



2023 STARS CONFERENCE IN CONJUNCTION WITH AMHHEC

3-5 JULY 2023
SOFITEL
B R I S B A N E

CONFERENCE 2023

PROCEEDINGS

WELCOME



[UNISTARS.ORG](https://www.unistars.org)



[JCU.EDU.AU/AMHHEC](https://www.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. These 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 in 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



Jeremy Audas
Executive Manager North Qld
Richmond Fellowship Queensland



Suzanne Bocking
Counsellor and Clinical Supervisor



Dr Beryl Buckby
AMHHEC Committee member



Professor Margaret-Anne Carter
Director
M. A. Carter Consultancy



Associate Professor Amy Forbes, PhD
Associate Dean, Learning and Teaching
Associate Professor, Humanities and Social Sciences
College of Arts, Society and Education
James Cook University



Associate Professor Abraham Francis MA, MSW, PGDHR, PhD
Social Work and Human Services
James Cook University



Associate Professor David Lindsay RN, PhD, M Ed., FACN
College of Healthcare Sciences Academy
James Cook University



Claire Ovaska
Research and Learning Librarian, Library Services
James Cook University



Simone Ross,
College of Medicine and Dentistry
James Cook University



John Silver
Field Placement Supervisor
Australian College of Applied Professions



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



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	<p>The role of diversity in higher education: Learning from students' perspectives</p> <p><i>Samantha Marangell, Chi Baik</i></p> <p><i>Melbourne Centre for the Study of Higher Education, The University of Melbourne</i></p> <p>VIEW PAPER</p>	<p>Countdown to Uni – A student-driven course designed to help students transition to university, before they start university</p> <p><i>Malcolm Burt</i></p> <p><i>CQUniversity</i></p> <p>VIEW PAPER</p>	<p>Enhancing career development learning and employability through an Award program.</p> <p><i>Karen Abbott, Mishelle Burton, Sherri Russell</i></p> <p><i>The University of Western Australia</i></p> <p>VIEW PAPER</p>	<p>First Year Rewards – Gamifying engagement as a transition and retention strategy for students from equity backgrounds</p> <p><i>Krishan Shah, Ella Ewart</i></p> <p><i>Curtin University</i></p> <p>VIEW PAPER</p>	<p>Student success at ECU: Academic progression and SUCCEED</p> <p><i>Loretta Dayman, Kathleen Balson, Kylie Corbett</i></p> <p><i>Edith Cowan University</i></p> <p>VIEW PAPER</p>	<p>Psychological wellbeing at a regional Australian law school: Reporting on law students' experiences of hopeful thinking</p> <p><i>Claire Holland</i></p> <p><i>James Cook University</i></p> <p>VIEW PAPER</p>
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	<p>Helping students support their international buddies - what conversational partners say works best for them.</p> <p><i>MaryAnn McDonald</i></p> <p><i>University of Technology Sydney</i></p> <p>VIEW PAPER</p>	<p>The design and development of an asynchronous online academic skills course.</p> <p><i>Peter Harrold</i></p> <p><i>RMIT University Vietnam</i></p> <p>VIEW PAPER</p>	<p>Understanding the impact of timetable scheduling on university students' academic performance</p> <p><i>Ankit Agarwal, John McGuire, Jade Webb</i></p> <p><i>Western Sydney University</i></p> <p>VIEW PAPER</p>	<p>Improved retention and academic capability through the design and implementation of a first year digital module</p> <p><i>Brooke Harris-Reeves, Andrew Pearson, Helen Massa</i></p> <p><i>Griffith University</i></p> <p>VIEW PAPER</p>	<p>Raising the academic success of students from equity backgrounds in higher education through immersive scheduling</p> <p><i>Thomas Roche, Elizabeth Goode, Erica Wilson, John W. McKenzie</i></p> <p><i>Southern Cross University</i></p> <p>VIEW PAPER</p>	<p>Sustainable supervision: Graduate Research Engagement Assessment Tool (GREAT) to identify risk, assess needs, and resolve student-supervisor conflict.</p> <p><i>Anna Kokavec, Susan Gasson</i></p> <p><i>James Cook University</i></p> <p>VIEW PAPER</p>
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	<p>Video game design students and marketing: the key to enhancing employability?</p> <p><i>Jacqueline Burgess</i></p> <p><i>University of the Sunshine Coast</i></p> <p>VIEW PAPER</p>	<p>Fostering academic integrity and student agency through embedded curriculum, pedagogy and an educative approach</p> <p><i>Michael Brickhill, Johanna Nieuwoudt, Grant Andrews</i></p> <p><i>Southern Cross University</i></p> <p>VIEW PAPER</p>	<p>'It's Go Time' – Reimagining orientation as a process, not an event.</p> <p><i>Kylie Austin, Amy Thompson</i></p> <p><i>University of Wollongong</i></p> <p>VIEW PAPER</p>	<p>Going the distance: Taking a tailored approach to connecting and belonging at university</p> <p><i>Ana Lobo</i></p> <p><i>University of Tasmania</i></p> <p>VIEW PAPER</p>	<p>Exploring class attendance and student success post-pandemic: A return to old ways or heralding a new normal?</p> <p><i>Antoinette Cevenini, John McGuire</i></p> <p><i>Western Sydney University</i></p> <p>VIEW PAPER</p>	<p>Supporting the Supporters – self-care and supervision for Student Wellbeing and Support staff</p> <p><i>Mikaela Dockrill</i></p> <p><i>University of Canberra</i></p> <p>VIEW PAPER</p>
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 <i>Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley</i> University of New South Wales VIEW PAPER	Connected through transition: supporting students from Indigenous, Rural, and Low SES backgrounds to stay connected during transition from university to their communities <i>Robin Ladwig, Naomi Dale, Phil Roberts, Natalie Downes, Jenny Dean</i> University of Canberra VIEW PAPER	Assessing effectiveness and continuously improving student leadership programs <i>Aimee Clarke, Louise Kuchel, Susan Rowland</i> The University of Queensland, The University of Sydney VIEW PAPER	Consistency & continuity: academic advising as a cornerstone of retention <i>Juliette Subramaniam, Shanna Robinson</i> Western Sydney University VIEW PAPER	The power of the nudge: technology driving persistence <i>Ellie Kay, Paul Bostock</i> University of Canterbury VIEW PAPER	Promoting student well-being and resilience. A systemic game-based intervention focused on basic psychological needs at a Dutch university <i>Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen</i> University of Groningen, the Netherlands VIEW PAPER

10 minute change over

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 <i>Constance Khupe, Nontsikelelo O. Mapukata</i> University of the Witwatersrand Johannesburg, University of Cape Town VIEW PAPER	The Academic Numeracy Framework: A tool to embed numeracy in tertiary courses, programs and study-support initiatives <i>Raquel Salmeron, Linda Galligan, Debi Howarth, Nawin Raj</i> The University of Southern Queensland, Torrens University Australia VIEW PAPER	Completion Rate Barrier to Success? <i>Dr Lara Drew, Laurie Poretti, Steffi Linton</i> University of Canberra VIEW PAPER	What motivates students to (dis)engage during transition to university? <i>Mr Daniel Taylor-Griffiths, Dr Elizabeth Edwards, Jason Lodge</i> The University of Queensland VIEW PAPER	Holistic educational advising: promoting self-efficacy through the dual role adviser <i>Sara Hutchinson, Christy Macnish, Hayley Ryan</i> The University of the Sunshine Coast VIEW PAPER	My marks would be higher without anxiety and depression because I know I'm capable.: designing online learning for students living with mental illness <i>Jacquie Tinkler, Gene Hodgins, Charlotte Wardell</i> Charles Sturt University VIEW PAPER

2:50pm - 3:20pm	Afternoon Tea					
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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 <i>Janine Rix, Debby Lynch</i> <i>The University of Queensland</i> VIEW PAPER	Integration of professional staff in an online tertiary pathways course <i>Richelle Elek, Shaun O'Connell, Sophie Collins, Robert Whannell</i> <i>University of New England</i> VIEW PAPER	Academic student success advising (ASSA): Advising in the third space <i>Cat Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oostergo, Amanda Henderson, Denise Wood</i> <i>University of the Sunshine Coast, University of Southern Queensland</i> VIEW PAPER	Navigating new realities: First-year regional students' expectations in a post-pandemic world <i>Courtney Geritz, Maria Raciti</i> <i>University of the Sunshine Coast</i> VIEW PAPER	What matters to students? International findings in student conceptions of success <i>Ryan Naylor</i> <i>The University of Sydney</i> VIEW PAPER	She says her name is Ella: navigating transgender inclusion in Simulation with student nurses <i>Alana Wilson, Melissa Ciardulli</i> <i>Holmesglen Institute</i> 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>Cathy Stone</i> <i>The University of Newcastle, Australia</i> VIEW PAPER	"I Got the Job!": Embedding Employability Skills in Honours Psychology Curriculum 2.0 <i>Ali Enright, Rianna Lopez, Andy Bryer</i> <i>Flinders University</i> VIEW PAPER	Student support in rural medical education: What does evidence-based practice look like? <i>Anna Kokavec, Jane Harte, Simone Ross</i> <i>College of Medicine and Dentistry, James Cook University</i> VIEW PAPER	Growing first year teaching capability - investigating the impact of a first year teaching community of practice. <i>Lynn Riddell, Corinna Ridley, Janne McBurnie, Wendy Webber, Amanda Mooney, Stephan Marshall</i> <i>Deakin University</i> VIEW PAPER	Exploring definitions of 'success' in relation to outreach programs for Indigenous Australian students <i>Katelyn Barney, Hayley Williams</i> <i>The University of Queensland</i> VIEW PAPER	Centring us: proposing a new framework for university students' multidimensional wellbeing through the lens of intersectionality <i>Preeti Padmanabhan, Natsuki Matano, Sened Tesfom Sbhata, Angela Venus Sakuntala, Sakinah S. J. Alhadad</i> <i>The University of Hong Kong, The University of Queensland, The Australian National University, Griffith University</i> 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
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Parallel Session 8	08A EI Transitions	08B EI Transitions	08C EI Success	08D EI Success	08E EI Success	08F EI Success
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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
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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](#)

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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 <i>Claire Quilliam, Nicole Crawford, Carol McKinstry, Alison Buccheri, Sara Brito</i> <i>The University of Melbourne, Curtin University, La Trobe University, Eastern Kentucky University</i> VIEW PAPER	Communities of practice in secondary school enabling programs <i>Selena Tenakov, Shaz Attree</i> <i>Edith Cowan University</i> VIEW PAPER	Attributional Re-training: A Support Strategy for Students Undergoing Academic Review <i>Georgina Heath, Jordan Noacco, Amanda Richardson, Sarah Hattam, Cate Hudson</i> <i>University of South Australia</i> VIEW PAPER	Inclusive strategies to improve engagement, retention, and success for students with disability <i>Elicia Ford, Darlene McLennan, Gabrielle O'Brien, David Swayn</i> <i>University of Technology Sydney, Australian Disability Clearinghouse on Education and Training, STEPS Group Australia</i> VIEW PAPER	Supporting student success through academic calendar transition: Co-creation of flexible program structure and tailored student support <i>Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Yosheen Pillay, Aastha Malhotra, Lisa Biddle, Megan Axelsen, Lorelle J. Burton</i> <i>University of Southern Queensland</i> VIEW PAPER	From strategy to practice: Implementing an ambitious health promoting university strategy <i>Berni Cooper, Nicole Border</i> <i>Queensland University of Technology</i> 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 <i>Kate Derrington, Kacie Fahey, Stephen Seymour</i> <i>University of Southern Queensland</i> VIEW PAPER	Integrating visual arts into peer mentoring programs for a successful transition <i>Maryam Salman Aldossary, Cindy Ann Smith, Lisa Paris</i> <i>King Faisal University, Curtin University</i> VIEW PAPER	Acknowledging the effects of isolation on student wellbeing: A re-imagining of the high-performance extracurricular accelerate programme through lessons learned from the pandemic <i>Parizad Mulla, Richard Brooks, Herbert Sima, Douglas Carrie, 'Ilaisaane Fifita, Michelle Kilkolly-Proffit</i> <i>University of Auckland</i> VIEW PAPER	Student success: Combining innovation and business as usual for an institutional approach to student retention. <i>Sarah Rose, Monica Chen, Joanna Winchester</i> <i>Australian Catholic University</i> VIEW PAPER	Marking practices in the modern university: the impact of anonymous marking on learning <i>John Hamilton</i> <i>Deakin University</i> VIEW PAPER	Building students' resilience: Embedding knowledge and skill development into the first-year curriculum <i>Tracy Goodchild, Georgina Heath, Amanda Richardson</i> <i>UniSA, University of South Australia</i> 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 <i>Kerrilee Lockyer, Sarah Moulds</i> <i>University of South Australia</i> VIEW PAPER	To University.... and Beyond! Shaping a meaningful and holistic Faculty Transition strategy <i>Karen Walker, Alexander Chetner</i> <i>University of Sydney</i> VIEW PAPER	Mapping the academic language and learning (ALL) demands of first-year units. <i>Rachel Barber</i> <i>Central Queensland University</i> VIEW PAPER		Students as leaders – Developing an academic integrity ambassador program <i>Claudia Gottwald, Taseef Hasan Farook</i> <i>The University of Adelaide</i> VIEW PAPER	Medical student peer-teaching motivational factors: Using self-determination theory <i>Simone Ross, Kimberley Owens, Angus Lane</i> <i>James Cook University</i> 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. <i>Belinda D'Angelo, Rikke Mazzella</i> <i>La Trobe University</i> VIEW PAPER	Versatile Technology Tools to Empower Career Development Learning <i>Nicole Graham, Justin Ellis</i> <i>Griffith University</i> VIEW PAPER	Benchmarking Australian enabling programs for a national framework of standards. <i>Charmaine Davis, Chris Cook, Suzi Syme, Sarah Dempster, Lisa Duffy, Sarah Hattam, George Lambrinidis, Kathy Lawson, Stuart Levy</i> <i>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</i> VIEW PAPER		Navigating Higher Education – developing a ‘relational navigation’ framework to support students from diverse backgrounds. <i>Emily Fuller</i> <i>University of Newcastle</i> VIEW PAPER	The ‘nature’ of supporting university student well-being <i>Elissa Pearson, Brianna Le Busque</i> <i>University of South Australia</i> 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 <i>Pavan Gamage, Kathryn Thomas, Darcy Meehan</i> <i>Online Education Services</i>	Facilitating Continuous Improvements towards Students Transition: the power of innovative practices <i>Kathy Egea, Sonal Singh, Amanda Moors-Mailei, Katie Padilla, Beate Mueller</i> <i>University of Technology Sydney</i>	Standing on the shoulders of giants: An approach to the implementation of Transition Pedagogies in a New Zealand university. <i>Jean Jacoby, Fleur Connor-Douglas</i> <i>Massey University, Evolve Aotearoa</i>		Cultural Contact Program: support for pathway students with cultural-linguistically similar staff <i>Rachel Maissan</i> <i>Deakin College</i>	The Tertiary Wellbeing Aotearoa New Zealand (TWANZ), tackles student and staff wellbeing as an emerging, and ever-evolving initiative. <i>Liz Hosking-Clement</i> <i>University of Auckland</i>
	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

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

#	Title	Authors	Institution	
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.



Applying Wellbeing Theory to University

Dr Abi Brooker
Senior Lecturer
brookera@unimelb.edu.au

Miss Nicole Moore
Research Assistant
moore.n@unimelb.edu.au

Self Determination Theory

SDT provides a model explaining how environments can support or diminish psychological wellbeing and optimal development.

Our aim was to investigate whether and to what extent this model can be identified & applied to a 'typical' undergraduate subject; and whether those experiences were beneficial for students' academic performance.

'Typical' = 12-week teaching period, 24 hours of lectures, 12 hours of tutorials, 3 assessments. Two 'atypical' features are the dual delivery (online and in person) in response to the pandemic, and the large cohort size (>1,000 students).



(i) How do students' experiences within a relatively 'typical' undergraduate subject contribute to their wellbeing?

(ii) How do students' wellbeing experiences contribute to their academic performance?

Method

Our sample were a small, representative group of a 2nd-year undergraduate psychology subject in 2022.

After final exams, participants completed an online survey about:

- (i) their psychological wellbeing (WEMWBS),
- (ii) their competence, autonomy, and relatedness (BMPNS),
- (iii) whether & how various activities supported and diminished their wellbeing.

They indicated their consent for us to include their LMS data and grades in this study.

Characteristic	2022 Sample	2022 Cohort
n	60	1,164
Gender (% female)	72%	74%
Enrolment status (% international)	28%	22%
Study mode (% in-person)	30%	30%
Final grade	M = 76, SD = 10.1	M = 74, SD = 10.1
Age	M = 23, SD = 6.9	NA

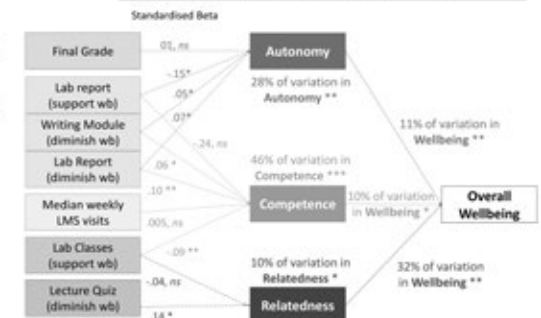
Results

On average, our sample demonstrated a moderate level of wellbeing (WEMWBS) M = 44.85 (SD = 7.39, min = 30, max = 60).

Students' autonomy, competence, relatedness, and overall wellbeing **did not predict** their academic performance.

Students' subject experiences predicted their wellbeing.

Subject experiences (e.g., online activity, final grade) and perceptions of whether subject activities supported or diminished their wellbeing significantly predicted students' autonomy, relatedness, and competence, which in turn significantly predicted students' overall wellbeing.



Experiences → Autonomy: Adj. R² = .28, F (4, 48) = 6.06, p < .001 Experiences → Relatedness: Adj. R² = .10, F (2, 51) = 4.07, p = .02
Experiences → Competence: Adj. R² = .46, F (5, 43) = 9.08, p < .001 SDT elements → Wellbeing: Adj. R² = .25, F (3, 49) = 6.70, p < .001

Discussion

Our findings suggest that supporting student's experiences and perceptions of subject activities during semester can support their overall development (wellbeing); but might not support their academic performance.

We are repeating our study with a second (in-person) cohort in 2023 to ask whether these relationships between university experiences and wellbeing are consistent.

**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.

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

Dr Hayley Moody, Jennifer Tredinnick, Victoria Menzies and Cherry Van Ryt

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.

QUT Collaborative Learning Structure (CLS)



Dimension 1:

The 4R's of learning facilitation

- 1 Recognise**
Students often find it difficult to identify or articulate their issue or enquiry and underestimate their knowledge. This first stage is critical to assist students to recognise what they know (provide hope) and identify what they don't know (yet).
Building 'hope' in learning is achieved through a strengths-based approach that assists the student to identify what they can do and in doing so, utilise their strengths to tackle challenges they face.
- 2 Respond**
Once this problem is recognised, the student and peer leader work and learn together to find a solution. Rather than provide answers, peer leaders share tips and strategies that encourage the student to explore their own ideas and enact solutions.
...teach a (his)man to fish and you will feed him for a lifetime' - proverb. Peer learning facilitators encourage positive, empowering and enabling, solution-focused approaches to problem-solving. They do not teach content.
- 3 Recreate**
Once a solution(s) is explored with the peer leader, this stage provides an opportunity for students to clarify their understanding and progress their own learning by choosing alternative/ varied modes that suit them and the context/topic best. The peer leader practices silence at this point.
Developing multimodal literacies as a student improves knowledge retention, comprehension and builds their capacity to communicate understanding and meaning.
- 4 Realise**
In this final stage students reflect on the session to fully realise the value of newly learned strategies that will assist their success this time, and in future challenges. Peer leader provides one final 'tip' to enable students to leave the session armed with new knowledge, skills and confidence to succeed on their own.
A final, thoughtful and relevant 'tip' - a useful reference or referral to a service - works to empower students and support learner independence.

Dimension 2:

Green to Purple

As the interaction progresses through each of these stages in Dimension 1, the process encourages learner self-efficacy by transferring leadership (responsibility and decision-making) from peer leader to student. Characterised by 'green to purple', the peer leader skillfully utilises open-questioning, attentive listening, and multimodal strategies, to support and empower the student to 'take charge' of their learning.

Dimension 3:

Relate

Dimension 3 underpins the first two dimensions throughout the engagement with a student. Based on Salomon's 5 Stage Model (2021), the peer leader creates and maintains an inclusive and accessible learning culture and environment (whether online, on-campus or hybrid) that builds trust, curiosity and motivation for the student to stay and succeed in their learning.

TIPS

- ✓ Can we take a detour? All stages must be undertaken and in order. No stage should be left out or skipped over. However, the time spent in each stage could vary depending on the learner and the challenge that has been identified.
- ✓ Are we done yet? In collaboration, peer leader and student may need to double back through the model to revisit the problem and/or the solution.
- ✓ Terms anyone? In progressing from green to purple, the student may resist taking over leadership from the peer leader. In turn, the peer leader coaches the student towards learner leadership and independence.

References

Bunting, B. (2014). Being transformed by being a peer mentor: An examination of high-impact and transformative peer mentor experience. (Doctoral dissertation). Retrieved from <http://scholaronline.bryc.edu/td/542/>

Menzies, V. & Tredinnick, J. (2017). Flipped peer leader training: A modularised, blended and active peer leader training and development program. *Student Success*, 9(2), pp. 79-85.

Salmon, G. (2021). *The Five Stage Model: Looking Back, Looking Forward* [Webinar]. Association for Quality Education & Training Online. <https://aqeonline.com/resources/events/webinar-the-five-stage-model-looking-back-looking-forward/>

Van Ryt, C., Menzies, V. and Tredinnick, J. (2015). The QUT Training Model for Peer Leader Capacity Building. (Unpublished) accessed <https://qprans.qut.edu.au/33685/>



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.

Gateway to Australian Catholic University

International Student Transition to Higher Education

Sarah Rose, Associate Director, Student Experience
Australian Catholic University
sarah.rose@acu.edu.au

International Student Transition to Higher Education

Allison Montano, International Student Transition Co-ordinator
Australian Catholic University
allison.montano@acu.edu.au

ACU TRANSITION PROGRAM

Australian Catholic University (ACU) is committed to providing a positive transition and student experience by serving the needs of our diverse commencing student cohorts. We achieve this by developing innovative, flexible, and interactive practices, through both face-to-face and online content modes of delivery.

GATEWAY TO ACU MODULES

One of the core components of the transition program is the Gateway to ACU modules, that offer a range of useful topics for students navigating a new country. The modules provide useful guidance and information as students prepare and arrive in Australia.

Online modules: Gateway to ACU

**Comprehensive
Interactive
Engaging
Participatory**

INTERNATIONAL TRANSITION PROGRAM FEATURES

The International Student Transition Program features a range of events, webinars, and programs including a 1-1 mentoring program connecting students with an international student mentor, international cuisine cultural lunches, table tennis competitions, 'At the beach' water safety excursion and a range of webinars such as overseas student health cover.

References:
 Nelson, K., & Clarke, J. (2014). The first year experience: Looking back to inform the future. *HERDSA Review of Higher Education*, 1, 23-46.
 Tinto, V. (1992). *Leaving college: Rethinking the causes and cures of student attrition* (Second ed.). Chicago, Illinois.

**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).

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

Dr Kelly Galvin - Head of Centre for Learning, Teaching and Scholarship, TUA
Dr Louise Townsin - Manager, Research Management Services, TUA
Professor Timothy Moss - Dean of the Australian College of the Arts



1. Research Context

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 (Chuang, 2021; Ingerson, 2021). This equilibrium is particularly important when designing and delivering problem-based learning (PBL) for longer times of direct teaching while also promoting self-directed learning (Dolmans, 2019). During 2018 – 2021, online PBL opportunities for clinical education expanded at Torrens University of Australia (TUA) with 80 new subjects developed in Health sciences and Nursing undergraduate courses. An dual line presented to develop and test a unique approach to learning clinical reasoning that aligned with the Torrens University (TUA) Learning & Teaching Philosophy framework that elevated human and digital innovation.

2. Aim and Research Question

A main objective of this research was to determine to inform clinical learning design prior to business entering into work place settings, student clinical and industry working environments. Clinical reasoning involves gathering and evaluating information to make a decision for clinical intervention (Standing, 2019).

Main Research Question

How can combining independent online clinical reasoning analysis with group work support undergraduate health science students learning to perform rational decision making?

3. Research Design

Theoretical Framework: A descriptive theory was used as an analytical path to reflect on enhancing decision-making holistically. Bounded rationality theory provides rationality of individuals is limited by:
- the information available,
- cognitive limitations and
- amount of time given to making decisions (Simon, 1955).
Clinical reasoning involves gathering part of available information to focus on learner relevant problems for a clinical outcome (Barnes & Copleman, 2012). Categories of bounded rationality are explained that can impact how the learning design approach and role of the teacher have influence on having clinical reasoning skills.

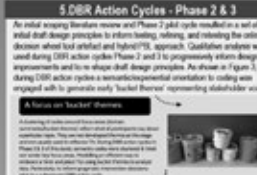
Methodological Framework: A longitudinal research approach was applied using design-based research (DBR) (van Driel (2004) and Chaffin, 2005) and reflexive thematic analysis (RTA) (Crabtree & Clarke, 2002) to final data interpretation, as shown in Figure 1.

5. DBR Action Cycles - Phase 2 & 3

An initial emerging literature review and Phase 2 pilot cycle resulted in a set of initial staff design principles to inform teaching, advising, and modelling the online domain where local critical and hybrid PBL approach. Qualitative analysis was used during DBR action cycles Phase 2 and 3 to progressively refine design experiments and to re-shape staff design principles. An overview is given in Figure 4. During DBR action cycle a hermeneutic/phenomenological orientation to coding was engaged with to generate only teacher focused, representing identifiable voices.

A focus on teacher themes

The initial emerging literature review and Phase 2 pilot cycle resulted in a set of initial staff design principles to inform teaching, advising, and modelling the online domain where local critical and hybrid PBL approach. Qualitative analysis was used during DBR action cycles Phase 2 and 3 to progressively refine design experiments and to re-shape staff design principles. An overview is given in Figure 4. During DBR action cycle a hermeneutic/phenomenological orientation to coding was engaged with to generate only teacher focused, representing identifiable voices.




7. Final Themes 1: Central Guide - Definition

The final Theme 1. Central guide highlights a central emergent action across parts throughout the data for how the teacher role is a vital component of the learning experience. Often experienced as learning was compromised for both individual and group learning without a central teacher guide. This was noted in the data over three features & teachers shared they had enough institutional resources and previous experience with a particular learning design. The participants wanted the teacher to provide an explicit model of learning experience at some point when embarking on self-directed learning, particularly for undergraduate health science students engaged in problem-based learning. Additionally, this was articulated across both blended and fully online learning environments and among of levels ranging from applying clinical reasoning. This suggests that the consistent presence of the teacher, and at times expert peer mentors, is a significant anchor for students when building context clarity & skill confidence as both individuals and in groups. Positioning the teacher as a critical resource allocation to nurture awareness and purpose of learning opportunities to build capability when learning clinical reasoning (Clarke, 2022).

8. Learnings from the Beehive for DP1

While using reflexive analysis in the present, parallels were drawn between how health science PBL groups of FOL and the learning in action both themes were assigned a central presence who is a champion selfless being a guide (Clarke, 2022). As illustrated in Figure 8, reflecting on the anthropomorphism of the beehive helped to shape possibilities for how to operationalise the final Theme 1. Central Guide and to progress into DP1. Be the Guide in the Hive.



9. Final DP1: Guide in the Hive

During my design-based research study (DBR) will typically develop and change after input from stakeholders and after engaging with ongoing theoretical exploration to better understand what works in practice (Clarke, 2018; Cochrane, 2002; Galvin, 2022; Houghton et al., 2017). This poster focuses on DP1: Be the Guide in the Hive, generated after exploring time to enhance clinical reasoning development for undergraduate student participants in both Fully Online Learning (FOL) and Face-to-Face (F2F) hybrid PBL modes of delivery. The DP1 presence increased time for teachers and peer mentors to encourage use of explicit instruction alongside self-directed learning in PBL, with potential to be broadly applied as an independent principle to enhance student success and wellbeing. Practical implications of DP1 include:

- Central guide can be key teacher, co-teacher, senior student
- PBL design can have both individual and group action guided by a non-dominant central teacher presence
- Funding allocation can include resources for multiple optional tutorial times with teachers and peers in PBL (regardless of learning mode)
- Training and coaching can be provided progressively for teachers to feel confident to create tasks and modes of learning in online and face-to-face PBL.

10. Final Design Principles


DP1: Be the Guide in the Hive is one of the six final design principles developed as an original contribution of a doctorate design-based research study for undergraduate health science students at Torrens University, with implications for learning design, health science education, and higher education more broadly. Together, final design principles provide a way for how to enhance students working together inside a 'hive of learning' to grow in confidence as both individuals and group knowledge gatherers/deciders (Clarke, 2022; Tautz & Steen, 2021). Learning generated meant that clinical reasoning skills are enhanced when having a central teacher guide, alongside coaching support, explicit learning design, time to address practice, and by embracing the ability for a diversity of role distributions to collaborate and be partners in curriculum (Clarke, 2022). For an in-depth explanation for how research insights came together to create a final PBL informed model to enhance clinical reasoning development, opened DE-REV, see QR code to access full Thesis.

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Contact Information and PhD Thesis QR code

Dr. Kelly Galvin
Research Lead
Centre for Learning, Teaching and Scholarship
Torrens University of Australia
k.galvin@torrens.edu.au




Combining Design-based Research & Reflexive Thematic Analysis




6. DBR Phase 4 - Reflection and Critical Analysis


Before setting on a way to answer the research question (how to enhance clinical reasoning development), a final reflexive DBR Phase 4 enabled holistic 'testing' (this process included 'testing' the teacher framework, previously generated a DBR Phase 2 and 3, to now explore the entire data pool again with a fresh critical analysis to synthesize. Familiarisation techniques such drawing and mind mapping were used to further explore the role of the teacher, as shown in Figure 5.



During Phase 4, a hermeneutic orientation to textual coding was used to begin developing ideas around central concepts to generate staff final theme shown in Figure 6.



Attribution and values associated with label coding was explained by using the Nexus-positive software Matrix and Code-lab analysis starting features. New insights generated allowed how final codes were identified around core concepts before developing final themes, as shown in Figure 7 for a nurturing Theme 1.



**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.

ENGAGING NEW STUDENTS WITH LIBRARY SERVICES
Renata Ware, Acting Liaison Librarian, Business and Economics, Law, Monash University

KEY LEARNINGS

- Detailed planning & preparation
- Teamwork & commitment of staff is key
- Offer variety of online & F2F activities
- Evaluation & continuous improvement

WEBINARS

- 4 online webinars targeted at all commencing undergrad/graduate students
- Joint collaboration between librarians and frontline staff
- 250+ student attendees

BOOTHS

- 35 staff rostered at booths across four campuses
- 2000+ face-to-face interactions with students
- 3500 promotional items given away, including canvas bags and smartphone wallets

TOURS

- Guided tours of five library branches led by 25 staff guides
- 400+ students attended guided tours
- 120+ students completed self-guided tours using online resources

EVENTS

- 400+ students attended two key events:
 - Student Peer Mentoring Induction for peer mentors in training
 - William Cooper Institute Orientation for first year Indigenous students

FEEDBACK

- Used our feedback channels to understand student needs
- Available feedback form at the orientation booth
- Use the survey data to inform our orientation strategy

A program of activities and engagement opportunities for Orientation in Semester 1, 2023

- Welcome students to develop initial rapport with the Library
- Introduce students to physical and digital Library services and resources
- Support students to make a strong start with their studies
- First year undergraduates
- New graduates (including online students)
- Comprised 13 staff from five teams across the Library division

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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.



Student support services within an interconnected university ecology of learning
A/Prof Jane Skalicky
Student Academic Success, University of Tasmania, Australia

INTRODUCTION

As we transition towards a post-pandemic higher education environment, several key challenges are expected to drive the nature of the student experience over the next decade, including: global mental health, the equity gap, careers and 21st century skills, and financial hardship (Kek, Padro & Huijser, 2022). While the global Coronavirus pandemic amplified many of these issues, they are expected to become even 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 landscape and the emerging needs of students who engage in higher education through multiple modes of delivery.

ECOLOGY OF LEARNING

Recently, Huijser, Kek and Padro (2022) conceptualised student support services as a crucial element in a dynamic and complex higher education ecology for learning.

In the learning ecology, a multitude of elements and people together make up the learning environment across four different systems (micro-, meso-, exo- and macro-systems) with each system interconnected and impacting on the others 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 four systems that impact on the learner.




Ecology of Learning model, adapted from Huijser, Kek & Padro (2022)

In this poster we examine how student support services at the University of Tasmania have been integrated into the University's learning ecology for effective change through different forms of partnership - through our relationships with the academic colleges, the interconnections and collaborations within our suite of support services, a newly established, holistic student advising model, and through our authentic partnering directly with students.

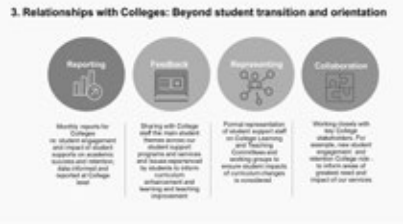
1. Interconnections and collaborations within our suite of support services - an integrated and holistic approach to supporting students




2. Student Advice College Hubs: Bringing together separate academic administration / course advising teams and student adviser teams to deliver holistic and student-focused support services



3. Relationships with Colleges: Beyond student transition and orientation



4. Students undertake critical roles in the design and delivery of student support services and programs, particularly as peer leaders



CHALLENGES

Our strategic partnerships have enhanced our ability to maximise our understanding of the student in a hypercomplex and dynamic HE environment and allocate our tightening student support services and resources to areas of greatest need and impact. But the journey is not without its challenges, including:

- (1) Complex University systems needing to integrate to provide holistic student view
- (2) Uncertainty of the future higher education environment
- (3) Supporting staff in a dynamic & unpredictable environment
- (4) Being proactive and purposeful in strategic planning
- (5) Providing equitable supports across multiple locations and diverse student cohorts that are complex and comprise significant numbers of students identified as 'high-risk'.

CONCLUSION

By mapping our support services into the University's ecology for learning, we have provided a visual representation of the dynamic relationships between the different factors and contexts that are part of, and that impact on, student learning at the University of Tasmania.

In addition, as we need to adapt to the constantly evolving complexities of higher education environments and external factors impacting those environments, this model enables us to consider how the University's ecology for learning and our partnerships provide contexts within which to explore how student support services might navigate and add value as we transition to a post-pandemic world.

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Contact:
For further information please contact Jane Skalicky at Jane.Skalicky@utas.edu.au

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/Prof Jacques van der Meer* and Dr Harriet Speed*
*Student Academic Success, University of Tasmania, Australia; *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 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	USA	CAN	ANZ	SA	UK
None	1.01	54.0	85.2	60.6	87.6
1-2	31.0	25.2	22.2	29.9	32.0
3-4	17.7	32.0	7.6	6.4	6.3
5-6	7.6	5.7	2.5	1.2	2.1
7-8	4.6	3.1	2.5	1.9	1.6
9-10	2.1	1.8	1.6	1.5	1.5
11-12	19.0	22.8	42.6	38.7	35.3
13-14	27.8	40.5	37.8	37.7	37.4
15-16	26.5	19.0	18.6	19.9	23.9
17-18	15.5	9.6	4.9	10.2	1.8
19-20	3.3	3.1	2.7	2.4	0.5
21-24	4.3	3.4	1.6	2.2	0.8
25+	3.6	3.6	8	4.9	0.8

- 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.

Type of PL Roles	USA	CAN	ANZ	SA	UK
Academic	40.1	30.2	20.0	8.9	27.1
Transition and wellbeing	45.2	46.5	34.8	21.9	26.2
Social	30.1	72.8	84.4	95.1	30.8
Community	29.4	12.9	9.0	11.6	1.8
Work-related (volunteer)	23.8	18.3	8.6	7.8	8.0
Work-related (paid)	12.5	11.4	6.6	7.5	0
Health and wellbeing	13.7	15.8	8.6	4.7	2.9
Student government	12.1	11.8	0	5.6	0
Student union official (paid)	31.3	13.1	11.3	4.7	3.3
Student union official (volunteer)	8.8	8.3	8.6	5.4	2.9
Peer contact of roles	13,724	1,836	340	1,080	1,090
Peer contact of roles	3.4	3.8	2.6	2.3	2.1

PL Training	USA	CAN	ANZ	SA	UK
None	22.8	22.7	26.4	35.5	38.2
1-2	18.6	27.9	31.1	19.3	26.4
3-4	17.8	33.2	46.0	39.7	29.6
5-6	10.8	17.1	9.6	16.7	14.4
7-8	5.8	5.8	3.8	4.8	4.8
9-10	17.3	7.3	2.4	9.0	1.1
11-12	31.6	9.2	4.8	1.8	1.1
13-14	7.3	1.7	1.4	1.8	1.3
15-16	19.4	4.8	2.4	5.9	7.4
17-18	6.9	4.9	1.4	1.5	1.4

- 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.

PL Compensation	USA	CAN	ANZ	SA	UK
Financially paid	37.2	62.2	69.8	83.6	28.6
Unpaid	60.8	40.4	37.9	22.1	71.6
Volunteer/ unpaid	24.0	6.6	8.6	2.8	8.9
Compensated	15.2	8.2	1.7	3.3	4.2
None	1.6	3.8	7.8	8.5	3.5

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 afforded 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.

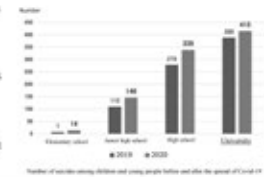


Examining multidisciplinary medical education that broadens students' worldview

Akinori YAMABE, Rio Otsuka, Chiaki MISHIMA
Jichi Medical University

Background

It was revealed that the number of suicides among national university students in 2020 was 17.6 per 100,000 population, the highest number in the past six years in Japan. In 2020, the suicide rate in Japan as a whole turned to an increase for the first time in 12 years, and analysis suggests that the same trend can be seen among students at national universities. Of the 433,032 students (273,308 males and 159,724 females) at 82 schools, 38 males and 18 females, a total of 56, died of suicide or suspected suicide. There were 17.6 suicides per 100,000 population, including 21.2 men and 11.3 women. In 2020, due to the spread of Covid-19, university classes switched from face-to-face to online, and students refrained from club activities one after another, and the isolation of students emerged as a social problem. There are various risk factors that lead to suicide, but it is speculated that strong anxiety among students due to the lack of opportunities to interact with friends and the difficult economic situation may also be involved.

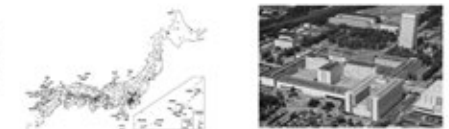


Medical Education in Japan

- The Japanese medical university system requires 6 years of study, and all students must gain an extensive amount of knowledge about medicine and take the national licensure examination to become doctors.
- Therefore, 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.

Case Study (JMU)

Jichi Medical University (JMU) was established in 1972 with the goal of ensuring and improving the level of medical services provided in remote areas with scarce medical resources in Japan. The students of JMU are expected to return to their designated prefecture and work in local communities after their graduation. JMU is well known as the highest university in Japan in passing the national licensure examination for medical practitioners.

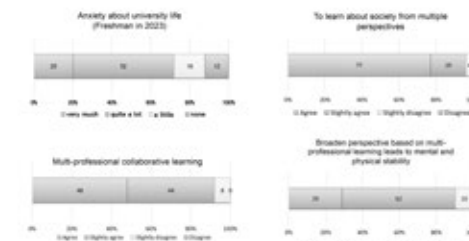


Student support systems in JMU

Therefore, some special considerations and supervision techniques are necessary for maintaining students' physical and mental health as well as ensuring their learning success. JMU hosts several support systems, such as a Student Support Center for lifestyle support, a Medical Education Center for learning support, and a peer support system. In addition, a particularly important support system that has been incorporated into the curriculum is the Student Mentor System, under which approximately eight students are assigned to one faculty member, and over the course of their first two years, the mentors hold consultations regarding various student troubles, contributing to the success of students' learning and the prevention of dropouts.

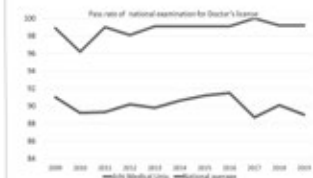


Multidisciplinary Medical Education and its Effectiveness



Results and Preliminary Conclusion

It holds the highest pass rate in the national medical examination for doctors in Japan due to its multifaceted mental and educational support.



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.

University student well-being in times of COVID-19 in the Netherlands.

Individual and contextual factors within the academic learning environment STARS conference 2023

Kiltz, L., Trippenzee, M., Fleer, J. & Fokkens-Bruinsma, M., Jansen, E. P. W. A., 2023

Lisa Kiltz, l.kiltz@rug.nl
University of Groningen, Department: Teacher Education

1 THEORETICAL BACKGROUND

The COVID-19 pandemic has profoundly affected university students' mental health (1). Contributing factors may have been both individual and contextual.

Among others, **individual factors** found to be linked to student well-being encompass intolerance to uncertainty, self-compassion, attention regulation, and resilience (see Figure 2, (2-5)). At the same time, students may have grown due to having experienced the pandemic in terms of post-traumatic growth (6).

Regarding **contextual factors**, the basic psychological needs of autonomy, competence, and relatedness have demonstrated their relevance for academic well-being (see Figure 2; Self-Determination Theory (7,8)). Furthermore, students may have a clear view on how they envision the post-pandemic educational new normal.

Research questions:

- RQ.1** How did individual and contextual affect student well-being throughout the COVID-19 pandemic (figure 1)?
- RQ.2** How do students envision the post-pandemic educational normal?
- RQ.3** How have students grown during the COVID-19 pandemic?

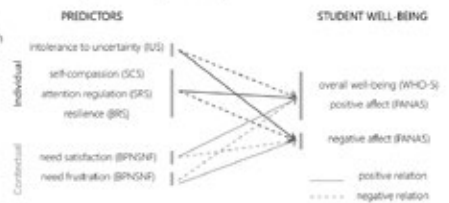


Figure 1. Visualisation of the study's hypotheses for RQ.1

2 METHOD

Design: mixed-method survey with quantitative measures and qualitative open-ended questions; measures see Figure 1) with additionally post-traumatic growth

Sample: University students of one Dutch university (n = 653, M_{age} = 22.1, SD = 2.8, n_{female} = 406, n_{male} = 11)

Analysis: multiple regression for quantitative, thematic analysis for qualitative data

3 RESULTS

Individual factors: Attention regulation and self-compassion predicted overall and emotional well-being the most ($\beta = (-).23-.38^{**}$), resilience only emotional well-being ($\beta = (-).09-.10^*$), and intolerance to uncertainty only negative affect ($\beta = .10^*$).

Contextual factors: Competence frustration predicted overall and emotional well-being the strongest and most consistently ($\beta = (-).23-.44^{**}$), relatedness frustration the weakest and only for negative affect ($\beta = .12^{**}$). Qualitatively, however, students emphasise relatedness with fellow students and teachers.

Post-pandemic educational normal: Students prefer offline education, but see the benefits regarding the asynchrony of hybrid teaching; they further emphasise the increased need for social cohesion.

Post-traumatic growth: Only predicts overall well-being and positive affect, with 'Relating to Others' as strongest ($\beta = .16-.18^{**}$) and 'Personal Strength' as weakest predictor ($\beta = .02-.04$). Qualitatively, however, students stress increased appreciation and mentioned all three post-traumatic growth subscales.



Figure 2. Individual and contextual factors investigated

4 CONCLUSION

Main insights: Attention regulation and self-compassion as individual and competence frustration as contextual main predictor; students prefer an offline educational environment and highlight social cohesion and relatedness; they report a positive well-being impact (qualitatively); students appear to have grown, particularly regarding life appreciation and relating to others

Take-home message: Promoting student well-being in academia can and should target both the individual and the contextual level; post-pandemic academia can benefit from insights that students took away from the COVID-19 period

"I also found out that I am stronger than I thought after all." (Personal Strength)

"Getting to know many people much better" (Relating to Others)

"With the recorded lectures and online tutorials, it has allowed me to have a life that doesn't revolve around school." (Life Values and Opportunities)

**POSTER 11
SUCCESS**

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

Kate Lightowers
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.

BE PREPARED! : CHANGING STUDENT TRAJECTORIES WITH PRE-TEST INDICATORS.

Kate Lightowers, Kia Angitu - Student Success Programme

Peer Assisted Learning Support (PALS) is the University of Canterbury’s interpretation of Supplemental Instruction. PALS supports first years in their transition to university life and study, aiming to build confidence and growth mindset. PALS is strategically targeting higher need students leading to better academic outcomes.

1 Context

Elsewhere, prior academic achievement is used to direct students to Supplemental Instruction.*

Prior academic achievement may not indicate current motivation levels or ability of students.*

Limitations of prior academic achievement

- Does not account for preparedness for a non-high school subject.
- Secondary school education is varied based on academic rigor and subjects offered.
- Adult students’ secondary school ability is less relevant.

2 Pre-Test

At UC we have recently used a pre-course test to determine students’ ability upon entry in a specific subject. Measures students’ academic ability within accounting, instead of a reflection of prior (potentially unrelated) academic experiences.

A proxy of current motivation levels

Upon completion of pre-test a prompt is received

54% of PALS students had a pre-test score of Incomplete or Low

Groups based on Pre-test

- EMERGENCY GROUP** - did not complete pre-test. Immediate disengagement. Unknown level of prior knowledge. No initial prompt received without completed pre-test.
- EMERGENCY GROUP** - lowest test scores. Misaligned/engaged. Low level of prior knowledge. Prompt received. Acknowledges lack of prior learning, advises PALS attendance throughout the course.
- Medium & High** - Students have foundational/strong knowledge of accounting and calculations. Prompt still received, acknowledges prior learning and advises to continue engaging.

“PALS significantly improves pass rates by 133% for target groups!”

3 Driving up Engagement

A case for early proactive intervention leading to successful academic outcomes for target students.

Pre-Test “Incomplete”

Disengagement

Nudge Intervention (due to disengagement)

Failed assessment

Outreach Text

Academic Outcome

- Students did not receive pre-test prompt due to incompleteness.
- Nudge intervention encouraging students to re-engage with course and PALS. 64% of students nudged for disengagement had an incomplete pre-test.
- Further intervention occurs through outreach and support services after first assessment grade outcomes.

Pre-Test “Low”

Automatic Prompt (upon Pre-Test received)

Academic Outcome

- Students receive prompt to engage with PALS support throughout the term.
- 32% of students acted on this prompt and attended PALS.

4 Academic Outcome

Students’ early disengagement impacted their academic outcome.

Pre-test scores are a strong predictor of course preparedness and academic outcome.

Independent of pre-test scores, PALS students achieved higher academic outcomes than non-PALS.

Complete the pre-test + Proactive direction to PALS = Improved academic outcome

ACCT102 Pass Rate for PALS Target group is 92%

Pre-Test Score	Non-PALS Student (Average Grade)	PALS Student (Average Grade)
Incomplete	~1.5	~2.5
Low	~2.0	~3.0
Medium	~2.5	~3.5
High	~3.0	~3.8

References:
* Bowman, J., & Dawson, J. (2021). Supplemental instruction in higher education: A review of the literature. *Journal of Management Education*, 55(1), 1-20.
* Anfuso, C., & Anfuso, L. (2022). The impact of preparedness on student success in accounting. *Journal of Accounting Education*, 100, 100000.
* Lightowers, K., & Angitu, A. (2023). The impact of preparedness on student success in accounting. *Journal of Accounting Education*, 100, 100000.

Helping students thrive

**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 their response (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).

iSAP - an innovative online dialogic approach to enhancing student success

Emeritus Professor Marilyn Baird, Dr Kirsten Schliephake, Dr Allie Ford, Dr Liesl Heinrich
Faculty of Medicine, Nursing and Health Sciences, Monash University

The educational challenge:
How can educators bridge the theory-practice gap to ensure that students are practice-ready, able to think critically and confident to act ethically?

Why iSAP?

- Facilitates successful transition from university to workplace
- Teaches how to toggle between intuitive and deliberative reasoning
- Reflective practice to encourage lifelong learning
- Discipline-agnostic educational intervention
- Authentic and adaptable
- Flexible in time, place and mode of learning

Students say...

Staff say...

Case Scenario
Educators develop an authentic workplace scenario aligned with learning outcomes and relevant skills

Professional Issues
The task for students to complete is outlined - examples include continuing a scenario, responding to a problem, completing documentation or developing a strategy. Scenarios may relate to ethical, professional, cultural or procedural challenges.

Student Response
Students develop an evidence-informed response to the issues. Responses can be text, video, posters, infographics, presentations or discussions. Students may work independently or in groups.

Expert Response
When submission is complete, students access an expert's response to the same task. This may be an exemplar document or demonstration, a video explanation or panel discussion.

Reflective Analysis
Students reflect on changes to their learning stimulated by the expert response. This includes recognising consolidation, strengths and weaknesses in their original approach, and outlining how the knowledge may be used in future.

Feedback from 221 students told us that more than 90% thought the iSAP case was representative of a real-life scenario, more than 80% reported that the iSAP case was easy to navigate and they thought of the client in the case as a real person. Feedback from students in graduate-entry programs included:

- 96.8%** thought that the iSAP case helped them integrate theoretical concepts from the unit with clinical decision making and/or clinical practice
- 96.7%** found that their understanding of the topic increased after reflecting on the expert response
- 87.1%** thought that the iSAP resources were helpful in starting their own research into topics related to the case
- 83.9%** thought iSAP was well structured

For more information

The authors of this poster acknowledge the traditional custodians of Country on which we live and work, the Bunurong and Wurundjeri people of the Kulin Nation. We also acknowledge the custodians of Country on which the conference is being held, the Turbul and Jagara people. We recognise the histories, rich cultures and knowledges of those who have lived in balance with Country for thousands of years, and pay our sincere respects to Elders past, present and emerging.

MONASH University

**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.

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

The feasibility and scalability of using immersive technology to build a culture of belonging across a tertiary institution



Danni McCarthy, Alcy Meehan, Dr Yasmin Mobayad, Dr Rachel Finneran, Peter Oslewski, and Siobhan Lenihan

Our Study

A day in the life – an immersive learning experience (ADITL) seeks to empower the Deakin community to become custodians of culture, by equipping them with a language and actionable attitudes that align with the kind of institutional values we hold dear. ADITL does this by going beyond typical text-based training scenarios with 360-degree immersive technology, experienced within Deakin's state-of-the-art immersive learning precinct, Nyaa. ADITL consists of three 360-degree video vignettes, which expose viewers to instances of discrimination, sexual harassment and victimisation at a one-to-one human scale. Our study seeks to learn about the quality of this experience and its impact on those attending ADITL in the days and weeks after the event.

We do this to answer the first of our research questions:
Research question 1 (Study 1): How might immersive technology affect behaviours, attitudes and beliefs in the service of positive culture-building actions for students and staff at Deakin University?
 As we are interested in ADITL as part of a broader strategy of building a positive culture of belonging at Deakin, the second research question addresses the feasibility and scalability of the ADITL experience:
Research question 2 (Study 2): How might immersive technology build a culture of belonging among students and staff at Deakin University in ways that are feasible and scalable?

Participants

Experience Participants (EP): 11 Female, 1 Male – staff all over 25 years old.

Design Participants (DP): 1 Female, 1 Male – staff.

Site Specific Participants (the ADITL experience).

Method

We addressed the two research questions from three points of view:
 The DP design provides a rationale and shared ambitions for the project.
 The EP experience provides evidence of how ADITL affected them over time.
 The ADITL experience operates as a material presence within the study impacting bodies in space and time.



Findings

Research Question 1: Our study revealed that ADITL was a transformative learning experience for our EP and showed great promise within a broader strategy of building and maintaining a culture of belonging at Deakin. While the ADITL experience was impactful for the EP at DP1, it was not until two weeks later that the full consequence of the event of ADITL had settled, and the extent of the affect of this experience was further revealed.

"It was certainly more engaging than similar scenarios in online training – being immersed within the scene, and watching rather than reading, was a more powerful experience."

"Whereas this was so immersive, you know you're walking away and you've still got it just going round in your head because you feel like you were there. You witnessed something. That was what I felt was just a really awful situation, for the person who it was directed towards, so it was quite different."

Research Questions 2: We see evidence that this learning experience is affective, transformative and has great potential as a culture-building tool. ADITL is a real encounter, which is to say - a real experience for the EP. To acknowledge that the content, the space and technology are integral to the corporeal memory and sensorial recall of ADITL has consequences, such as: limitations of site specificity, ethics of care and accessibility.

"I think it hits home and so it is so much more moving and meaningful and impactful than just saying those words on a PowerPoint slide if you're in the training, or someone speaking to that scenario or role-playing it out. It's about witnessing it and really feeling it, the meaning comes from that opportunity."

"I've seen the evidence that people change the way they view the world through those immersive experiences when they're well-designed, and they don't have to be fifty minutes long. Three minutes is enough, actually, it's the quality of the experience and the preparation of people, if they're open to it, I do think it is scalable, absolutely scalable."

Conclusions

These findings hold interesting considerations for curriculum and training designers in terms of developing learning pathways that capitalise on the apparent lasting resonance of the experience of ADITL on our participants. The interday affect of the ADITL experience, noted through this study, bears consideration for educational design and the protocols put in place to assure participants' well-being and safety beyond the bounds of the immediate space, time and experience.

Acknowledgements

This research was proudly conducted by Deakin University with support from our international research partner Advance HE (UK).

Learn More
 Scan the QR code and learn more about the research by listening to our podcast episode.



Deakin University/2023/Poster Code: 001198

**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.

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, The University of Queensland

Our evidence-based approach to welcoming new undergraduate and postgraduate students prioritises social connections. Designed, delivered, and evaluated in partnership with students, it is based on three key concepts:

Engagement

Building an inclusive community which supports and models partnership, collaboration, and connection between students and staff (Baik et al., 2019; Harrison et al., 2017; Picton, 2018)

Community

Engaging new students with the orientation and welcome process through intentionally designed activities to establish and facilitate connections with peers, staff, and campus life (Krause et al., 2005; Zepke, 2015)

Sense of Belonging

Fostering a sense of belonging among the incoming cohort through helping them to build friendships and feel recognised and valued (Gijn-Grosvener & Hulsman, 2020; Strayhorn, 2019)

On-Campus Welcome Experience

Designed and continuously evaluated in partnership with students through four Student Staff Partnership Projects (2019, 2020, 2021, 2023). All students are invited to an on-campus welcome day during O Week. The below figure outlines the key elements of this experience.


New students individually greeted and welcomed by staff volunteers

Development of a volunteer pool of 70 academic and professional staff members


New students matched with a BEL Buddy (current student volunteer in their program)

Development of BEL Buddy student volunteer scheme, with 400 students involved. Volunteers value its contribution to the UQ Employability Award and the opportunity to widen their networks

BEL Buddies form small groups of new students studying the same program




Student groups & their BEL Buddies complete social ice-breaker activities to get to know each other



Groups compete in a teambuilding scavenger hunt to learn about campus, ending at BELfest


Students can win UQ merch and vouchers for on-campus retailers




BELfest, our first year festival, allows students to explore uni offerings in an engaging environment

We involve student clubs & societies, support services, music, food stalls, fun activities & relaxation zones

Discover BELfest:



The festival provides informal opportunities to socialise and build friendships



Feedback from students and other stakeholders sought through surveys, focus groups and consultation

This experience has been delivered, evaluated and iteratively improved across 8 successive semesters (Jul 19-Feb 23)

54% of students remained friends with those they met during Orientation

Evidence of Impact

Our evidence of impact includes quantitative and qualitative data, drawing on attendance rate data and student survey responses (n=1052). The qualitative survey responses have been analysed using a reflexive thematic analysis approach (Braun & Clarke, 2021). UQ ethics approval has been granted.

Engagement

% students who attended social orientation events:

Feb 2019	28.6%
Feb 2023	56.2%

- 96% of respondents agreed the BEL Faculty made them feel welcomed
- 94% of respondents rated the welcome event as excellent or good
- Survey responses indicate that:
 - The most commonly expressed emotion is joy
 - Students highly valued the activities purposefully designed to facilitate connections with other students

"I enjoyed the ways of ice breaking and the games"

"Doing activities all together is a great way to bring everyone together to try something new"

"I feel so happy to meet the people here"

Community

- Number of current student and staff volunteers involved in welcoming new students increased from 12 in February, 2019 to 230 in February, 2023
- One of the strongest themes in the qualitative survey data is the positive impact the staff and student volunteers had on helping them to feel welcomed, supported, and cared for during the welcome day

"I loved meeting new people, and the staff and BEL Buddies were so helpful"

"An excellent event... The staff are so great and friendly"


Sense of Belonging


- The qualitative survey data indicates that new students recognised and appreciated the efforts made by students and staff to welcome them, helping them to feel valued. This aligns with research that conceptualises student sense of belonging as "students' perception of feeling valued and respected [...] accepted and recognised" (Gijn-Grosvener & Hulsman, 2020, p.377)

"Honestly, it was so nice at the beginning when they said 'well done, you deserve to be here'"

"The warm welcome and the BEL Buddies are appreciated"

"The welcoming nature has made me more comfortable here"

Comments box: 

References: 

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.

UniSQ Leadership Excellence Academy

Rachel.Watson@usq.edu.au
Rachel Watson

Mission
To provide an opportunity for students to participate in leadership experiences and professional development that explores self-awareness and facilitates personal growth.

Program Objectives

- ★ Enhanced Student Engagement
- ★ Increased Confidence and Self-efficacy
- ★ Raised awareness of graduate attributes and improved employability skills
- ★ Greater Sense of Belonging to the University and enhanced relationship between those involved
- ★ Aligned with the UniSQ value of excellence

UniSQ Alumni Mentor
Alumni mentors are matched with participants. Across the duration of the program, students initiate and coordinate discussions with their mentors.

"My mentor inspired me to believe in my own capacity for leadership and helped me to reflect on my own leadership style and values. They also helped to develop and refine my skills so I can be an effective leader for others, which I now apply to my current student leadership positions at UniSQ."
- Taylor Higgins, current UniSQ student

1 Begin the journey
Facilitated by an external leadership development consultant with 20 positions available to student leaders and scholarship recipients. Applications are assessed by a panel of professional and academic staff.

2 Workshops 6 workshops across 10 months support cohort cohesion over the course of the program. Topics include: **What is leadership? | Values in action | High performance Leading and influencing others | Personal Branding**

3 Seminars
Seminars are held the day after a workshop, MC'd by students within the LEA, and feature alumni member as a guest presenter. Topics mirror the workshop, consisting of a presentation and group reflection.

4 Presentations
Students make short presentations about their community service projects and their learnings and achievements at a program completion ceremony.

5 Student outcomes
"I have gained self-awareness of my values, strengths and unique outlook as a leader, and I feel more confident in my abilities as a leader who can enact positive change. I am grateful for this experience and grateful to have connected with an outstanding cohort of other student leaders."
- Emma Beale, current UniSQ student

6 Graduate Attributes

- ★ Well-informed individuals
- ★ Critical, creative thinkers
- ★ Effective communicators & collaborators
- ★ Ethical, engaged professionals & citizens
- ★ Employable, enterprising professionals
- ★ Culturally capable individuals

Community Service Project
Students participate in this project throughout the program as a practical experience to develop leadership and graduate skills. They choose between participating in an existing service project/organisation or design their own to benefit the community.

"At the start of the Leadership Excellence Academy, we recorded our leadership values... at the pinnacle of my pyramid of values was action – leading through action... this simple task would strengthen my confidence to move into a leadership role within the Ipswich Suicide Prevention and Awareness Network. My confidence grew during and after each workshop by learning who and how I am a servant leader, how I can influence people for the better of the community and practising these skills with others in the workshops."
- Luke Boyles, current UniSQ PhD Candidate

Next steps
Evaluate
Revise
Relaunch

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Peter Kuchinke, K. Ardichvili, A. Wozniak, L. Sen, J., & Boncomrovskoi, W. (2022). Leadership development for undergraduate students at U.S. universities: The case for HRD research and practice. *Human Resource Development Quarterly*, 53(4), 413-421. <https://doi.org/10.1080/0892>

**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.



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

Deanne Camplejohn
Griffith University
Student Success

The HDR Emerging Industry Leaders (EIL) Program is a 2-day professional development program for HDR candidates at Griffith University, anticipating employment in industry positions. The program offers career and leadership skill development and an opportunity to gain industry insights whilst networking with senior leaders in industry.

EIL program participants will have the opportunity to join the HDR Partners Network

HDR Partners Network



1. Showcase Skills

EIL program participants will have a profile on the “Engage HDR Talent” webpage, showcasing their skills to our industry supporters. The platform also enables industry to reach out with collaboration opportunities for HDR candidates.



2. Undertake Professional Development Delivered by an Industry Expert

Professional business skill sessions, designed to support leadership development in preparation for industry sprints and career management planning.



3. Engage in Industry Collaboration and Network Building

- Problem based Industry Sprints
- Industry Mentoring Program
- IMNIS Engage STEM Mentoring Program



4. Co-design Initiatives as Partners

Working in partnership with Griffith careers team and industry stakeholders to develop collaboration initiatives, which aim to positively impact their future employment in industry.



Highlights from the 2022 Emerging Industry Leaders Program can be viewed here:

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.



WESTERN SYDNEY UNIVERSITY

CROSS-FACULTY STAFF-STUDENTS PARTNERSHIP EXPLORING PROJECT-BASED LEARNING

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

Introduction

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.

Methods

This study, conducted with 76 students from various Diploma programs at the College (pathway into the second year at Western Sydney University), used quantitative and qualitative methods to understand students' perspectives on Project-Based Learning (PBL).

A two-part survey was administered to the students. The first part collected demographic data and information about previous PBL experiences. The second part, using a five-point Likert scale, evaluated students' experiences and perceptions of PBL including its authenticity, project management aspects, and effectiveness in promoting learning and content application.

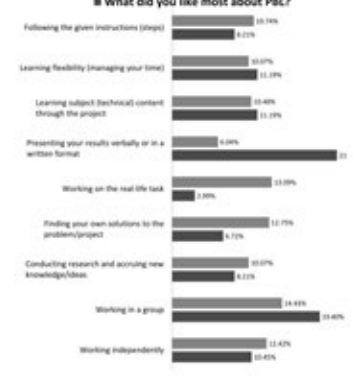
Following the survey, focus group discussions were held to enrich survey findings with more nuanced insights. These discussions, guided by open-ended questions, aimed to delve deeper into student and academic perspectives on PBL.

Survey data was analyzed using Qualtrics, a statistical software.

Results


What did you like least about PBL?

■ What did you like most about PBL?

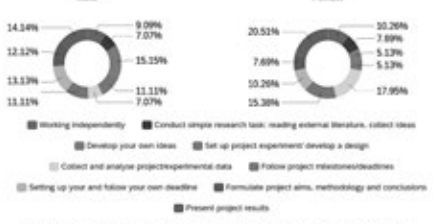


Activity	Like Least (%)	Like Most (%)
Following the given instructions (steps)	15.14%	8.17%
Learning flexibility (managing your time)	10.07%	11.18%
Learning subject (technical) content through the project	15.46%	11.18%
Presenting your results verbally or in a written format	9.04%	11.18%
Working on the real life task	3.01%	11.18%
Finding your own solutions to the problem/project	6.11%	11.18%
Conducting research and acquiring new knowledge/ideas	10.07%	8.17%
Working in a group	14.49%	15.46%
Working independently	11.47%	10.07%

What project activities you liked the most?



■ What project activities were the most challenging to you?



■ Working independently
 ■ Conduct single research task: reading external literature, collect ideas
■ Develop your own ideas
 ■ Set up project experiment/develop a design
■ Collect and analyse project/experimental data
 ■ Follow project relationships/outcomes
■ Setting up your and follow your own deadline
 ■ Formulate project aims, methodology and conclusions
■ Present project results

Figure 1. Student's survey response about their general experience with PBL.
 Figure 2. Survey responses from students, categorized by gender, on their perceptions of PBL activities.

Discussion


The research on Project-Based Learning (PBL) showed that students appreciate the practicality and real-world relevance of the projects. They found value in using digital tools and techniques beyond their academic environment and gaining the flexibility to manage their learning. However, they also faced challenges in individual contribution and group dynamics. Presentations, whether verbal or written, induced anxiety among many students, yet some saw them as essential skill-building opportunities. The majority of students enjoyed developing their own ideas and setting up experiments, indicating a preference for stages allowing creativity and personal expression. However, they also acknowledged the necessity of structured timelines and milestones for effective project management, despite these aspects often proving challenging due to the need for self-discipline and responsibility. Overall, the study's findings suggest opportunities for enhancing PBL to better cater to students' needs and preferences while still providing valuable learning experiences.

References:

1. Duppelt, T. (2003). Implementation and assessment of project-based learning in a flexible environment. *International Journal of Technology and Design Education*, 11(2), 115-124.
2. Carrió, M., Aguil, J., Belkina, M., Fletcher, B., & Kelly, B. (2023). Benefits of using a project-based learning curriculum to improve engineering students' perceptions of project-based learning. *2023 Project-Based Learning: A Global Perspective on the Current and Experimental Trends*. Springer, London and Berlin Heidelberg, New York.
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Contact:

Dr Marina Belkina, Academic teacher and the First Year Experience Coordinator (Engineering), WSU the College
 Email: m.belkina@westernsydney.edu.au





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	<p>The role of diversity in higher education: Learning from students' perspectives</p> <p><i>Samantha Marangell, Chi Baik</i></p> <p><i>Melbourne Centre for the Study of Higher Education, The University of Melbourne</i></p>	<p>Countdown to Uni – A student-driven course designed to help students transition to university, before they start university</p> <p><i>Malcolm Burt</i></p> <p><i>CQUniversity</i></p>	<p>Enhancing career development learning and employability through an Award program.</p> <p><i>Karen Abbott, Mishelle Burton, Sherri Russell</i></p> <p><i>The University of Western Australia</i></p>	<p>First Year Rewards – Gamifying engagement as a transition and retention strategy for students from equity backgrounds</p> <p><i>Krishan Shah, Ella Ewart</i></p> <p><i>Curtin University</i></p>	<p>Student success at ECU: Academic progression and SUCCEED</p> <p><i>Loretta Dayman, Kathleen Balson, Kylie Corbett</i></p> <p><i>Edith Cowan University</i></p>	<p>Psychological wellbeing at a regional Australian law school: Reporting on law students' experiences of hopeful thinking</p> <p><i>Claire Holland</i></p> <p><i>James Cook University</i></p>

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.

**O1E 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.

**O1F 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	<p>Helping students support their international buddies - what conversational partners say works best for them.</p> <p><i>MaryAnn McDonald</i></p> <p><i>University of Technology Sydney</i></p>	<p>The design and development of an asynchronous online academic skills course.</p> <p><i>Peter Harrold</i></p> <p><i>RMIT University Vietnam</i></p>	<p>Understanding the impact of timetable scheduling on university students' academic performance</p> <p><i>Ankit Agarwal, John McGuire, Jade Webb</i></p> <p><i>Western Sydney University</i></p>	<p>Improved retention and academic capability through the design and implementation of a first year digital module</p> <p><i>Brooke Harris-Reeves, Andrew Pearson, Helen Massa</i></p> <p><i>Griffith University</i></p>	<p>Raising the academic success of students from equity backgrounds in higher education through immersive scheduling</p> <p><i>Thomas Roche, Elizabeth Goode, Erica Wilson, John W. McKenzie</i></p> <p><i>Southern Cross University</i></p>	<p>Sustainable supervision: Graduate Research Engagement Assessment Tool (GREAT) to identify risk, assess needs, and resolve student-supervisor conflict.</p> <p><i>Anna Kokavec, Susan Gasson</i></p> <p><i>James Cook University</i></p>

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
	<i>Jacqueline Burgess</i>	<i>Michael Brickhill, Johanna Nieuwoudt, Grant Andrews</i>	<i>Kylie Austin, Amy Thompson</i>	<i>Ana Lobo</i>	<i>Antoinette Cevenini, John McGuire</i>	<i>Mikaela Dockrill</i>
	<i>University of the Sunshine Coast</i>	<i>Southern Cross University</i>	<i>University of Wollongong</i>	<i>University of Tasmania</i>	<i>Western Sydney University</i>	<i>University of Canberra</i>

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	<p>Start@Uni: Equity-focused toolkits for university success</p> <p><i>Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley</i></p> <p><i>University of New South Wales</i></p>	<p>Connected through transition: supporting students from Indigenous, Rural, and Low SES backgrounds to stay connected during transition from university to their communities</p> <p><i>Robin Ladwig, Naomi Dale, Phil Roberts, Natalie Downes, Jenny Dean</i></p> <p><i>University of Canberra</i></p>	<p>Assessing effectiveness and continuously improving student leadership programs</p> <p><i>Aimee Clarke, Louise Kuchel, Susan Rowland</i></p> <p><i>The University of Queensland, The University of Sydney</i></p>	<p>Consistency & continuity: academic advising as a cornerstone of retention</p> <p><i>Juliette Subramaniam, Shanna Robinson</i></p> <p><i>Western Sydney University</i></p>	<p>The power of the nudge: technology driving persistence</p> <p><i>Ellie Kay, Paul Bostock</i></p> <p><i>University of Canterbury</i></p>	<p>Promoting student well-being and resilience. A systemic game-based intervention focused on basic psychological needs at a Dutch university</p> <p><i>Lisa Kiltz, Marjon Fokkens-Bruinsma, Ellen P. W. A. Jansen</i></p> <p><i>University of Groningen, the Netherlands</i></p>

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

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	<p>Enhancing students' sense of belonging following the COVID-19 Pandemic: a partnership approach</p> <p><i>Janine Rix, Debby Lynch</i></p> <p><i>The University of Queensland</i></p>	<p>Integration of professional staff in an online tertiary pathways course</p> <p><i>Richelle Elek, Shaun O'Connell, Sophie Collins, Robert Whannell</i></p> <p><i>University of New England</i></p>	<p>Academic student success advising (ASSA): Advising in the third space</p> <p><i>Cat Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oosterga, Amanda Henderson, Denise Wood</i></p> <p><i>University of the Sunshine Coast, University of Southern Queensland</i></p>	<p>Navigating new realities: First-year regional students' expectations in a post-pandemic world</p> <p><i>Courtney Geritz, Maria Raciti</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>What matters to students? International findings in student conceptions of success</p> <p><i>Ryan Naylor</i></p> <p><i>The University of Sydney</i></p>	<p>She says her name is Ella: navigating transgender inclusion in Simulation with student nurses</p> <p><i>Alana Wilson, Melissa Ciardulli</i></p> <p><i>Holmesglen Institute</i></p>

06

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.

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	<p>From the margins to the mainstream: the online learning rethink and its implications for enhancing student equity</p> <p><i>Cathy Stone</i></p> <p><i>The University of Newcastle, Australia</i></p>	<p>"I Got the Job!": Embedding Employability Skills in Honours Psychology Curriculum 2.0</p> <p><i>Ali Enright, Rianna Lopez, Andy Bryer</i></p> <p><i>Flinders University</i></p>	<p>Student support in rural medical education: What does evidence-based practice look like?</p> <p><i>Anna Kokavec, Jane Harte, Simone Ross</i></p> <p><i>College of Medicine and Dentistry, James Cook University</i></p>	<p>Growing first year teaching capability - investigating the impact of a first year teaching community of practice.</p> <p><i>Lynn Riddell, Corinna Ridley, Janne McBurnie, Wendy Webber, Amanda Mooney, Stephan Marshall</i></p> <p><i>Deakin University</i></p>	<p>Exploring definitions of 'success' in relation to outreach programs for Indigenous Australian students</p> <p><i>Katelyn Barney, Hayley Williams</i></p> <p><i>The University of Queensland</i></p>	<p>Centring us: proposing a new framework for university students' multidimensional wellbeing through the lens of intersectionality</p> <p><i>Preeti Padmanabhan, Natsuki Matano, Sened Tesfom Sbhata, Angela Venus Sakuntala, Sakinah S. J. Alhadad</i></p> <p><i>The University of Hong Kong, The University of Queensland, The Australian National University, Griffith University</i></p>

07

07A EMERGING INITIATIVE STUDENTS

From the margins to the mainstream: the online learning rethink and its 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.



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

08

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

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
	<i>Kate Derrington, Kacie Fahey, Stephen Seymour</i>	<i>Maryam Salman Aldossary, Cindy Ann Smith, Lisa Paris</i>	<i>Parizad Mulla, Richard Brooks, Herbert Sima, Douglas Carrie, 'Ilaisaane Fifita, Michelle Kilkolly-Proffit</i>	<i>Sarah Rose, Monica Chen, Joanna Winchester</i>	<i>John Hamilton</i>	<i>Tracy Goodchild, Georgina Heath, Amanda Richardson</i>
	<i>University of Southern Queensland</i>	<i>King Faisal University, Curtin University</i>	<i>University of Auckland</i>	<i>Australian Catholic University</i>	<i>Deakin University</i>	<i>UniSA, University of South Australia</i>

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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 best 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.

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.

NOTES

Horizontal lines for taking 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	<p>Refiguring the student voice in university governance</p> <p><i>Kerrilee Lockyer, Sarah Moulds</i></p> <p><i>University of South Australia</i></p>	<p>To University... and Beyond! Shaping a meaningful and holistic Faculty Transition strategy</p> <p><i>Karen Walker, Alexander Chetner</i></p> <p><i>University of Sydney</i></p>	<p>Mapping the academic language and learning (ALL) demands of first-year units.</p> <p><i>Rachel Barber</i></p> <p><i>Central Queensland University</i></p>		<p>Students as leaders – Developing an academic integrity ambassador program</p> <p><i>Claudia Gottwald, Taseef Hasan Farook</i></p> <p><i>The University of Adelaide</i></p>	<p>Medical student peer-teaching motivational factors: Using self-determination theory</p> <p><i>Simone Ross, Kimberley Owens, Angus Lane</i></p> <p><i>James Cook University</i></p>

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T1A 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.

T1B 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.

T1C 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.

T1E 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.

T1F 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 motivations. 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	<p>"How the teachers actually care": the value of on-campus academic experiences for secondary school students.</p> <p><i>Belinda D'Angelo, Rikke Mazzella</i></p> <p><i>La Trobe University</i></p>	<p>Versatile Technology Tools to Empower Career Development Learning</p> <p><i>Nicole Graham, Justin Ellis</i></p> <p><i>Griffith University</i></p>	<p>Benchmarking Australian enabling programs for a national framework of standards.</p> <p><i>Charmaine Davis, Chris Cook, Suzi Syme, Sarah Dempster, Lisa Duffy, Sarah Hattam, George Lambrinidis, Kathy Lawson, Stuart Levy</i></p> <p><i>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</i></p>		<p>Navigating Higher Education – developing a 'relational navigation' framework to support students from diverse backgrounds.</p> <p><i>Emily Fuller</i></p> <p><i>University of Newcastle</i></p>	<p>The 'nature' of supporting university student well-being</p> <p><i>Elissa Pearson, Brianna Le Busque</i></p> <p><i>University of South Australia</i></p>

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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.
	<i>Pavan Gamage, Kathryn Thomas, Darcy Meehan</i>	<i>Kathy Egea, Sonal Singh, Amanda Moors-Mailei, Katie Padilla, Beate Mueller</i>	<i>Jean Jacoby, Fleur Connor-Douglas</i>		<i>Rachel Maissan</i>	<i>Liz Hosking-Clement</i>
	<i>Online Education Services</i>	<i>University of Technology Sydney</i>	<i>Massey University, Evolve Aotearoa</i>		<i>Deakin College</i>	<i>University of Auckland</i>

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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.

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





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