeks of enrolment at the university. Survey data indicated that SAS enhanced students understanding of university expectations, increased their academic confidence and improved their study skills to succeed at university. The module design and student evaluation of the resource, in addition to indicative evidence of impact on student learning will be shared in this presentation.

02E EMERGING INITIATIVE SUCCESS

Raising the academic success of students from equity backgrounds in higher education through immersive scheduling

Thomas Roche, Elizabeth Goode, Erica Wilson, John W. McKenzie
Southern Cross University

In 2021, a regional Australian university transformed its academic delivery model. Twelve-week trimesters were replaced with 6-week terms, and an active learning pedagogical framework was implemented across the institution. This presentation reports on the impact of this new model – a form of immersive scheduling or block delivery – on the academic success and satisfaction of students from key equity groups: low socio-economic status, non-English speaking background, Indigenous, registered with a disability, regional/remote, and first-in-family. Student grades (N = 30,108) and unit feedback responses (N = 8,896) were analysed across two years of immersive delivery and compared with results from the traditional model. Results from inferential statistical tests indicate that the immersive model had a significant positive impact on equity students' academic outcomes, with particularly strong gains observed for Indigenous students and students registered with a disability.

02F EMERGING INITIATIVE SUCCESS

Sustainable supervision: Graduate Research Engagement Assessment Tool (GREAT) to identify risk, assess needs, and resolve student-supervisor conflict.

Anna Kokavec, Susan Gasson
James Cook University

Successful completion of a post-graduate research degree is dependent on internal and external factors and it is common for students to experience some challenges during their candidature. Challenges can range from personal issues (e.g., mental health or family problems), to academic challenges (e.g., writer's block, difficulty collecting data, personality clashes with supervisors). If (or when) problems occur, early intervention is critical to the success of a research project. The aim here is to provide an overview of the Graduate Research Engagement Assessment Tool (GREAT). The purpose of the GREAT is to help HDR students and supervisors identify, assess, and problem-solve potential risks, and effectively manage roadblocks associated with student-supervisor conflict. The GREAT includes a self-assessment section to build self-awareness and problem-solve risk, questionnaire and scoring criteria to identify and quantify risk, an opportunity to request support, and step by step guide to effectively and manage conflict.

NOTES

PARALLEL SESSION 03
12:10PM – 12:40PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 3	03A EI Students	03B EI Transitions	03C EI Transitions	03D EI Retention	03E EI Students	03F EI Mental Health
12:10pm - 12:40pm	Video game design students and marketing: the key to enhancing employability?	Fostering academic integrity and student agency through embedded curriculum, pedagogy and an educative approach	'It's Go Time' – Reimagining orientation as a process, not an event.	Going the distance: Taking a tailored approach to connecting and belonging at university	Exploring class attendance and student success post-pandemic: A return to old ways or heralding a new normal?	Supporting the Supporters – self-care and supervision for Student Wellbeing and Support staff
	Jacqueline Burgess	*Michael Brickhill, Johanna Nieuwoudt, Grant Andrews*	*Kylie Austin, Amy Thompson*	*Ana Lobo*	*Antoinette Cevenini, John McGuire*	*Mikaela Dockrill*
	University of the Sunshine Coast	*Southern Cross University*	*University of Wollongong*	*University of Tasmania*	*Western Sydney University*	*University of Canberra*

03

03A EMERGING INITIATIVE
STUDENTS

Video game design students and marketing: the key to enhancing employability?

Jacqueline Burgess
School of Business and Creative Industries, University of the Sunshine Coast

Students studying Game Design in higher education often have ambitions to enter the video game industry, a precarious and highly competitive industry. Many want to found their own studios, which entails having the appropriate marketing skills to ensure the financial success of their games and thus their studios. However, in general the level of marketing knowledge within the Australian video game industry is low. Team-teaching and course design would help to address this knowledge gap and equip students with the marketing skills necessary for success and increase their employability.

03B EMERGING INITIATIVE
TRANSITIONS

Fostering academic integrity and student agency through embedded curriculum, pedagogy and an educative approach

Michael Brickhill, Johanna Nieuwoudt, Grant Andrews
SCU College, Southern Cross University

This project investigates whether academic integrity (AI) can be strengthened through a multi-pronged educative approach that combines compulsory modules on AI, pedagogy that challenges punitive approaches, and an embedded curriculum. We argue that the multi-pronged educative approach improves students' agency in relation to their academic work and frames academic integrity as a positive and desirable aspect of students' developing academic identities. We compare qualitative data from before and after introducing a compulsory module and a new AI management system, and conduct interviews and focus groups with students to investigate their experiences and perceptions of our approach.

03C EMERGING INITIATIVE
TRANSITIONS

'It's Go Time' – Reimagining orientation as a process, not an event.

Dr Kylie Austin, Amy Thompson
University of Wollongong

It's Go Time is a reimagined approach to orientation piloted at the University of Wollongong in 2023. It's Go Time replaced the traditional 'O Week' festivities and aimed to transition commencing and returning students to study for the commencement of the academic year. Drawing on inclusive design pedagogies, transition pedagogies and a students as partners approach, It's Go Time drew in Faculties and Divisions from across the university, with communications, events and curriculum based activities, all working towards the same framework of transition and induction. It's Go Time presents an innovative, emerging approach to student orientation to address the complex challenges that a post COVID-19 higher education environment creates for student success.

03D EMERGING INITIATIVE
RETENTION

Going the distance: Taking a tailored approach to connecting and belonging at university

Ana Lobo
University of Tasmania

At University College (UC) we offer a range of innovative and flexible courses for students looking for a shorter, job-focused qualification or a pathway into a University of Tasmania bachelor program. Our students come from diverse backgrounds, many of which are considered non-traditional and 'at-risk' of withdrawal, such as NESB and First-in-Family (Stone & O'Shea, 2019) and mostly study via distance. Our cohorts have shown us that adopting a one-size-fits-all method to student engagement and retention does not work for them, which is why we explored taking an approach that is more tailored to their needs. Our approach aims to ensure our students are feeling connected, building a sense of belonging and feeling like a part of their courses. It builds on the Negotiated Engagement Interview model by Wilson (2014) and aligns with our UC retention framework based on Lizzio's Five-Senses of Student Success (2006) and our long-term goal of improving retention.

03E EMERGING INITIATIVE
STUDENTS

Exploring class attendance and student success post-pandemic: A return to old ways or heralding a new normal?

Antoinette Cevenini, John McGuire
Western Sydney University, Sydney City Campus

The following is a study at Western Sydney University Sydney City Campus, which explores high fail rates in a first-year computing subject taught in the first half of 2022. The study found a strong relationship between class attendance and student performance. Similar outcomes have been noted across the education sector, especially in practical and skill-based subjects within computing. Whilst there was little difference in fail rates for international and domestic students, international students who failed proved to be 'stickier' and were more likely to enrol in the subsequent session. As for domestic students, low attendance and failing the subject seemed to have a strong correlation with non-enrolment in future sessions. For the authors this discovery has led to the realisation that there is a significant need for more 'life management' skills for students in their program.

03F EMERGING INITIATIVE
MENTAL HEALTH

Supporting the Supporters – self-care and supervision for Student Wellbeing and Support staff

Mikaela Dockrill
University of Canberra

Critical reflection is a key tool that we use to reflect, review and replenish. It provides professional staff the opportunity for continued growth and development, reconnection with goals and motivators, and the space to understand and articulate how we apply theory to practice in our everyday (Fook & Gardner, 2007). UC Student Wellbeing and Support is the University of Canberra's frontline support service. Team members provide care, support and guidance to all students across the student lifecycle with regards to any personal, academic or social matter. To ensure that team members are supported to deliver the highest level of support and care for our students, we have designed and implemented a staff supervision and self-care model. This model allows staff the opportunity to debrief and seek support, and to reflect on their professional identity within the context of the work that we deliver, our organisation, and their place in this world.

NOTES

PARALLEL SESSION 04
1:40PM – 2:10PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 4	**04A EI Students**	**04B EI Transitions**	**04C EI Achievement**	**04D EI Retention**	**04E EI Success**	**04F EI Mental Health**
1:40pm - 2:10pm	Start@Uni: Equity-focused toolkits for university success	Connected through transition: supporting students from Indigenous, Rural, and Low SES backgrounds to stay connected during transition from university to their communities	Assessing effectiveness and continuously improving student leadership programs	Consistency & continuity: academic advising as a cornerstone of retention	The power of the nudge: technology driving persistence	Promoting student well-being and resilience. A systemic game-based intervention focused on basic psychological needs at a Dutch university
	Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley	*Robin Ladwig, Naomi Dale, Phil Roberts, Natalie Downes, Jenny Dean*	*Aimee Clarke, Louise Kuchel, Susan Rowland*	*Juliette Subramaniam, Shanna Robinson*	*Ellie Kay, Paul Bostock*	*Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen*
	University of New South Wales	*University of Canberra*	*The University of Queensland, The University of Sydney*	*Western Sydney University*	*University of Canterbury*	*University of Groningen, the Netherlands*

04

04A EMERGING INITIATIVE
STUDENTS

Start@Uni: Equity-focused toolkits for university success

Harriet Ridolfo, Dr. Mick Warren, Dr. Katie Osborne-Crowley.
University of New South Wales

Transitioning to university is challenging for all students but can be overwhelming for those unfamiliar with the academic conventions and expectations of university. The Start@Uni project, a cross-institutional initiative between the University of New South Wales (UNSW), the University of Sydney (USyd,) and the University of Newcastle (UoN), aims to support the academic transition from high school to university for students from educationally disadvantaged backgrounds. Start@Uni comprises two digital resources: a student-facing toolkit to prepare students for transitioning to university and a teacher-facing toolkit to support teachers of first-year students in developing inclusive teaching practices to support students in their transition to university.

04B EMERGING INITIATIVE
TRANSITIONS

Connected through transition: supporting students from Indigenous, Rural, and Low SES backgrounds to stay connected during transition from university to their communities

Robin Ladwig, Naomi Dale, Phil Roberts, Natalie Downes, Jenny Dean
University of Canberra

The project aims to explore the necessary support for domestic students from Indigenous, Regional and Low Socio-Economic Status backgrounds to feel connected throughout the transition from university. The project explores factors and initiatives enabling these students to gain a positive experience throughout the changing circumstances and environments transitioning from university back to their communities or into their professional life. It aims to support students to stay connected to themselves, the university, and their communities. Based on focus groups and yarning circles with current students and interviews with alumni, supporting themes for the co-creation workshop developing a transformation program shall be identified.

04C
ACHIEVEMENT

Assessing effectiveness and continuously improving student leadership programs

Aimee Clarke, Associate Professor Louise Kuchel
Faculty of Science, The University of Queensland

Professor Susan Rowland
The University of Sydney

The University of Queensland (UQ) Faculty of Science runs two connected, extracurricular, leadership programs to develop undergraduate and postgraduate coursework students' leadership and mentoring capabilities. These programs were developed in 2018 and have had high levels of student participation and many positive outcomes for the students and Faculty. The programs have been updated iteratively, but they now require a more extensive review and update. In this presentation we will share an outline of these programs - including current successes and challenges – and will facilitate a discussion of how to effectively review and improve extracurricular programs within the constraints of time, staffing and budgets.

04D EMERGING INITIATIVE
RETENTION

Consistency & continuity: academic advising as a cornerstone of retention

Juliette Subramaniam, Dr Shanna Robinson
Western Sydney University, The College

A core concern for tertiary institutions globally, student retention has correspondingly received heightened attention in recent years, both in the context of academic investigation and institutional strategic planning. As a provider of Diplomas equivalent to an undergraduate first year degree, most often taken up through open-access pathways, Western Sydney University, The College provides tertiary study opportunities for students who often experience the complexities associated with being first-in-family (67%), from an area with low participation in tertiary education, from a low-socio economic demographic and from non-English-speaking backgrounds. To address these factors, The College has developed and implemented a systemic, proactive approach to academic advising as a cornerstone to our retention strategy. This paper outlines the implementation of our retention-oriented, seven-step Student Advising Framework (SAF), developed with the goal of decreasing attrition rates through the provision of consistent, integrated and transparent academic advice by faculty-based academic advisors.

04E EMERGING INITIATIVE
SUCCESS

The power of the nudge: technology driving persistence

Ellie Kay, Paul Bostock
University of Canterbury

Providing timely nudges to students has been shown to improve engagement and persistence in tertiary education. However, many studies focus on small-scale pilots rather than institution-wide initiatives. This article assesses the impact of a pan-institution Early Alert System at the University of Canterbury that utilises nudging when students are at risk of disengagement. Once flagged, students received an automated text message and email encouraging re-engagement with the Learning Management System. Students who received the nudge re-engaged at a higher rate and spent more time engaging with online material. These benefits were sustained over two weeks, demonstrating a measurable benefit over time. Unexpectedly, the nudge resulted in persistence and engagement in other enrolled courses where a nudge was not provided, showing the transferability of benefits to other courses. Although no significant differences in GPA were found between test and control groups, future development will enable further research.

04F EMERGING INITIATIVE
MENTAL HEALTH

Promoting student well-being and resilience. A systemic game-based intervention focused on basic psychological needs at a Dutch university

Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen
University of Groningen, the Netherlands

University student well-being remains a reason for concern. That is why well-being and resilience-promoting interventions are greatly needed – for instance, focusing on fostering the basic psychological needs of autonomy, competence, and relatedness. We created a game-based intervention to promote student well-being by fostering these needs. This intervention consists of three sessions: First, participants engage in a board game aimed to raise awareness regarding these needs in higher education. They subsequently discuss how they could promote those needs in the upcoming course. Second, we monitor the subsequent adjustments halfway through the course and, third, discuss how they influenced need satisfaction and well-being. We evaluate the intervention using a longitudinal mixed-method pre-post design. The data we gather are threefold: quantitative survey data, observational data collected during the sessions, and qualitative data from interviews. The findings of six courses will be discussed.

NOTES

PARALLEL SESSION 05
2:20PM – 2:50PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 5	**05A EI Transitions**	**05B EI Transitions**	**05C EI Retention**	**05D EI Transitions**	**05E EI Success**	**05F EI Mental Health**
2:20pm - 2:50pm	University experience as border crossing: Exploring the university experiences of students from low-resourced school communities	The Academic Numeracy Framework: A tool to embed numeracy in tertiary courses, programs and study-support initiatives	Completion Rate Barrier to Success?	What motivates students to (dis)engage during transition to university?	Holistic educational advising: promoting self-efficacy through the dual role adviser	My marks would be higher without anxiety and depression because I know I'm capable.: designing online learning for students living with mental illness
	Constance Khupe, Nontsikelelo O. Mapukata	*Raquel Salmeron, Linda Galligan, Debi Howarth, Nawin Raj*	*Dr Lara Drew, Laurie Poretti, Steffi Linton*	*Mr Daniel Taylor-Griffiths, Dr Elizabeth Edwards, Jason Lodge*	*Sara Hutchinson, Christy Macnish, Hayley Ryan*	*Jacquie Tinkler, Gene Hodgins, Charlotte Wardell*
	University of the Witwatersrand Johannesburg, University of Cape Town	*The University of Southern Queensland, Torrens University Australia*	*University of Canberra*	*The University of Queensland*	*The University of the Sunshine Coast*	*Charles Sturt University*

05

05A EMERGING INITIATIVE
TRANSITIONS

University experience as border crossing: Exploring the university experiences of students from low-resourced school communities

Constance Khupe
Office of Student Success, University of the Witwatersrand, Johannesburg

Nontsikelelo O. Mapukata
School of Public Health and Family Medicine, University of Cape Town

In 2014, a South African university revised its admissions criteria for health science degrees to widen access to students from less privileged communities, and to achieve a student population that demographically represents South African society. This paper shares insights into the university experiences of the first cohorts of these 'non-traditional' students, and the implications on university efforts to be student-ready. The paper reports aspects of a broader case study involving understanding the students' university experiences and designing interventions that could enable smoother transitions. The data for this paper were collected through semi-structured questionnaires. We use the model of students' multiple worlds to understand how the participating students experienced their transition into and through university. The findings provide insights into the world of the students who come from a culture that is different from that of a metropolitan university, and provide a basis for suggestions on how the university can be student-ready.

05B EMERGING INITIATIVE
TRANSITIONS

The Academic Numeracy Framework: A tool to embed numeracy in tertiary courses, programs and study-support initiatives

Raquel Salmeron, UniSQ College
The University of Southern Queensland

Linda Galligan, Nawin Raj
School of Mathematics, Physics & Computing, The University of Southern Queensland

Debi Howarth
Torrens University Australia

Academic numeracy is critical to succeed in a wide range of studies and in the workplace. A systematic approach to academic numeracy by tertiary institutions is crucial to effectively embed numeracy into the curriculum and learning-support initiatives. Using action research and a mixed-methods approach, this project will produce a mature, tested and trialed Academic Numeracy Framework based on an initial version developed at UniSQ. The Framework will be updated to include 'confidence' and contextual 'critical awareness' elements, refined via feedback from teaching and study support staff, and trialed in a commencing course. This initiative will provide a tool to facilitate the systematic embedding of numeracy across disciplines in tertiary institutions. The current Framework will be presented, and participants will be invited to provide feedback.

05C EMERGING INITIATIVE
RETENTION

Completion Rate Barrier to Success?

Dr Lara Drew, Laurie Poretti, Steffi Linton
University of Canberra

In higher education, the retention and success of students from equity backgrounds remains a challenge. While retention and success rates are a key priority for universities, the Job Ready Graduates (JRG) package poses a range of new and complex challenges to this agenda. Students who fail more than fifty percent of their total subjects after completing eight subjects will reach the 'low completion rate threshold' and lose access to their Commonwealth Supported Place (CSP). This could further compound the challenges equity groups face in accessing, participating in, and completing Higher Education. Using narrative inquiry and related social justice theories, the purpose of this study is to explore the impact of the completion policy on student motivation and engagement with university through a qualitative research lens. The presentation will outline the proposed plan for the research, which will inform and shape understanding of, and approaches to improving, access and participation in Higher Education.

05D EMERGING INITIATIVE
TRANSITIONS

What motivates students to (dis)engage during transition to university?

Mr Daniel Taylor-Griffiths, Dr Elizabeth Edwards, A/Prof Jason Lodge
The University of Queensland

The engagement and wellbeing of students have been linked to academic success and retention rates. However, many students experience health issues, stress, and other barriers to engagement that can lead them to dropping out of their studies. The present study was premised on the Situated Expectancy Value Theory (SEVT) framework and explored the influence of students' motivation on both engagement and wellbeing. Students were surveyed and interviewed participants about their expectancies, values, and costs related to their goals for their first semester of studies. Thematic analyses revealed that motivational factors influenced students at the start of the semester and changed across the first six weeks. The findings have informed the development of web-based initiatives aimed to assist students to regulate their motivation and maintain engagement in their studies. By addressing the underlying motivational factors that influence student engagement and wellbeing, universities can better support students and improve retention rates.

05E EMERGING INITIATIVE
SUCCESS

Holistic educational advising: promoting self-efficacy through the dual role adviser

Dr Sara Hutchinson, Dr Christy Macnish, Hayley Ryan
The University of the Sunshine Coast

The dual role Student Success and Learning Adviser at the University of the Sunshine Coast brings together academic and pastoral advising and is underpinned by frameworks of advising (Lochtie et al., 2018) and the Advising Curriculum (Picton et al., 2021). The rationale behind the dual advising approach is the combination of learning and teaching pedagogy, underpinned by a wellbeing approach, for the purpose of developing a wide range of student skills and competencies. Initially developed from an authentic need for holistic educational advising in regional campuses, an increase in complex student needs has seen an evolution of practice for these roles. This emerging initiative examines the conceptual framework and theories that support the dual role practice and explores the concept of coaching students to develop self-efficacy, outlining a brief history of the role and our current experiences as dual role advisers.

05F EMERGING INITIATIVE
MENTAL HEALTH

"My marks would be higher without anxiety and depression because I know I'm capable.": designing online learning for students living with mental illness

Jacquie Tinkler, Gene Hodgins
Charles Sturt University

Charlotte Wardell

Even prior to COVID, the number of university students seeking support for mental health conditions has been increasing. Australian university students experience significantly higher levels of poor mental health than the general population, and the move to online learning during the pandemic highlighted the difficulties faced by online students who live with mental health conditions. This study used a mixed methods approach to investigate the experiences of our online students who live with poor mental health, and what learning design approaches are helpful to their ability to study successfully. Our findings show a range of learning design approaches and strategies that students find helpful, as well as areas where students may need extra support to achieve success. This study has also highlighted the potential of learning design approaches such as Universal Design for Learning (UDL) to guide teachers, disability support officers, and learning designers.

NOTES

PARALLEL SESSION 06
3:20PM – 3:50PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 6	06A EI Students	06B EI Transitions	06C EI Retention	06D EI Students	06E EI Success	06F EI Students
3:20pm - 3:50pm	Enhancing students' sense of belonging following the COVID-19 Pandemic: a partnership approach	Integration of professional staff in an online tertiary pathways course	Academic student success advising (ASSA): Advising in the third space	Navigating new realities: First-year regional students' expectations in a post-pandemic world	What matters to students? International findings in student conceptions of success	She says her name is Ella: navigating transgender inclusion in Simulation with student nurses
	Janine Rix, Debby Lynch	*Richelle Elek, Shaun O'Connell, Sophie Collins, Robert Whannell*	*Cat Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oostergo, Amanda Henderson, Denise Wood*	*Courtney Geritz, Maria Raciti*	*Ryan Naylor*	*Alana Wilson, Melissa Ciardulli*
	The University of Queensland	*University of New England*	*University of the Sunshine Coast, University of Southern Queensland*	*University of the Sunshine Coast*	*The University of Sydney*	*Holmesglen Institute*

06A EMERGING INITIATIVE
STUDENTS

Enhancing students' sense of belonging following the COVID-19 Pandemic: a partnership approach

Janine Rix, Debby Lynch
The University of Queensland

The COVID-19 pandemic led to a diminished student experience and a decline in students' sense of belonging across the tertiary sector. Since commencing in 2021, a Faculty-based Student Experience Coordinator and a School-based Lead for Student Experience, Engagement and Employability (SEEE) have partnered in a variety of ways to explore approaches to enhancing belonging among students in the School of Nursing, Midwifery and Social Work (NMSW). Student voice has been at the heart of our partnership approach. We initiated a Student-Staff Partnership (SSP) project where student and staff partners co-created a 52-item Student Experience Action Plan with the School. The Student Experience Action Plan and other associated insights and practical initiatives and innovations have led to higher mean survey scores of student belonging, and a statistically significant improvement in overall student experience ratings.

06B EMERGING INITIATIVE
TRANSITIONS

Integration of professional staff in an online tertiary pathways course

Richelle Elek, Shaun O'Connell, Sophie Collins, Dr Robert Whannell
University of New England

Tertiary enabling courses demonstrate a relatively high attrition rate with students' psychological well-being being challenged by a range of factors. While there have been ongoing efforts to develop effective models of student support, a common challenge has been the divide that exists between support provided by academic staff within units and that available from professional staff in the wider university. This presentation will provide an overview of the attempt by a regional university to integrate curriculum delivery and professional staff support within the first foundation unit in a tertiary enabling course.

06C EMERGING INITIATIVE
RETENTION

Academic student success advising (ASSA): Advising in the third space

Cat Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oostergo, Amanda Henderson, Denise Wood
University of the Sunshine Coast, University of Southern Queensland

The University of the Sunshine Coast and the University of Southern Queensland engaged in a collaborative project of 'Academic Student Success Advising' (ASSA). The approach was designed to connect professional services and academic staff in an integrated and holistic framework of student development and success. Widely used in the United Kingdom and North America, integrated advising approaches contribute to student wellbeing, success and retention (Stuart et al., 2019). A need was identified to explore integrated models of advising in the Australian context. The two universities in this project delivered different models of ASSA with a shared application of McIntosh's (2023) advising principles. The study was guided by the research question: What are the perceptions and experiences of staff in applying McIntosh's principles of advising?

06D EMERGING INITIATIVE
STUDENTS

Navigating new realities: First-year regional students' expectations in a post-pandemic world

Courtney Geritz, Professor Maria Raciti
University of the Sunshine Coast (UniSC)

Higher education can transform lives. In Australia, a university education enables social mobility for students from identified equity groups. The focus of the

Australian Government on increasing the participation and success of students from regional and remote locations requires new research to better understand how pre-commencement expectations among regional and remote university students are formed. Fuzzy trace theory is an emerging area that examines how gist representations influence expectations and their subsequent impact on cognitive dissonance, satisfaction, and retention intentions. This research will examine these linkages as experienced by first-year, first-time regional and remote university students. A three-stage mixed methodology will be used, comprising qualitative interviews, a quantitative survey, and a quasi-experimental design. The findings of the interviews will be presented, revealing students' gist-informed expectations of an ecosystem of connection. It is anticipated that this research will produce useful guidance for regional universities in post-pandemic times.

06E EMERGING INITIATIVE
SUCCESS

What matters to students? International findings in student conceptions of success

Ryan Naylor
Sydney School of Health Sciences, The University of Sydney

This presentation reports on preliminary research findings produced during a recent Fulbright Senior Scholar fellowship at Kansas State University. Understanding how students conceive of success in higher education is essential in both the US and Australasian contexts to support a positive student experience and good student outcomes. Student conceptions of success, however, are currently under-studied. A scoping review of the international literature identified at least 105 success criteria, grouped into three major themes (living a good life while studying, undergoing personal growth, and developing future opportunities). Prioritisation, using the Delphi method from three further samples (first year Education undergraduates; first year Master of Student Affairs students; and academic advisors), further identified threshold concepts students must learn (about themselves or their university) to achieve success at university.

06F EMERGING INITIATIVE
STUDENTS

She says her name is Ella: navigating transgender inclusion in Simulation with student nurses

Alana Wilson, Melissa Ciardulli
Holmesglen Institute

Significant focus is now placed on promoting diversity and inclusion in healthcare education (Picketts, Warren & Bohnhert, 2021). For transgender people, real or perceived stigma, oppression and discrimination within health care can result in adverse mental health outcomes (Kcomt, Gorey, Barret & McCabe, 2020). There is a need for educators and learners to engage with members of the transgender community to ensure learning experiences are safe, effective, and respectful.

This pilot project was created for an intraprofessional workshop engaging Stage2 Diploma of Nursing students and Year 2 Bachelor of Nursing students at a large educational institute in Melbourne. Our aim was to explore the understanding of the nursing student cohort regarding the importance of health disparity, expand knowledge and provide exceptional care, by improving inclusive language when caring for transgender patients. Students engaged in discussion in empathy and self-reflection before participating in an immersive Simulation scenario working with transgender actors through themes of diversity, inclusion and patient advocacy.

NOTES

PARALLEL SESSION 07
4:00PM – 4:30PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 7	07A EI Students	07B EI Transitions	07C EI Retention	07D EI Transitions	07E EI Success	07F EI Mental Health
4:00pm - 4:30pm	From the margins to the mainstream: the online learning rethink and its implications for enhancing student equity	"I Got the Job!": Embedding Employability Skills in Honours Psychology Curriculum 2.0	Student support in rural medical education: What does evidence-based practice look like?	Growing first year teaching capability – investigating the impact of a first year teaching community of practice.	Exploring definitions of 'success' in relation to outreach programs for Indigenous Australian students	Centring us: proposing a new framework for university students' multidimensional wellbeing through the lens of intersectionality
	Cathy Stone	*Ali Enright, Rianna Lopez, Andy Bryer*	*Anna Kokavec, Jane Harte, Simone Ross*	*Lynn Riddell, Corinna Ridley, Janne McBurnie, Wendy Webber, Amanda Mooney, Stephan Marshall*	*Katelyn Barney, Hayley Williams*	*Preeti Padmanabhan, Natsuki Matano, Sened Tesfom Sbhatu, Angela Venus Sakuntala, Sakinah S. J. Alhadad*
	The University of Newcastle, Australia	*Flinders University*	*College of Medicine and Dentistry, James Cook University*	*Deakin University*	*The University of Queensland*	*The University of Hong Kong, The University of Queensland, The Australian National University, Griffith University*

07

07A EMERGING INITIATIVE
STUDENTS

From the margins to the mainstream: the online learning rethink andits implications for enhancing student equity

Cathy Stone
The University of Newcastle

From being largely at the margins of higher education, online learning now finds itself in the mainstream. Since the start of the Covid-19 pandemic, online learning has been taking a more central role in higher education than ever before. This presentation looks at what we knew about online learning pre-2020, what we know now, and the implications of this for the further enhancement of student equity.

07B EMERGING INITIATIVE
TRANSITIONS

"I Got the Job!": Embedding Employability Skills in Honours Psychology Curriculum 2.0

Ali Enright, Rianna Lopez, Andy Bryer
Flinders University

A successful transition from university to the workforce relies on employability skills. Psychology Honours students consistently report that they are unclear about their employability skills and which industries value those skills. In 2022, we redesigned a required Psychology Honours topic to improve students' employability skills. Results showed significantly improved employability skills post-topic redesign; however, the topic failed to differentiate students well suited for postgraduate study from those better suited for the transition to postgraduate employment. Here we extend our topic redesign work with two key aims: 1) develop students' employability skills, and 2) differentiate students suited for postgraduate study. Specifically, the second iteration of the redesign of the topic required students to complete four tasks that developed their employability skills: an Employability portfolio (that included sector and organisation research, job advertisement analysis, and resume and selection criteria writing), mock conference poster session, industry presentation, and peer review of industry presentation. Students' employability skills and confidence in these skills were assessed both before and after employability skills were embedded into the topic. The findings and implications will be shared in this presentation.

07C EMERGING INITIATIVE
RETENTION

Student support in rural medical education: What does evidence-based practice look like?

Anna Kokavec, Jane Harte, Simone Ross
College of Medicine and Dentistry, James Cook University

Every year some medical students will 'fail to thrive', which results in a personal cost to the student, puts pressure on universities, and impacts community safety and funding. Every year 10-15% of students will need to repeat and students in their first year and those from rural, remote, and regional areas are particularly vulnerable. The high cost of failure is a strong motivator for medical schools to try to do everything they can to identify and support at-risk students. However, ensuring student support is effective, affordable, accessible, and valued by students is the challenge many are facing. Most medical schools claim to have a student support strategy in place. However, what this looks like and whether what is there is even working is difficult to determine and even harder to evaluate. The aim here is to provide an overview of the JCU Medicine Student Risk Management Model for discussion.

07D EMERGING INITIATIVE
TRANSITIONS

Growing first year teaching capability – investigating the impact of a first year teaching community of practice.

Lynn Riddell, Corinna Ridley, Janne Mcburnie, Wendy Webber, Amanda Mooney, Stephan Marshall
Deakin University

Growing academic capabilities in first year education is key to student success and retention. In 2019 Deakin University designed a First Year Educator Community of Practice (FYE CoP) which was implemented early 2020. The goals of the FYE CoP were multifaceted but included recognising and developing the unique skills and capabilities of First Year Educators (FYE), enriching their practice through peer led development, supporting their critical role in successful university transition, and growing the connections between FYE, student academic support services and student engagement activities. Interviews from FYE engaged with the CoP provide evidence that this initiative has enriched their sense of value and their practice as FYE. It has also highlighted the importance of providing practical and emotional support to educators and provided insights into the value of local and cross university relationships in creating a network of support for educators to draw on.

07E EMERGING INITIATIVE
SUCCESS

Exploring definitions of 'success' in relation to outreach programs for Indigenous Australian students

Katelyn Barney, Hayley Williams
The University of Queensland

Numerous Indigenous scholars have emphasised the need to focus on 'success' in relation to Indigenous Australian higher education and move away from deficit discourses (e.g., Fredericks et al. 2015; Pigeon, 2008). Most universities run outreach camps that bring Indigenous Australian school students onto campus to introduce them to university; however, there are varying opinions on the role of these camps and tensions can exist between widening participation and university marketing agendas. What does "success" mean in relation to outreach programs for Indigenous Australian students? And what might this mean for the evaluation of outreach programs? Drawing on findings from a National Centre for Student Equity in Higher Education funded Equity Fellowship (Barney, 2022), this presentation identifies student, parent/caregiver and staff perspectives on what "success" means in relation to outreach programs for Indigenous Australian students. We will draw on thematic analysis to identify common themes from interviews with Indigenous Australian university students, their parents/caregivers, and staff who work on outreach programs to explore their diverse perspectives on "success" and the need to develop "measures of success" for outreach programs. Importantly, this presentation will highlight that "success" for outreach programs extends beyond university enrolment to effectively supporting Indigenous Australian students through to graduation. The presentation will also discuss resources developed as part of the fellowship including a podcast "Indigenous success: Doing it, thinking it, being it", in which Indigenous Australian students and staff share their perspectives on what "Indigenous success" means and the need to redefine success in relation to outreach programs.

07F EMERGING INITIATIVE
MENTAL HEALTH

Centring us: proposing a new framework for university students' multidimensional wellbeing through the lens of intersectionality

Preeti Padmanabhan
Faculty of Social Sciences, The University of Hong Kong

Natsuki Matano
School of Education, The University of Queensland

Sened Tesfom Sbhatu
College of Business and Economics and College of Arts and Social Sciences,
The Australian National University

Angela Venus Sakuntala
HKU Business School, The University of Hong Kong

Sakinah S. J. Alhadad
School of Education and Professional Studies and Griffith Institute of Educational Research,
Griffith University

Students' wellbeing has recently gained popularity in research; yet there are limitations to explaining the underpinning reasons for mental health and wellbeing challenges, particularly for diverse university students. Thus, this research, developed based on our lived experiences as insider researchers, aims to address these limitations and support students to deepen their understanding of wellbeing. We use the framework of intersectionality to explain how various factors, such as social power and oppression, influence university student wellbeing. Through this increased insight into the multidimensional, intersectional understanding of their entangled identity and wellbeing, students may be better able to seek support, or improve their wellbeing.

NOTES

TUESDAY

KEYNOTE PRESENTATION

Transaction danger! Avoiding pitfalls of an impersonal university education

Professor Gregor Kennedy
Deputy Vice-Chancellor (Academic)
The University of Melbourne

Biography

Gregor Kennedy is the Deputy Vice-Chancellor (Academic) at the University of Melbourne and a Professor of Higher Education in the Centre for the Study of Higher Education. In his Deputy Vice-Chancellor role Gregor provides strategic leadership in the development and delivery of the University's undergraduate and postgraduate programs and oversees a range of areas including academic quality, teaching, learning and assessment, digital and online learning, and the student experience. He has recently led the development of the University's new Advancing Students and Education strategy.

Gregor's research background is in the area of educational psychology, and the development and use of technology in higher education. His current research interests include understanding interaction and engagement in digital learning environments particularly through the use of learning analytics; understanding student confusion and self-regulation in digital learning environments; and the interpretation of feedback by students. He is a regular invited and keynote speaker at national and international conferences, publishes regularly in the areas of higher education, teaching and learning and educational technology, and most recently worked with Biggs and Tang to update their classic text, Teaching for Quality Learning at University, which was published in a 5th Edition in 2022.

NOTES

PARALLEL SESSION 08
10:30AM – 11:00AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 8	08A EI Transitions	08B EI Transitions	08C EI Success	08D EI Success	08E EI Success	08F EI Success
10:30am - 11:00am	The Power of Behavioural Engagement: Assisting Students to Succeed in Online Learning	Diplomas pathways model for student success: An emerging initiative	Course identity and integrity: Embedding a whole-institution approach to enhancing student success	Calling out racism in university classrooms: The need for Indigenisation of the curriculum to support Indigenous student completion rates	Making it Everyone's Business: Implementing and Evaluating a Transition Pedagogy Informed Student Success Framework	Using early-semester student feedback to improve teaching and learning experiences in higher education
	Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie M. Foote, Cathy Stone	*Matthew Sweeney, Sharnai Shead, Anna Menicucci Maldoni*	*Ruth Pickford*	*Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Kirsten Hausia, Anne Martin, Brenna Bernardino*	*Ali Enright, Chido Alozie, Kym Williams, Luke Roberts*	*Caryn Lim, Tridib Saha, Beverley J. Webster*
	University of Southern Queensland, La Trobe University, Stony Brook University, University of Newcastle	*Australian Catholic University*	*Leeds Beckett University*	*The University of Queensland*	*Flinders University*	*Monash University Malaysia*

08A EMERGING INITIATIVE
TRANSITIONS

The Power of Behavioural Engagement: Assisting Students to Succeed in Online Learning

Jill Lawrence, Alice Brown, Petrea Redmond
University of Southern Queensland

Jay Cohen
La Trobe University

Stephanie M. Foote, John N. Gardner
Institute for Excellence in Undergraduate Education, Stony Brook University

Cathy Stone
University of Newcastle

This emerging initiative investigates behavioural engagement in online learning in higher education, probing its impact on student transition, retention, and success. The data enabling this initiative emanates from a longitudinal learning and teaching research project (2017-present) conducted by a research team from the University of Southern Queensland, La Trobe University, the John N. Gardner Institute, and the University of Newcastle. Whilst online student engagement can be viewed broadly, behavioural engagement is arguably an obvious starting point, based as it is on observable activities which can be accessed via dashboards and learning analytics and thus more easily measured. It is theorised that it is critical for educators to appreciate that if students are not engaged behaviourally, then they are likely not learning effectively and, as well, unlikely to complete assessment tasks, which are indisputably linked to their retention.

08B EMERGING INITIATIVE
TRANSITIONS

Diplomas pathways model for student success: An emerging initiative

Dr Matthew Sweeney, Ms Sharnai Shead, Dr Anna Menicucci Maldoni
Global & Education Pathways, Australian Catholic University

Student engagement, success and retention are key priorities for Australian Universities. Research consistently shows that the first-year experience (FYE) is a leading factor in the retention and success of university undergraduate students. Over the last ten years, Transition Pedagogy (TP) has been recognised as an important contribution to a positive FYE. The Australian Catholic University's Diploma Pathway Program (DPP) is an ambitious initiative to embed TP into the curriculum of forty units across five different disciplines. As the program offers an alternative first year to students with lower entry requirements, teaching, learning, and assessment practices were carefully redesigned within the curriculum to optimise student experience and success. This initiative contributes to increasing evidence about the wide-reaching benefits of this framework for student success. Early data captured at the conclusion of the first year indicates a positive result for these students. Emerging reports will be shared in this presentation.

08C EMERGING INITIATIVE
SUCCESS

Course identity and integrity: Embedding a whole-institution approach to enhancing student success

Professor Ruth Pickford
Leeds Beckett University

There are increasing pressures on higher education institutions to maximise student success. Course factors underpinning student success are many and organisational change is complex. In this context, The Centre for Learning and Teaching at Leeds Beckett University is about to launch an institution-wide enhancement initiative. This will be the second stage of a two-stage project. The first stage of the project, which commenced in 2016, adopted a mixed methods approach to research course-related success factors, iteratively created a conceptual course model, and developed and evaluated aligned resources and tools to support whole-institution course redesign. The second stage will use this conceptual model and aligned tools to work with course teams across the institution to develop course identity and integrity to maximise student success. In this session, the model will be shared and the planned approach to developing course identity and integrity across a large university will be outlined.

08D EMERGING INITIATIVE
SUCCESS

Calling out racism in university classrooms: The need for Indigenisation of the curriculum to support Indigenous student completion rates

Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Kirsten Hausia, Anne Martin, Brenna Bernardino
The University of Queensland

Aboriginal and Torres Strait Islander students continue to experience racism in university classrooms. The Reconciliation Australia Barometer report (2022, p. 5) recently noted that experiences of racial prejudice have increased for Indigenous people with 60% of Indigenous people who responded to the survey experiencing at least one form of racial prejudice in the past 6 months. More work is needed to improve cultural safety in university classrooms for Indigenous students and increase the "social, emotional, economic, aspirational, and cultural wellbeing of Aboriginal and Torres Strait Islander peoples" (Bodkin-Andrews et al., 2021, p. 28). In this presentation we will explore findings from a National Centre for Student Equity in Higher Education (NCSEHE) funded project that focused on "what works" to support Indigenous students to complete their degrees (Fredericks et al., 2022). We draw on data from interviews with graduates that highlight the perceived experiences of racism in the classroom from peers and staff and the need for further Indigenisation of the curriculum to improve Indigenous student completion rates. The presentation concludes by discussing recommendations for universities to create a safer environment for Indigenous students.

08E EMERGING INITIATIVE
SUCCESS

Making it Everyone's Business: Implementing and Evaluating a Transition Pedagogy Informed Student Success Framework

Ali Enright, Chido Alozie, Kym Williams, Luke Roberts
Flinders University

Student success is a primary focus of higher education institutions. As such, higher education institutions often implement a student success strategic plan to drive student success targets. Institutional-level strategic plans, however, are often broad and leave it unclear how to interpret and apply the strategic plan to specific cohorts of students, e.g., at the faculty or college level. Evidence informing the best practice of how to implement a college level student success framework is currently lacking in the higher education literature. We aimed to address this gap by discussing how we interpreted Flinders University's Student Success and Retention Strategic Plan to develop and implement the College of Education, Psychology and Social Work's (CEPSW) Student Success Framework. Specifically, the CEPSW Student Success Framework was developed and implemented using a lens of transition pedagogy (Kift, 2015) and the five senses of student success (Lizzio, 2006). The CEPSW Student Success Framework includes five key objectives and recommended implementation strategies, set to a three-year timeline. Key objectives target student retention, satisfaction, and support, as well as curriculum designed according to Flinders University's digital learning guidelines, and authentic student partnerships. Both the process of framework implementation and evidence of the impact of recommended strategies within the framework will be discussed.

08F EMERGING INITIATIVE
SUCCESS

Using early-semester student feedback to improve teaching and learning experiences in higher education

Caryn Lim, Tridib Saha, Beverley J. Webster
Monash University Malaysia

Student evaluations are routinely employed in universities worldwide to gather valuable insights into the learning experience within a course and as a measure of student satisfaction with teaching. Although end-of-semester student feedback can help to improve experiences and enhance teaching practice, it is predominantly used for summative purposes. Furthermore, the students who provide the feedback do not enjoy improvements resulting from the evaluations. To address the shortcomings of such evaluation methods, we initiated an institution-wide early-semester feedback survey focusing on student experiences in the first four weeks of the semester. The survey results were used to identify areas of improvement and offer targeted development programs for staff to address common concerns. Our results suggest that early semester surveys can help educators identify and address barriers to student learning early in the semester, and likely enable better semester-long student learning experiences and outcomes.

NOTES

PARALLEL SESSION 09
11:10AM – 11:40AM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 9	09A EI Students	09B EI Transitions	09C EI Retention	09D EI Success	09E EI Success	09F EI Mental Health
11:10am - 11:40am	Identifying supports for rural mature-aged nursing and allied health students: a multiple case study	Communities of practice in secondary school enabling programs	Attributional Re-training: A Support Strategy for Students Undergoing Academic Review	Inclusive strategies to improve engagement, retention, and success for students with disability	Supporting student success through academic calendar transition: Co-creation of flexible program structure and tailored student support	From strategy to practice: Implementing an ambitious health promoting university strategy
	Claire Quilliam, Nicole Crawford, Carol McKinstry, Alison Buccheri, Sara Brito	*Selena Tenakov, Shaz Attree*	*Georgina Heath, Jordan Noacco, Amanda Richardson, Sarah Hattam, Cate Hudson*	*Elicia Ford, Darlene McLennan, Gabrielle O'Brien, David Swayn*	*Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Yosheen Pillay, Aastha Malhotra, Lisa Biddle, Megan Axelsen, Lorelle J. Burton*	*Berni Cooper, Nicole Border*
	The University of Melbourne, Curtin University, La Trobe University, Eastern Kentucky University	*Edith Cowan University*	*University of South Australia*	*University of Technology Sydney, Australian Disability Clearinghouse on Education and Training, STEPS Group Australia*	*University of Southern Queensland*	*Queensland University of Technology*

09

09A EMERGING INITIATIVE
STUDENTS

Identifying supports for rural mature-aged nursing and allied health students: a multiple case study

Claire Quilliam
Department of Rural Health, The University of Melbourne

Nicole Crawford
Curtin University, University of Tasmania, Deakin University

Carol McKinstry
La Trobe Rural Health School, La Trobe University

Alison Buccheri
Department of Rural Health, The University of Melbourne

Sara Brito
Occupational Therapy Department, Eastern Kentucky University

There is an undersupply of health professionals in regional, rural and remote Australia. Universities have been funded to encourage and support metropolitan students to undertake rural placements to increase the likelihood of future rural practice. In 2020, as researchers from different disciplines (rural health and student equity), we commenced a research program to address this workforce shortage. We shifted focus from city students to the rurally based, and from younger students to mature-aged, drawing on research suggesting that this mature- aged rural cohort are committed to their communities and have untapped potential to increase and improve the rural workforce. Using a case-study design, we explored the supports that mature-aged nursing and allied health students need to participate and succeed in higher education on a regional campus. In this presentation, we will share findings from the cross-case analysis of interviews with students and staff from three regional university campuses and communities.

09B EMERGING INITIATIVE
TRANSITIONS

Communities of practice in secondary school enabling programs

Selena Tenakov, Shaz Attree
Edith Cowan University

Students who participate in university enabling programs in Year 11/12 exhibit positive well-being in their transition to university studies, and the role of community, school and family is crucial in shaping perception and participation in higher education. Edith Cowan University has facilitated UniPrep Schools since 2017 but shifted approach in 2020 with the impacts of Covid-19. Recognising the importance of student well-being in the transition to university, the program was reshaped with focus on collaborative partnerships with schools where students face educational disadvantage. Since 2020, students and teachers have been surveyed on their participation in and perceptions of the reshaped program. In 2023, parents/caregivers of students in the program are also included in these surveys. The research findings highlight that fostering a community of practice actively engages students, teachers and parents/caregivers with pathway program choices in senior secondary school. The findings will be shared in this presentation.

09C EMERGING INITIATIVE
RETENTION

Attributional Re-training: A Support Strategy for Students Undergoing Academic Review

Georgina Heath, Jordan Noacco, Amanda Richardson, Sarah Hattam, Cate Hudson
University of South Australia

Students not making satisfactory progress with their studies at university are at risk of adverse outcomes and preclusion from their studies. Research suggests a relationship between factors students attribute their successes and failures to and academic achievement. Further studies have found training students to make new attributions may improve academic outcomes. Attributions towards success and failure have not been investigated in students undergoing Academic Review (AR). A pilot study was conducted to determine if students undergoing AR differ in attributions towards success and failure when compared to students making satisfactory progress. Results showed that students undergoing AR were higher in the dimension of stability, suggesting that AR students see failure as less modifiable. Data collection is continuing with an aim to develop, implement, and evaluate a support strategy focussed on Attributional Re-training for students making unsatisfactory progress with their studies.

09D EMERGING INITIATIVE
SUCCESS

Inclusive strategies to improve engagement, retention, and success for students with disability

Elicia Ford
Centre of Disability Studies, University of Technology Sydney

Darlene McLennan, Gabrielle O'Brien
Australian Disability Clearinghouse on Education and Training (ADCET)

David Swayn
STEPS Group Australia

Despite the exponential increase in the numbers of students with disability enrolling in university the retention and success of this cohort is one of the lowest amongst student equity groups. Students with disability continue to face a range of structural and attitudinal barriers to participation and success. With disability in the spotlight and higher education reform underway a renewed focus on disability inclusion as a whole-of-institution commitment to supporting students with disability is needed. As Australia's leading resource on disability in tertiary education for disability practitioners, educators, and students ADCET provides practical information, guidance, and tools to support disability inclusion in tertiary education settings. Two game-changing elements which universities can adopt immediately to improve disability inclusion are Universal Design for Learning and Accessible ICT Procurement. These sector-driven resources are gaining traction within universities and will be shared in this presentation.

09E EMERGING INITIATIVE
SUCCESS

Supporting student success through academic calendar transition: Co-creation of flexible program structure and tailored student support

Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Yosheen Pillay, Aastha Malhotra, Lorelle J. Burton
School of Psychology and Wellbeing, University of Southern Queensland

Lisa Biddle, Megan Axelsen
Strategic Academic Projects, University of Southern Queensland

The shift from a semester to trimester calendar presents opportunities and challenges. This initiative aims to effectively manage this transition with the overall goal of better supporting students to complete their programs. To achieve this, we adopted a "students as partners" approach. In a series of focus groups (N = 29) we sought feedback on how students believed their programs could be structured within the trimester calendar to support their completion, and what supports the university could provide during the transition. These focus groups were the first stage of a multi-stage approach, to work collaboratively with our students, as we prepare to move into the trimester calendar. Findings from these focus groups, including examples of how the student perspective shaped subsequent change, will be presented. Given the relationship between change and stress, the initiative also aims to support student wellbeing through the incorporation of health promotion activities.

09F EMERGING INITIATIVE
MENTAL HEALTH

From strategy to practice: Implementing an ambitious health promoting university strategy

Berni Cooper, Nicole Border
Queensland University of Technology

In 2022, Queensland University of Technology endorsed a Health and Wellbeing Strategy for students and staff that adopts a Health Promoting University approach. Implementation of this ambitious Strategy revealed key challenges that would be familiar to other universities adopting a similar approach. We outline three core challenges and our progress to date with each: evaluating a Health Promoting University initiative, securing and optimising senior leadership buy-in and coordinating broad university stakeholders to align with the new Strategy. We endeavour to start a conversation with practitioners who are implementing Health Promoting University approaches to enable the sharing of good practice and collaborative learning.

NOTES

PARALLEL SESSION 10
11:50AM – 12:20PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 10	10A EI Success	10B EI Transitions	10C EI Mental Health	10D EI Retention	10E EI Success	10F EI Transitions
11:50am - 12:20pm	Reconceptualising and humanising support for incarcerated students	Integrating visual arts into peer mentoring programs for a successful transition	Acknowledging the effects of isolation on student wellbeing: A re-imagining of the high-performance extracurricular accelerate programme through lessons learned from the pandemic	Student success: Combining innovation and business as usual for an institutional approach to student retention.	Marking practices in the modern university: the impact of anonymous marking on learning	Building students' resilience: Embedding knowledge and skill development into the first-year curriculum
	Kate Derrington, Kacie Fahey, Stephen Seymour	*Maryam Salman Aldossary, Cindy Ann Smith, Lisa Paris*	*Parizad Mulla, Richard Brooks, Herbert Sima, Douglas Carrie, 'Ilaisaane Fifita, Michelle Kilkolly-Proffit*	*Sarah Rose, Monica Chen, Joanna Winchester*	*John Hamilton*	*Tracy Goodchild, Georgina Heath, Amanda Richardson*
	University of Southern Queensland	*King Faisal University, Curtin University*	*University of Auckland*	*Australian Catholic University*	*Deakin University*	*UniSA, University of South Australia*

10

10A EMERGING INITIATIVE
SUCCESS

Reconceptualising and humanising support for incarcerated students

Kate Derrington, Kacie Fahey, Stephen Seymour
University of Southern Queensland

Engagement in education whilst incarcerated is recognised as a pathway to rehabilitation and reducing recidivism. However, the study experience of incarcerated students is reported as being dehumanising. This emerging initiative aims to develop "fit for purpose" academic skills videos to reflect minority cohorts instead of repurposing existing support for this offline context. These resources will be mindful of the characteristics of incarcerated cohorts who may be keen to learn but may have low literacy levels, learning difficulties and disabilities. Reflective of the disproportionate numbers in incarceration, the resources will incorporate First Nations perspectives through co-design. This initiative is grounded in transition pedagogy. Students are anticipated to feel more supported as these resources will build academic skills, humanise study while incarcerated, and improve the transition to study post incarceration.

10B EMERGING INITIATIVE
TRANSITIONS

Integrating visual arts into peer mentoring programs for a successful transition

Maryam Salman Aldossary
King Faisal University, Saudi Arabia
School of Education, Curtin University

Cindy Ann Smith, Lisa Paris
School of Education, Curtin University

Instrumental mentoring is an effective approach that has been used widely in youth communities to achieve social and developmental growth. The existing instrumental mentoring programs at universities remain limited to course topics such as science and mathematics, which increases the need for more comprehensive programs addressing transition demands. This presentation describes a pilot study with an innovative approach that integrates visual art into an instrumental mentoring context targeting first year students. The art-based mentoring program was directed to foster social interactions and metacognition as primary needs for coping with transition challenges. Promising outcomes have been reported after seven weeks of regular meetings, offering a safe environment for students to learn and grow.

10C EMERGING INITIATIVE
MENTAL HEALTH

Acknowledging the effects of isolation on student wellbeing: A re-imagining of the high-performance extracurricular accelerate programme through lessons learned from the pandemic

Parizad Mulla, Richard Brooks, Herbert Sima, Douglas Carrie, 'Ilaisaane Fifita, Michelle Kilkolly-Proffit
University of Auckland Business School

In 2020, the pandemic and its subsequent lockdowns saw a shift to online learning in New Zealand Universities. Since then, teaching and learning online has become mainstream in the New Zealand tertiary education sector. Against this backdrop, Accelerate, an extracurricular programme developed to challenge and extend top students, was also moved online. The traditionally high-interaction team-based consulting programme continued to provide valuable insights to not-for-profit client organisations, but there was a noticeable shift in student engagement and outcomes resulting from the move online at this time. This paper proposes that we re-design Accelerate in accordance with the principles of the high-involvement model of human resource management in response to our emerging understanding of the importance of in-person interactions for team cohesion and commitment, overall mental wellbeing, team trust, productivity, and pride.

10D EMERGING INITIATIVE
RETENTION

Student success: Combining innovation and business as usual for an institutional approach to student retention.

Sarah Rose, Monica Chen, Dr Joanna Winchester
Australian Catholic University

Universities in Australia are at a crisis point for student enrolment and retention. For long term impact in these areas, it is behest for tertiary institutions to take a whole of organisational approach. ACU is a multi-state, multi campus university, and there are many challenges to developing a national strategy that appreciates the diversity of each student cohort. In 2022, ACU's Student Success team created a vision of a student population that is prepared, connected, and empowered. This presentation will highlight an overview of the innovation initiatives that were implemented over the last two years that has had an outstanding impact on student retention, overturning a five-year trend of attrition in key student populations.

10E EMERGING INITIATIVE
SUCCESS

Marking practices in the modern university: the impact of anonymous marking on learning

John Hamilton
Academic and Peer Support Services, Deakin University

This presentation considers the marking experience for both students and academics in contemporary universities; in particular, the practice of outsourcing of marking to sessional staff with sometimes a tenuous link to the unit being taught and limited first-hand knowledge of the students. There are practical reasons why the marking of written assignments is increasingly outsourced to sessional academics sometimes external to teaching teams. Nevertheless, this paper suggests taking a closer look at this marking practice largely taken for granted in the modern university, to examine who it ultimately serves and what impact it has on learning and the development of relationship. It proposes the adoption of video feedback summaries from markers as a potential way to begin to make feedback on written assessments more meaningful for students.

10F EMERGING INITIATIVE
TRANSITIONS

Building students' resilience: Embedding knowledge and skill development into the first-year curriculum

Tracy Goodchild, Dr Georgina Heath
UniSA Justice and Society, University of South Australia

Dr Amanda Richardson
Teaching Innovation Unit, University of South Australia.

Starting university is challenging. Students navigating this transition require resilience to face the inevitable challenges, yet many may not be equipped with the strategies they need. In this research, we explored changes in resilience following the delivery of a resilience building module and course topics related to resilience within a core first-year university course. Psychology students (N = 205) at the University of South Australia completed the adapted Resilience at Work Scale and undertook a resilience building module. Pre- and post-scores were obtained for students' resilience; overall and components. On average, students had good levels of resilience at commencement, yet scores still increased significantly across most components following completion of the resilience building module. Additionally, students who reported implementing resilience strategies experienced significantly higher score increases than their peers who did not. These findings hold important implications for staff across universities in relation to embedding resilience building programs in courses.

NOTES

PARALLEL SESSION 11
1:20PM – 1:50PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 11	11A EI Students	11B EI Transitions	11C GPR Transitions		11E EI Success	11F EI Students
1:20pm - 1:50pm	Refiguring the student voice in university governance	To University.... and Beyond! Shaping a meaningful and holistic Faculty Transition strategy	Mapping the academic language and learning (ALL) demands of first-year units.		Students as leaders – Developing an academic integrity ambassador program	Medical student peer-teaching motivational factors: Using self-determination theory
	Kerrilee Lockyer, Sarah Moulds	*Karen Walker, Alexander Chetner*	*Rachel Barber*		*Claudia Gottwald, Taseef Hasan Farook*	*Simone Ross, Kimberley Owens, Angus Lane*
	University of South Australia	*University of Sydney*	*Central Queensland University*		*The University of Adelaide*	*James Cook University*

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11A EMERGING INITIATIVE
STUDENTS

Refiguring the student voice in university governance

Dr Kerrilee Lockyer, Dr Sarah Moulds
University of South Australia

Australian Universities recognise the importance of including students as genuine participants in governance and decision making, and yet students are increasingly conceptualised in this process as 'customers' and not as active agents for change (Naylor et al. 2021). Many universities proceed on the basis that student participation in decision making structures will positively contribute to crucial strategic objectives such as student health and wellbeing, belonging and retention, and authentic teaching and learning outcomes (e.g. Mahoney, Kumare and Sasabi 2022). Yet little research has addressed how students and staff are conceptualised in these governance processes. This initiative aims to address this gap, using a case study that focuses on policies and resources created to guide and support student participation in university governance and by taking an applied linguistic focus on how these normative processes define student participation in decision-making forums.

11B EMERGING INITIATIVE
TRANSITIONS

To University.... and Beyond! Shaping a meaningful and holistic Faculty Transition strategy

Karen Walker, Alexander Chetner
University of Sydney, Faculty of Arts and Social Sciences

Transition in higher education has primarily concentrated on students' transition into university and their first year experience, with limited focus on the distinct transitional stages that occur across the student life cycle.

The Faculty of Arts and Social Sciences Transition Project aims to tackle these challenges in recognising and connecting distinct periods of transition through a framework of common transition principles and student feedback markers across the student life cycle, engaging with transformative learning pedagogy and co-curricular peer program designed to meaningfully address and connect student transitions into, through and beyond university.

11C GOOD PRACTICE REPORT
TRANSITIONS

Mapping the academic language and learning (ALL) demands of first-year units.

Rachel Barber
Central Queensland University

Becoming academically literate is a complex process involving both the students' own learning of themselves as learners as well as their understanding of how knowledge is constructed and communicated within their discipline. In the context of widening participation and concerns around student equity and retention, there has been a shift in contemporary academic language and learning (ALL) practice away from remedial interventions and towards developmental approaches through embedding ALL into curriculum, although the question of which pedagogical approaches are most successful for ALL development is contested. This presentation considers different approaches currently used in ALL practice to identify and map ALL demands in curriculum, with a view to understanding how ALL practice impacts the student experience of disciplinary learning.

11E EMERGING INITIATIVE
SUCCESS

Students as leaders – Developing an academic integrity ambassador program

Claudia Gottwald,
Division of Academic and Student Engagement, The University of Adelaide

Taseef Hasan Farook
Adelaide Dental School, The University of Adelaide

Taking a Students as Partners approach to learning and teaching emphasises the significance of creating and sustaining partnerships between students and staff in higher education. This session will discuss the successful development of the Academic Integrity Ambassador program at the University of Adelaide. First piloted in 2021, the program underwent a major re-design in 2022 focusing on student participation in the program development process to promote academic integrity and create a safe space for peer discussion and reflection. The session will include a discussion of the challenges, outcomes, recruitment, training, and future direction of the program. The program has multidisciplinary student leaders from diverse cultural backgrounds who complement each other's strengths and experiences. It supports the university's strategic goals and has been nationally praised for its innovative activities and projects.

11F EMERGING INITIATIVE
STUDENTS

Medical student peer-teaching motivational factors: Using self-determination theory

Simone Ross, Kimberley Owens, Angus Lane
College of Medicine and Dentistry, James Cook University

Student peer teaching can be fulfilling and satisfying for students and has the potential to motivate junior students to become peer-teachers in turn. The College of Medicine and Dentistry investigated medical students' motivations behind becoming near-peer teachers (students in the same curricula advanced by more than two years). In particular, the research focussed on the new and continuing near-peer teachers into the Home Group Program. The program is a uniquely designed program to support years one to three students in their social, professional, and academic studies in medicine. Near peer teachers were surveyed to self-assess their intrinsic, extrinsic, and amotivations. The research findings show age makes a difference to 'obligations to pay it forward', enrolment status of student makes a difference for 'developing own skills', and stage of employment makes a difference to 'satisfaction' and 'personal accomplishment'. The findings and survey will be shared in this presentation.

NOTES

PARALLEL SESSION 12
2:00PM – 2:30PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 12	12A EI Students	12B EI Transitions	12C EI Transitions		12E EI	12F EI Success
2:00pm - 2:30pm	"How the teachers actually care": the value of on-campus academic experiences for secondary school students.	Versatile Technology Tools to Empower Career Development Learning	Benchmarking Australian enabling programs for a national framework of standards.		Navigating Higher Education – developing a 'relational navigation' framework to support students from diverse backgrounds.	The 'nature' of supporting university student well-being
	Belinda D'Angelo, Rikke Mazzella	*Nicole Graham, Justin Ellis*	*Charmaine Davis, Chris Cook, Suzi Syme, Sarah Dempster, Lisa Duffy, Sarah Hattam, George Lambrinidis, Kathy Lawson, Stuart Levy*		*Emily Fuller*	*Elissa Pearson, Brianna Le Busque*
	La Trobe University	*Griffith University*	*University of Southern Queensland, Central Queensland University, Southern Cross University, University of Tasmania, Edith Cowan University, University of South Australia, Charles Darwin University, Federation University*		*University of Newcastle*	*University of South Australia*

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12A EMERGING INITIATIVE
STUDENTS

"How the teachers actually care": the value of on-campus academic experiences for secondary school students.

Belinda D'Angelo, Rikke Mazzella
La Trobe University

In a post-pandemic world, the value of on-campus interventions – where future students can place themselves in the university environment – is of immense value. After a period of isolation due to COVID-19 restrictions, when some students experienced socialisation issues, La Trobe University encouraged secondary students back on-campus in supportive and innovative ways. Reported here is one piloted initiative, 'Nursing Student for a Day': an immersive academic intervention in collaboration with the university's Department of Rural Health Sciences. While having secondary schools visiting campuses is not new, the focus of this intervention was to build confidence and a sense of belonging in participants by doing practical learning. As a result, we ask how the role of universities can adapt to support building the confidence of our future students.

12B EMERGING INITIATIVE
TRANSITIONS

Versatile Technology Tools to Empower Career Development Learning

Nicole Graham, Justin Ellis
Griffith University

The future of work - and how to prepare students for it – has come to the forefront for Australian universities. Since legislative changes in 2020, graduate employment outcomes account for 40 per cent of Government funding for new students. This has given rise to a proliferation of employability initiatives at Australian universities as academic and professional staff direct their expertise and energies to enhancing graduate outcomes for their students. In the wake of COVID-19, many students engage with university learning differently, opting to study online to balance personal wellbeing and life roles. Additionally, the volatility of the labour market has altered the way students will develop their careers, with many required to continually update their skills to remain employable in rapidly changing industries. (Foundation for Young Australians, 2020). The Versatile Technology Tools (VTT) initiative responds to this context with inclusive, empowering and flexible career development tools which can readily be adapted to individual career development consults, curriculum teaching, extra-curricular and self-guided learning.

12C EMERGING INITIATIVE
TRANSITIONS

Benchmarking Australian enabling programs for a national framework of standards.

Ms Charmaine Davis
UniSQ College, University of Southern Queensland

Mr Chris Cook
School of Access Education, Central Queensland University

Associate Professor Suzi Syme
SCU College, Southern Cross University

Dr Sarah Dempster
University of Tasmania

Ms Lisa Duffy
Edith Cowan University

Dr Sarah Hattam
UniSA Futures, University of South Australia

Mr George Lambrinidis
Faculty of Arts & Society, Education & Enabling, Charles Darwin University

Ms Kathy Lawson
Curtin University

Dr Stuart Levy
Institution of Education, Arts and Community, Federation University

Enabling education programs in Australia assist students who would otherwise have been excluded from higher education to transition into undergraduate study. These programs emerged independently in response to the needs of individual universities and the varying cohorts of students they serve. The exclusion of these programs from the Australian Qualifications Framework (AQF) has meant they remain unregulated, with no national framework for standards. The development of academic standards is a dynamic, consensus driven process, and benchmarking provides a method through which academics from across institutions can work in partnership to reach shared understandings, and improve and align practices. This Good Practice Report outlines the results of the first comprehensive cross-institutional benchmarking project involving nine Australian universities, and demonstrates there is shared understanding of the standards of enabling programs between institutions. These findings will contribute to the establishment of national standards for enabling programs in Australia.

12E EMERGING INITIATIVE

Navigating Higher Education: Developing a 'relational navigation' framework to support students from diverse backgrounds.

Emily Fuller
Centre of Excellence for Equity in Higher Education, University of Newcastle

The importance and impact of student and staff relationships has been demonstrated through ongoing research and practice in higher education. The Centre of Excellence for Equity in Higher Education's Relational Navigation approach allows for the development of positive, effective relationships in order to support people from diverse and under-represented backgrounds to access, engage and succeed in higher education. Practitioners 'walk alongside' students from diverse backgrounds, providing tailored support, particularly during key transition points. Many students have identified this support as key in allowing them to commence and continue their studies, as well as to develop a sense of belonging at the University and to participate more fully in the University community.

12F EMERGING INITIATIVE SUCCESS

The 'nature' of supporting university student well-being

Elissa Pearson, Brianna Le Busque
University of South Australia

Many university students are experiencing high levels of stress and/or psychological distress. This emerging initiative will discuss the implementation of a first-year course on Connecting and Working with Nature at UniSA. This course introduces students to both a conceptual understanding of how our relationships with the natural world contribute to human health and well-being, as well as evidence-based strategies for deepening their personal nature connection and subsequent psychological well-being. Data regarding course impacts was drawn from pre-post course surveys, as well as student work samples and focus groups. Collectively, the evidence suggests the course is positively contributing to student well-being and providing students with tools they can use during and beyond their studies to pro-actively support their mental health and well-being. This leads to the question- how can universities better incorporate partnering with nature to best support our student cohorts and create a more connected and sustainable society?

NOTES

PARALLEL SESSION 13
2:40PM – 3:10PM

ROOM	BALLROOM 1	BALLROOM 2	BALLROOM 3	LYON 1	LYON 2	BASTILLE
Parallel Session 13	13A EI Achievement	13B EI Transitions	13C EI Transitions		13E EI Success	13F EI Students
2:40pm - 3:10pm	Building healthy study habits in higher education students – An artificial intelligence backed solution	Facilitating Continuous Improvements towards Students Transition: the power of innovative practices	Standing on the shoulders of giants: An approach to the implementation of Transition Pedagogies in a New Zealand university.		Cultural Contact Program: support for pathway students with cultural-linguistically similar staff	The Tertiary Wellbeing Aotearoa New Zealand (TWANZ), tackles student and staff wellbeing as an emerging, and ever-evolving initiative.
	Pavan Gamage, Kathryn Thomas, Darcy Meehan	*Kathy Egea, Sonal Singh, Amanda Moors-Mailei, Katie Padilla, Beate Mueller*	*Jean Jacoby, Fleur Connor-Douglas*		*Rachel Maissan*	Liz Hosking-Clement
	Online Education Services	*University of Technology Sydney*	*Massey University, Evolve Aotearoa*		*Deakin College*	University of Auckland

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13A EMERGING INITIATIVE ACHIEVEMENT

Building healthy study habits in higher education students – An artificial intelligence backed solution

Pavan Gamage, Kathryn Thomas, Darcy Meehan
Online Education Services

Having good study habits supports the transition into higher education and leads to student success. We aim to help our students build healthy study behaviours by implementing a personalised Artificial Intelligence (AI) study tracker. The functionality of AI predictive modelling has allowed us to create a truly personalised experience that enables us to better understand which study behaviours influence student success. Co-designed with students to deliver a best-in-class user experience, the study tracker is currently being piloted to monitor changes in study habits and the impact on student outcomes. The pilot has shown preliminary indicators of increased student retention (to the end of the course), improved unit attempts, and a higher progression rate to the next teaching period.

13B EMERGING INITIATIVE TRANSITIONS

Facilitating Continuous Improvements towards Students Transition: the power of innovative practices

Kathy Egea, Sonal Singh, Amanda Moors-Mailei, Katie Padilla, Beate Mueller
University of Technology Sydney

This paper explores the impact of First and Further Year Experience (FFYE) program on innovative practices that support students transitioning into university, and the ways practices are integrated across the academic-professional divide. Understanding how these practices emerged, what are the key influential practices (forums, Microsoft Teams, grants, blogs) and the impact of sharing practice, networking and collaboration, can assist how we engage and improve on our work. Three onboarding practices are presented and analysed, with future research on the diversity of practices within the transition space outlined. This has clear implications for practice for higher education administrators, academics and profession support staff officers.

13C EMERGING INITIATIVE TRANSITIONS

Standing on the shoulders of giants: An approach to the implementation of Transition Pedagogies in a New Zealand university.

Jean Jacoby
Massey University

Fleur Connor-Douglas
Evolve Aotearoa

Transition pedagogy approaches underpin much of the current work in student success and retention and have formed the basis of many successful initiatives. However, information outlining strategies for implementing these, particularly in large scale cross-university initiatives, is scarce. This emerging initiative is part of a large-scale student success programme in a university which has been grappling with these challenges for a number of years. It involves a coordinated, cross-university approach to improve student success using multi-disciplinary teams working in partnership to support student achievement. While initial outcomes for students are promising, the challenges of implementation are great. This presentation shares realistic insights into the operationalisation of an ambitious approach and contributes to the understanding of the realities of co-created course design approaches to student success. Most of all, it acknowledges the ongoing impact of the work of STARS pioneers and builds on their work of the last two decades.

13E EMERGING INITIATIVE SUCCESS

Cultural Contact Program: support for pathway students with cultural-linguistically similar staff

Rachel Maissan
Deakin College

Deakin College is a pathway institution that provides students with direct entry to Deakin University in Victoria, Australia. The student population is split between domestic and international students with top recruitment countries being India, Pakistan, China and Kenya. For a number of trimesters Deakin College has identified certain student cohorts as having low engagement and retention, which impacts their ability to transition smoothly to the University. A variety of strategies have been tried by the Student Services, Marketing and Academic teams. For example, these include student surveys, tuition deposits, tailored resources and emails, phone calls, and on-campus and online information sessions. Deakin College is rethinking engagement and support for particular cohorts, and has broadened its understanding of student needs, offering support beyond onshore, term-time resources and events. The Cultural Contact program offers connections with staff from cultural-linguistically similar backgrounds to students and their parents pre-departure and post-arrival.

13F EMERGING INITIATIVE
STUDENTS

The Tertiary Wellbeing Aotearoa New Zealand (TWANZ), tackles student and staff wellbeing as an emerging, and ever-evolving initiative.

Liz Hosking-Clement
University of Auckland

The Tertiary Wellbeing Aotearoa New Zealand (TWANZ) network comprises tertiary and health promotion stakeholders and aims to support local, national and international collaboration and shared resources, experiences, initiatives and successes to increase the health and wellbeing of staff and students through systemic change in tertiary settings across Aotearoa New Zealand. A focus on health and wellbeing within tertiary institutions is gaining momentum within Aotearoa, New Zealand and worldwide. TWANZ is guided by the principles outlined in the international framework for health promotion in higher education, the Okanagan Charter, while reflecting the uniqueness of Aotearoa settings, knowledge and populations. Our website provides a database of the TWANZ network and the latest news, as well as a forum, core resources, and case studies to guide and support best practice health promotion activities and policies to promote staff and student wellbeing. Established in 2016, TWANZ initially focused on producing a practical guide applying the Okanagan Charter to campuses in Aotearoa New Zealand. A South Island Tertiary Health and Wellbeing Survey was conducted in 2016 of seven of the eight South Island tertiary institutions, structured around the Okanagan Charter's action areas, and a general report of findings and recommendations was generated. From 2020 to the present, TWANZ has been discussing and collaborating on projects involving Drug Checking, Period Poverty, Addressing Sexual Harm and the ongoing response to COVID-19.

NOTES

CLOSING PLENARY SESSION

Best practice in promoting staff and student wellbeing'.
A discussion with senior leaders.

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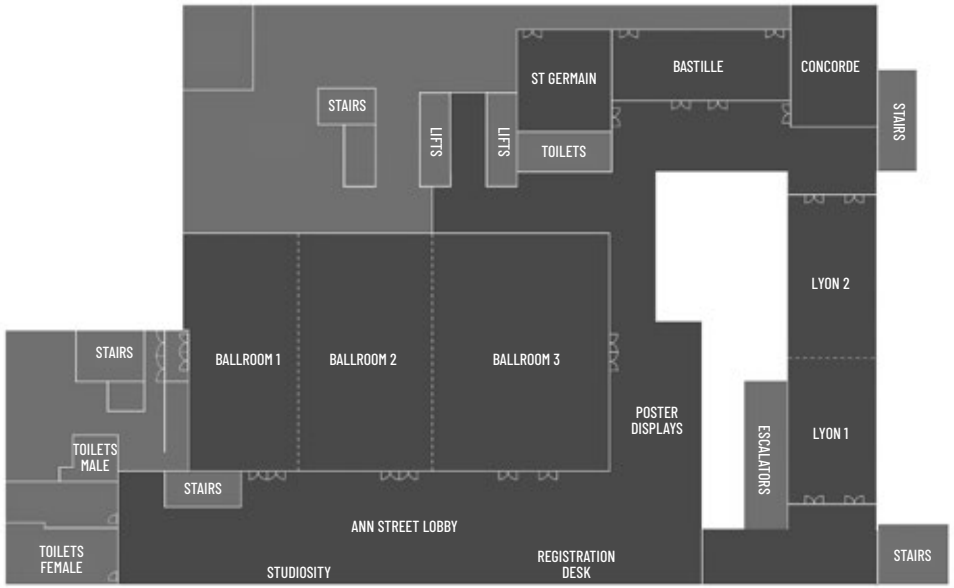
CONFERENCE VENUE

Sofitel Brisbane Central
249 Turbot Street Brisbane QLD 4000



*Program subject to minor change, current at time of printing.

STARS
STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

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