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Building new scholars' Scholarship of Teaching and Learning (SoTL) capacity in a community of practice

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Background/context. The Australian government is employing policy strategies to improve the teaching quality in higher education institutions. One aspect of this agenda, the Higher Education Standards Framework, calls for academics to ensure currency of their discipline and pedagogical knowledge through engagement in scholarship. While TEQSA views scholarship as including an array of scholarly activities, for academics the reality of engaging in scholarship is for career progression, and recognition, and directly linked to SoTL (Vardi & Quin, 2011; Register & King, 2018). For academics recruited from the professions; responding to this requirement presents challenges and creates anxiety. As these new scholars complete doctoral studies, or undertake discipline research, their minimal understanding of the different voice and investigative approach to SoTL impacts their confidence, identity and their SoTL engagement.

The initiative/practice. In a rural NSW University that employs a significant percentage of experienced mid- to late-career academics from high-profile industry positions, the need to build capacity in scholarship has become a significant professional learning priority (University X, 2020). This study's sample comprised four academics (the researchers) in the Faculty of Arts and Education: a senior academic with expertise in SoTL and three new scholars. The experienced scholar facilitated weekly online meetings using an innovative resource: HERDSA SoTL Modules.

Methods of evaluative data collection and analysis. Informed by autoethnography, the academics drew on their reflective journals, meeting recordings and module activity responses to describe their experiences of engaging with the SoTL initiative and identify the enabling characteristics of the professional learning opportunity. Data were analysed using document analysis (Bowen, 2009) and triangulated with Lave and Wenger's (1991) three tenets of communities of practice (CoPs).

Evidence of outcomes and effectiveness. This presentation showcases the nature and efficacy of this facilitated online initiative as a relational and pedagogical space for building new scholars' SoTL capacity, and evidences the importance of sustained, facilitated engagement in a safe, learning context informed by the concepts of a community of practice.

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The Scholarship of Learning and Teaching (SOLT) – A conceptual framework**Assoc Prof Melanie Williams¹**¹*William Angliss Institute, Melbourne, Australia*

Background/context. In recent years TEQSA has increased scrutiny of SOLT. In response, one mixed-sector institution has adopted a framework under its new EBA that requires all academics to submit three-year strategies that devote a minimum of 5% of their workload to SOLT. This paper outlines the conceptual underpinnings of this approach.

The initiative/practice. The framework extends TEQSA's *Guidance Note: Scholarship* (2018) to define the linkages between the related concepts of scholarship, research, professional development and quality improvement. Standards for scholarship, adapted from Glassick, Huber and Maeroff (1997) and Williams, Goulding and Seddon (2013) are outlined, along with an impact reporting template, adapted from Hinton's (2016) Impact Management Planning and Evaluation Ladder (IMPEL). Also included are workload guidelines with a developmental hierarchy of indicative annual scholarly outputs for different academic levels. Supports and incentives include staff mentoring, awards for scholarly practice and an online mechanism for managing student and staff consent for the use of their data. The impact of academics' scholarship is evaluated and reported annually and monitored through academic governance committees.

Methods of Data collection and analysis. Scholarly outputs are evaluated against the framework's standards. The program is evaluated via thematic analysis of academics' annual impact reports.

Evidence of Outcomes and effectiveness. Data is preliminary because the first year typically involves a literature review, which may confine impact to changed understandings of the project team. Nonetheless, all academics produced scholarly outputs that met the identified standards and provided evidence of changed understandings and/or practice.

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Examining the influence of professional development on tutors' teaching philosophies**Dr Valeria Contronei-Baird¹, Dr Austin Chia¹, Prof Angela Paladino¹, Ms Alexandra Johnston¹**¹*The University of Melbourne, Carlton, Australia*

Background/context. Tutors are an integral part of university teaching and make an important contribution to the improvement of student learning outcomes. Tutors core responsibilities include delivering tutorials and providing feedback and pastoral care. Given their important role, tutor targeted professional development (PD) is crucial, as tutors are often hired based on their disciplinary knowledge and qualifications rather than teaching credentials or experience. Although research suggests PD influences teaching practice (e.g., Hitch et al., 2018), past studies focus on academics' conceptions of teaching and how these influence teaching approaches (Trigwell & Prosser, 2020). Few studies have focused on the influence of PD targeted specifically at tutors and how it shapes their teaching philosophy.

The initiative/practice. This research reports the findings of a qualitative study that examines the influence of PD on tutors' teaching philosophies.

Methods of evaluative data collection and analysis. Face-to-face semi-structured interviews were conducted with participants before and after the PD program to capture how their teaching philosophies changed. Interview transcripts were recorded and transcribed using inductive open coding in NVivo.

Evidence of outcomes and effectiveness. Findings indicate tutors construe their tutoring role in three ways: transmitter, facilitator, or reflexive practitioner. Prior to PD most tutors held a teacher-focused conception of teaching (transmitter). Post the PD most tutors shifted toward a student-oriented conception (facilitators and reflexive practitioners). Epistemic shifts were attributed to three PD features including: workshops, peer mentoring and peer networking. These findings provide insights into PD features that foster student-oriented teaching philosophies aligned with evidence-based strategies that promote experiential and constructivist teaching approaches.

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Open-note assessments: Enabling meaningful learning and promoting student engagement**Assoc Prof Elizabeth Yuriev¹**¹Monash University, Parkville, Australia

Background/context. Remote assessments that became critical with the onset of COVID-19 pandemic brought forward important issues of meaningful learning, student engagement, and academic integrity (Slade et al., 2022). Namely, the need to assess online made academics question what we assess, how we assess, and how the assessment design is aligned – or not – with intended learning outcomes.

The initiative/practice. Prior to 2020, we have been using open-note exams for several years. This assessment approach involves students preparing concise course notes during the semester, which they can use during the end-of-semester exam. Students can use any course-related resources to generate their notes.

Methods of evaluative data collection and analysis. We investigated perceptions and study habits of students participating in physical chemistry coursework, assessed via open-note exams, using surveys (N = 831), semi-structured interviews (N = 33), and cross-over mock exam experiments (N = 74). We also sought the views of educators who have implemented open-note assessments in a range of disciplines across universities in Australia and New Zealand (semi-structure interviews, N = 20).

Evidence of outcomes and effectiveness. Common trends have emerged relating to positive influence of self-constructed notes on student engagement and learning. Our findings suggest that regular construction of study notes during the semester promotes meaningful learning and that students' study techniques are positively influenced when expert guidance and ongoing monitoring is provided. Our experience with un-invigilated open-book exams during the 2020 COVID-19 crisis has confirmed the value of student self-constructed notes: for their self-efficacy, motivation, engagement with the course material, concept learning, and problem solving.

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Use of project-based case studies to improve student engagement in online teaching and its impact on their performance**Dr Fatima Afzal¹**¹University of Sydney, Camperdown, Australia

Background/context. Higher education has entered a new era since Covid-19. Unlike past, most teaching is done online. Although it offers flexibility, maintaining a high quality of teaching and student engagement have been major challenges in the online learning environments (Littenberg-Tobias & Reich, 2020). Project-based group work done in an interactive learning environment could improve students' engagement and performance (Guo et al, 2020).

The initiative/practice. To improve student engagement, I introduced a project-based case study as an assessment task, which students do during the class. The course is offered in a blended mode where students are required to do some pre-work and a knowledge quiz (open book) before coming to the class. During the 2-hour class, students actively apply the theoretical knowledge to a case study in groups of 4-5. They need to hand in this case study as an assignment later in the semester. This allows them to work closely with their peers and get live feedback from the lecturer on their work.

Methods of evaluative data collection and analysis. To investigate the effectiveness of the above practice an online questionnaire was used to collect student data at the end of the semester. 109 students out of 167 participated in the survey (response rate 67%). Students were asked a series of questions about their engagement and learning experience. Student performance was analysed based on the assessment marks.

Evidence of outcomes and effectiveness. The results indicate that students felt part of the learning community in this new environment (mean=4.25; SD=0.76). Students also felt that the use of project-based case study prepares them better for future professional work (mean=4.39; SD 0.68). It was found that the assessment score was improved from 67% to 74% using this approach.

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Talking the talk: A new model to support live and online oral presentations for assessment**Dr Lesley Irvine¹**¹*Queensland University of Technology, Kelvin Grove, Australia*

Background/context. The ability to speak a competent and confident message is a highly desirable skill in work, study and life (Morreale et al. 2017). At university, the accepted approach to teaching these skills is through prepared oral presentations and a 'one-size-fits-all' set of instructions. The impact of public speaking anxiety (PSA) is a key reason why many students find this type of assessment challenging.

The initiative/practice. This paper argues that current instructional practices fail to recognise the potential impact of PSA because they privilege the written word and relegate the speaking component of a task to the end of the planning process. It introduces the Consider-Consult-Construct (CCC) model for oral presentations, which places oral communication at the core of all planning decisions.

Methods of evaluative data collection and analysis. An instrumental case study explored how PSA is recognised and experienced in a first-year oral communication unit (n=244 students) at a large Australian university. Existing unit documents and student evaluations were analysed to consider current learning and teaching practices. The primary data source was a 50 000-word reflective journal documenting instances of PSA across one semester of study. Through critical reflective practice, seven key themes emerged to guide the development of the CCC model including recognising individual differences, extending feedback mechanisms and reducing uncertainty about task requirements.

Evidence of outcomes and effectiveness. This research confirms that PSA is prevalent, complex, individual and unstable. The multi-faceted nature of this phenomenon must be acknowledged when incorporating oral assessment in any unit of study. The CCC model provides multiple opportunities to engage with the spoken word through *considering* the broader context of all speaking opportunities, *consulting* with others via research and ongoing practice sessions, and *constructing* a message suitable for oral delivery. It offers practical guidance and shared language for both educators and students, in live and online learning environments, to build sustainable speaking practices.

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Ethical principles in digital learning: Using ePortfolios as an exemplar**Assoc Prof Christine Slade¹**¹*The Institute for Teaching and Learning Innovation, The University of Queensland, St Lucia, Australia*

Background/context. Digital learning, engagement, and communication are becoming increasingly relevant in higher education institutions. Educators recognise the ethical pitfalls that students can experience as they progress in their professional digital journey. While researchers have explored the challenges of social media use and the need for students to establish their online professional identity, ethical guidance in portfolio pedagogical design and implementation is an immature field.

The initiative/practice. In 2019, the [name hidden for review] put out a global call to ePortfolio educators and administrators to form a Digital Ethics Task Force to provide leadership in this area for the sector. Over three years, the Task Force has developed a menu of principles, strategies, scenarios, and resources to assist ePortfolio stakeholders (e.g. institutions, educators, and creators) to address ethical issues that can hinder student progression and to adopt ways to enhance digital learning.

Methods of evaluative data collection and analysis. The initial Task Force members created Version 1 of the principles in 2020, and after consultation with different networks and workshop participants, the second-year Task Force members added three additional principles and resources (evaluation; diversity, equity, inclusion, belonging, & decolonisation (EDIBD); and visibility of labour) to the original ten. This work is available in an interactive online format as well as a printed version. It provides a comprehensive menu of resources developed by experienced ePortfolio specialists and refined by iterative peer-review and improvement from others in the sector.

Evidence of outcomes and effectiveness. A key aim of the Task Force's third year (2021-22) has been to enable further dissemination of the resources and to evaluate current practices. The Task Force is facilitating these aims by dividing its membership into four working groups, namely 'Development', 'Education', 'Promotion' or 'Research', with some members participating in more than one sub-group. A series of workshops and other interactive opportunities are in progress so colleagues can learn about and discuss chosen principles within a social learning context. Participants, as in previous workshops, have opportunity to add to the existing collection, based on lessons learnt and experiences gained from their own practice. Resulting scholarly publications and conference presentations are also available.

Capturing alumni voices: The impact of authentic learning experience on employability**Dr Sangita De¹, Miss Rubiana Cury¹**¹Griffith University, Southport, Australia

Background/context. Authentic learning is deemed critical for implementing a realistic and student-centred learning environment (Herrington & Herrington, 2007). Its benefits in engaging students with real-world inquiry problems are well documented (Rule, 2006). However, there is a paucity in the literature exploring how authentic learning experience contributes to students' employability journey. This study captures postgraduate alumni voices to explore the sustained impact of authentic learning experience and its application in the employment context.

The initiative/practice. The course Human Resource (HR) Development is part of the Masters of HR Management Program. From 2018-2021, course content and assessments design applied authentic learning principles aligned to HR professional competencies embedded in constructive pedagogy (Herrington & Herrington, 2007).

Methods of evaluative data collection and analysis. Semi-structured interviews were conducted with 12 alumni who undertook the course between 2018-20 and completed the program. Interview questions explored alumni's perceptions on the authenticity of the course and its application in building professional competencies. Interviews were transcribed verbatim and analysed following Braun and Clarke's (2006) thematic analysis process.

Evidence of outcomes and effectiveness. Alumni reported an enhanced professional confidence due to perceived similarities between the learning activities and workplace tasks and the ability to use the course outcomes as a part of their professional portfolio. Alumni's employability journey demonstrated to support the sense making of the authentic learning experience. For example, alumni 11 said "We've done that in the class. Then when I did it again in my job, I really saw how important it was to see if it actually worked". Interestingly, the instructor was perceived not only as the source of authentic disciplinary knowledge but also a mentor who facilitated the transition from student identity to professional identity. This study advances the discussion on the experience and enactment of authentic learning, closing the loop – 'from classroom to careers'. It also unveils instructor's mentorship role in the authentic learning process.

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Students with mental health issues: educator interactions, impacts and modified teaching practices

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Background/context. There has been a worldwide increase in the prevalence of mental health issues for university students (Hernández-Torrano et al., 2020). University educators are guaranteed points of contact, so these students in psychological distress will seek their support, rather than extracurricular support services. These interactions help to develop positive educator-student relationships and support student psychological wellbeing. However, little is known about the negative affects of these interactions on educators and how they modify their teaching practices to support these students (and their personal wellbeing).

The initiative/practice. This study used interpretive phenomenological methodology (Larkin et al., 2006) to explore the interactions between students with mental health issues and their educators, particularly how educators adapted their teaching practices to mitigate the impacts of these interactions.

Methods of evaluative data collection and analysis. Seventeen educators at an Australian or Canadian university participated in semi-structured interviews that were transcribed and thematically analysed (Braun & Clark, 2006).

Evidence of outcomes and effectiveness. Educators predominantly encountered students with mental health issues associated with course assessments. These interactions had impacts on the educators personally (loss of time and sleep, self-doubt) and professionally (changes in teaching practices or career). Educators modified their teaching practices to mitigate the impacts of these interactions and to reduce the mental stressors for students. These modifications included intentionally designing a 'wellness curriculum' with flexible and adaptable assessment structure and due dates, with regular check-ins with students (developing the student-educator relationship), and with role modelling of imperfection and normalisation of mental health issues incorporated into their teaching. For supporting the interactions with students with mental health issues, participants highlighted the importance of relational support (especially from colleagues), compartmentalisation and boundaries and the need for mental health training (especially for inexperienced academics). This study highlights curricular modifications that can support student and educator wellbeing.

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A taxonomy for credentialling Australasian university educators

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Background/context. This showcase shares the output of a project funded by the Council for Australasian University Leaders in Learning and Teaching (CAULLT) to develop a taxonomy for credentialling professional learning for Australasian University Educators. The *Taxonomy for Credentialling Australasian University Educators* (TCAUE) reflects contemporary developments and expectations for teaching in higher education. Informed by scholarly research and benchmarking, the taxonomy aligns with the *Higher Education Standards Framework* (Commonwealth of Australia, 2021) and the *Australian Qualifications Framework* (Australian Qualifications Framework Council, 2013), to assure relevant academic and professional experience and expertise, capacity building in teaching, learning, and assessment for all educators (including academics, sessional and third space workers).

The initiative/practice. The taxonomy provides an Australasian Learning and Teaching recognition framework which is contextualised and transferable. It takes into account many of the proposals resulting from the Professional Recognition and Development Research survey (CAULLT, 2019), and a review of literature (Dinan-Thompson et al., 2021). The taxonomy positions students and staff as active learners who are engaged with relevant and authentic curricula and is informed by a benchmarking study of seven universities. The taxonomy embeds learner diversity, Indigenous knowledges and perspectives, and internationalization, alongside equity, wellbeing and support as principled positions underpinning any educative purpose or activity.

Methods of evaluative data collection and analysis. Research methods of literature review, document analysis and comparable framework analysis were implemented to inform the development of taxonomy components, nomenclature and implementation.

Evidence of outcomes and effectiveness. The taxonomy permits contextuality and portability in implementation including career recognition pathways of Graduate Certificates, Awards and Fellowships.

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Playing tertiary tetris: Valuing the voices of casual educators in higher education

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Working as a casual educator in the HE environment has parallels with playing a game of “Tetris”. To survive the game, and build a cohesive professional identity, casual educators must strategically negotiate the numerous demands of their role, and battle to create order out of chaos.

“As sessional academics become the new normal” (Cowen, 2018, p. 7) this research explores how casual educators within a regional Australian university are valued, developed, and supported in their work. The “Foundations of Learning and Teaching” (Foundations) program at the University of Southern Queensland was developed as a strategic solution to address key issues faced by casual educators including communication, isolation, and remuneration (Biak, 2018). Through a “whole-of-institution approach” (Biak, 2018, p. 385), and with a “sustainable, holistic long-term strategy” (p. 385), Foundations also sought to ensure this workforce’s competence in the design and delivery of learning.

This research explores the lived experiences of casual educators to understand the benefits of participation in the Foundations program. Using a narrative inquiry framework, data is presented in narratives by three of the co-authors as co-makers, to explore the contextual landscape of the diverse motivations, identities, and complexities attached to the conditions of this workforce. An “analysis of narratives” (Polkinghorne, 1988) was undertaken to gain an understanding of how professional development opportunities impact on casual educators’ performance and ongoing development.

The findings offer a variety of perspectives on casual educators’ work experiences and career aspirations and highlight the precarious employment conditions of this workforce. With limited opportunities for networking, social support, professional development, or mentoring within the university community, Foundations enabled casual educators to “connect with other players”, and “know the winning moves”, supporting them to confidently “play by the rules” and survive the game of “Tertiary Tetris”.

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Teaching first: Are focused inductions required for sessional teaching our first year students?

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Background/context. As universities rapidly moved to online learning, short and rapid professional development and support was given to continuing academic staff. Sessional staff could join these sessions if available. Many academics, in particular our sessional academics, had never taught online before and had little knowledge on how to transition to effective online teaching practices. Many sessional staff felt isolated and underprepared to deliver subjects in an online only format. As a consequence, teaching academics with little formal teaching knowledge taught key subjects. Furthermore, they were not aware, or understood, services available to support them. These key subjects played a pivotal role in transition to university, especially for students from non-traditional backgrounds and are key for overall student success.

The initiative/practice. A six-session course was developed to introduce sessional academics to online teaching at Charles Sturt University. The sessions were funded, so that sessional academics could claim hours for the readings, attendance as well as post-work that they completed. During the sessions we showcased best teaching practice and facilitated several structured discussion points which included the basic set up of a subject for online learning success, online teaching scenarios with applicable activities were completed. Participants were also offered a paid initial 1 hr personal consultation with an educational designer and/or an Academic Skills advisor to support the embedding and modifications of content discussed within the series.

Methods of evaluative data collection and analysis. An introductory short survey to determine previous teaching experience and specific areas of interest was sent to all identified individuals. Discussion during the sessions and general feedback was collected as well as the changes made due to the personalised support given.

Evidence of outcomes and effectiveness. Lengthy discussions during the sessions and initial feedback indicated that the sessions and the personal consultations have allowed staff to confidently modify subjects quickly and efficiently to support student learning in the online environment. Offering a series of sessions focussed on identified needs, as well as pre and post session activity provided opportunity for deeper engagement and reflection, having a greater impact than traditional single session PD.

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Thinking about doing a HERDSA Fellowship? Everything you (might) want to know**Dr Lee Partridge¹**¹*Notre Dame University, Perth, Australia*

Background/context. The HERDSA Fellowship has been available to HERDSA members for 17 years. It is intended for any member of academic or professional staff whose work impacts student learning. Early career through to experienced practitioners have successfully been awarded HERDSA Fellowships. Like other Higher Education fellowships, it is a form of accreditation that identifies the holder as a scholarly academic who works continuously to better their practice and consequently the experience of their students.

Focus of the session. In this showcase, we will examine whether you are ready to undertake a HERDSA Fellowship and what the process involves. How it differs from other Fellowships will be discussed. What is involved in terms of time, commitment and previous experience will also be made clear. Opportunities to discuss the experience with current HERDSA Fellows and Associate Fellows will be offered.

Intended outcome. Participants will better appreciate the nature of the HERDSA Fellowship and what benefits may be gained from undertaking the process. The decision as to whether or not a HERDSA Fellowship is for them will be made clearer.

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Meaningful learning: An exploration of what makes learning matter to students in tertiary business education**Dr Jessica Tyrrell¹, Dr Sandris Zeivots¹, Dr Dewa Wardak¹**¹*University of Sydney, Sydney, Australia*

Background/context. While there is extant research concerning what constitutes meaningful education (De Ruyter, 2002), our review of educational literature shows the key term of “meaningful” as an ill-defined concept that has been interpreted in multiple ways, often from a teacher-centric perspective. Less is known about what constitutes meaningful education in higher education, and specifically a business education context. Discussion of what is “meaningful” in education also tends to privilege a cognitive rather than an emotional or affective (Leander & Ehret, 2019) lens.

The initiative/practice. Our research seeks to identify student perspectives on what is meaningful in higher education to inform the design of authentic and transformative learning experiences. We seek to understand what kinds of learning experiences matter to students, and the situations in which meaningful learning arises.

Methods of evaluative data collection and analysis. We surveyed students (n=68) in four postgraduate business subjects using a qualitative question, and held four focus groups (n=19). We asked, “what has been the most memorable and meaningful learning experience you had in this unit, and what made it memorable and meaningful?” We thematically analysed the qualitative data by inductively coding the comments and transcripts. Three main themes were derived from the original set of codes.

Evidence of outcomes and effectiveness. We found students drew most meaning from learning experiences that incorporated one of three main elements: real-world connections, social connections, or a productive challenge. We also found the language students used to describe these experiences shows there are strong affective elements to such moments. Based on these themes, we propose “Learning highs” as a tentative conceptual frame to specify the learning situations in which meaningful experiences matter. Learning highs incorporates a targeted and tangible conceptualization of a learner-centered approach that assists practitioners and researchers further the discussion on meaningful learning experiences.

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Improving learner engagement through narrative digital storytelling**Dr Pranit Anand¹**, Dr Feras Dayoub¹¹*Queensland University of Technology, Coomera, Australia*

Background/context. In many STEM courses reflection often involves use of written pieces of work, which although effective, often is not very engaging for students. Video-based reflections in the form of digital storytelling has been shown to promote learner engagement and promote deep learning outcomes at the same time.

The initiative/practice. A digital storybook assessment was implemented in an advanced XX Robotics course at XX University to replace a written reflection assessment. This assessment allows students to choose a topic of their interest and deep dive into it to explore their individual curiosity. The video format of the digital storybook allowed students to embed a wide range of ideas and examples and showcase these to an expert audience in an interactive, engaging format.

Methods of evaluative data collection and analysis. Evaluation of this initiative was informed by Kirkpatrick's Learning Evaluation model and involved seeking students' perceptions about the activity through anonymous online questionnaires, tutor perceptions of student engagement and performance through semi-structured focus-group interviews, the lecturer's observations through ongoing unstructured interviews and impact on students' learning outcomes through overall results on this assessment compared to previous semesters.

Evidence of outcomes and effectiveness. The results indicate positive influence in student engagement, better quality of submissions, reduced concerns around academic integrity and overall, much higher levels of student and tutor satisfactions.

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Student voice: Co-creating inclusive and accessible Arts pedagogy**Dr Nira Rahman¹**, **Dr Wajeedah Aayeshah²**¹*University of Melbourne, Parkville, Australia*, ²*University of Melbourne, Parkville, Australia*

Background/context. The word co-creation is woven in the fabric of academia. However, the concept of 'co-creation', that is, creating pedagogical initiative with students and staff, has emerged gradually in the recent years. This is an untapped reservoir of human resource with energy, skills, and prior knowledge. Co-creation can be thought of as engaging students to actively contribute to the key activities and goals of an educational institution. Its origins lie at the intersection of pedagogical practices, increased student expectations and institutional imperatives to build lasting relationships with students.

The initiative/practice. This showcase presentation reports on our project *Co-creating Arts Journey* which focuses on developing deep connections with students and creating their learning experience with us. The concept of 'student agency' in this project includes distributing the student voice to decision makers and ensuring that 'student voice' is being heard. With a view 'student voice' is central to co-creation and can bring positive changes through student partnerships, *Co-creating Arts Journey* has incorporated a student voice project *Be Here Be Heard (BHBH)*. Our work engages students as our partners at various forms and levels, and provides students a sense of what authentic co-creation looks like.

Methods of evaluative data collection and analysis. Data has been collected through the focus group discussions, surveys and individual interviews since June 2019. Data also includes the presentations and discussions at a student facilitated symposium in 2019, 2020 and 2021.

Evidence of outcomes and effectiveness. This initiative has done three main things. First, it has provided a safe space for students and offered a platform for students to develop their voice and agency within the faculty. Second it has created active student participation in a community of practice that requires interaction, and collaborative work on teaching, learning, curriculum, and governance. Third, our initiative has ensured students feel a sense of belonging in the process of learning, and take ownership of their commitment to contribute to creation of better Arts education experience. It also encompasses a strong element of social collaboration which occurs interests, concern for minority views, and meaningful relationships.

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Preparedness for practice: A construct shrouded by confusion

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Background. The “preparedness for practice” concept is difficult to qualify into a single construct (O’Brien et al., 2013; Walker et al., 2013). Previously it has been poorly defined within paramedic and healthcare research (Devenish et al., 2016; Harrison et al., 2020; O’Brien et al., 2013; Ottrey et al., 2021), with readiness terms such as “road ready”, “practice ready”, and “work ready” often used interchangeably (Ottrey et al., 2021). Professional accreditation standards and industry expectations suggests graduates are expected to be ready to practice independently on entry to the workforce despite studies identifying the expectation as unrealistic for novice practitioners (Devenish, 2014; El Haddad et al., 2017; Monrouxe et al., 2018; Reid et al., 2019).

The initiative. The aim of this grounded theory study is to explore the development of a paramedic undergraduate preparedness for practice theory from an international, industry and academic perspective. The development of a contextual in-depth understanding of preparedness for practice from participants’ perceptions and experiences aims to narrow existing aperture in paramedicine while contributing to an evidence-base to support curriculums to maximise healthcare graduate’s preparedness.

Methods of evaluative data collection and analysis. Intensive face-to-face interviews explored the participants’ (n=16) perceptions of preparedness for practice and how theoretical knowledge is transferred into professional know-how. Qualitative data were explored using a social constructivist lens in Grounded Theory; open and focused coding allowed the theory to emerge from, and grounded within, the data (Chun Tie et al., 2019; Urquhart, 2019).

Evidence of outcomes and effectiveness. A significant finding exposed the preparedness construct was shrouded by term confusion. Participants used readiness terms interchangeably despite perceiving each of the terms as a single concept. The findings also revealed stages and elements of readiness exist at specific points on a nonlinear preparedness continuum and were linked across the spectrum of readiness terms.

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Learning, doing and becoming: Developing career identity through a postgraduate WIL subject**Dr Susan Mate¹, Dr Juliana Ryan², Dr Keith Toh³**¹La Trobe, Melbourne, Australia, ²Victoria University, Melbourne, Australia, ³RMIT University, Melbourne, Australia

This submission explores how partnerships between students, course facilitators and industry experts provide an opportunity for students to gain agency through career development learning. We question how models, spaces and mode of career development learning shaped students' experience in a postgraduate WIL subject during 2020 and 2021. Based on this exploration, this presentation will also illustrate how a partnership approach shapes the development of narrative counselling skills. We will explore the process of preparing future-ready graduates for professional work as Career Practitioners and the impact of drawing on course leaders' (CLs) and industry experts' (IEs) reflections on the delivery experience and students' engagement.

Our findings are based on inductive narrative analysis of video recorded interviews about career development learning co-created with CLs and IEs. Student experience will be examined through lenses of professional practice and co-construction of meaning.

Narrative analysis will be presented, based on themes evident from the CL and IE cohorts. Discussion will explore approaches to developing partnerships with IE, CLs and learners and how this fosters professional identity.

We conclude that further attention to mode, space and the way teaching and learning relationships are developed provides greater opportunity for scalable practice that provides opportunity for diverse learners.

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Authentic learning experience using technology**Dr Md Akhtaruzzaman¹, Dr Hormoz Ahmadi¹, Dr Wendy James¹, Dr Jabir Al Mursalin¹**¹Australian Catholic University, North Sydney, Australia

Background/context. The application of technology and authentic learning activities improve students learning experiences (Herrington & Kervin, 2007). Bower (2017) argues that the key driver to integrate technologies into curricula is the improvement of learning outcomes and students' digital learning skills. Literature suggests that "the incorporation of business and economic data into curricula has been a driver of technology adoption of business schools" (Holowczak, 2005, p. 3). Web-based resources and professional data services, such as Reuters and Bloomberg, have been adopted by business programs as technology tools to enhance students' learning experiences and outcomes (Holowczak, 2005).

The initiative/practice. To enhance student learning outcomes and to promote an authentic learning experience in the classroom (Herrington and Kervin, (2007), this project incorporated the use of an online business simulation program *MikeBikes* into the curriculum of BUSN104 Money Matters in Semesters 1 and 2, 2021. *MikeBikes* gives students the opportunity to operate their own company and manage all key functional areas of a firm.

Methods of evaluative data collection and analysis. The researchers developed a survey to measure the effectiveness of the authentic learning activities using technology. They have collected data from 142 students on a range of questions using Qualtrics.

Evidence of outcomes and effectiveness. Results demonstrate that the application of authentic learning activities has a positive impact on student learning experiences. The survey response to a key question 'I feel that the knowledge in the learning activities reflected how to use them in real business situations' resulted in 92% who 'Strongly agree, Agree, and Somewhat agree', and 8% who 'Neither agree nor disagree, Somewhat disagree, Disagree and Strongly disagree' (n=121).

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Using roleplay to develop interpersonal skills in a financial analytics course

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Background/context. With the explosion of big data, financial analytics has become an important area for MBA students to master in recent years. Meanwhile, there is increasing attention that employability skills such as interpersonal skills are essential for graduates in addition to hard skills (GMAC 2021).

The initiative/practice. This research explores how to integrate the in-demand soft skills with hard skills of financial analytics in an experiential roleplay. Specifically, it examines the impact of the experiential roleplay on MBA students' self-perceived interpersonal skills. Prior literature has started to explore the soft skills development in the accounting curriculum (e.g. Daff 2013), though there was very little on MBA accounting courses. This research fills the void of integrating soft and hard skills to develop versatile graduates and its impact on students' self-efficacy.

Methods of evaluative data collection and analysis. The roleplay is designed using the experiential learning principles for students to practice and reflect. This research uses a 28-item questionnaire from Klein et al (2006) to measure students' self-perception of interpersonal skills. The questionnaire is distributed both before and after the roleplay.

Evidence of outcomes and effectiveness. Results show that consistent with prior literature, the roleplay improved students' self-perceived interpersonal skills in all 28 survey items except intercultural sensitivity. OLS regressions using the pre-roleplay data indicate students with longer prior work experience rated themselves higher for interpersonal skills. However, after the roleplay, difference-in-difference analysis reveals that the outcome of interpersonal skills is not affected by the length of work experience. It implies that students with less work experience did not have a lower level of self-perceived interpersonal skills than peers due to the intervention. This study contributes to the literature on self-efficacy theory by providing new empirical evidence that roleplays can supplement real-world experience in interpersonal skills development. It offers important insight for educators that work-integrated authentic learning can improve students' self-efficacy and job-readiness.

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Towards a meaningful design to engage students with course readings

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Background/context. The course readings are pivotal to advance student knowledge and prepare them for class discussions, however many students come to class with limited, if any, engagement with readings. Over the past two decades educators have raised concerns about changing patterns of student reading, and it is estimated that only 20-30% of students read the assigned materials (Deale & Lee, 2021). This often results in the lack of class participation, rich conversations and at times assessment quality. Although the access to readings have become more flexible, some studies (Clinton, 2019) argue that the quality of engagement with electronic readings may be at stake.

The initiative/practice. In 2021 the University of Sydney teaching staff and the Business Co-Design team piloted a new interactive approach to engage students with required readings online.

The subject had 377 students, with more than 95% of those being international students. The weekly 3-task intervention included: (1) Must-read pages; (2) Interactive activity, (3) Review/skim of full reading. Engagement with the intervention, despite its relevance to students' success in the unit, was optional.

Methods of evaluative data collection and analysis. Two student surveys (n=125, n=34) and a focus group (n=6) were used to evaluate the effectiveness of the intervention. Thematic analysis explored frequency of student engagement with, and perceived usefulness of, the reading tasks.

Evidence of outcomes and effectiveness. Student survey and focus group data indicated that 94% considered the intervention as useful (includes 'extremely', 'very' and 'moderately useful') with significantly large portion of students engaging with readings. The initiative invited a more targeted and experiential student interaction with academic texts in an online environment. As a result, a conceptual framework of meaningful engagement with course readings was developed and includes usefulness, amount, access, and purpose.

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Does industry and external engagement matter for PhD careers?**Dr Peter Bentley¹**¹*Innovative Research Universities, Bundoora, Australia*

Background/context. Industry engagement in PhD training is at the forefront of Australia's education and industry policy. The 2022 University Research Commercialisation Action Plan will fund an extra 1,800 industry PhDs. PhD internships is also a new funding metric for the \$900M NPILF and the \$1.1B Research Training Program (RTP). The cumulative growth in PhDs awarded each year, well beyond overall growth in academic employment, necessitates increased preparation for non-academic careers. Despite strong PhD satisfaction (85% in 2021), only around half (57%) were satisfied with industry and external engagement. Greater external engagement may redress the decline in fulltime employment (78% in 2021) and industry uptake of R&D. However, the (assumed) positive impact on employment, and background characteristics that may mediate impact (e.g. discipline; gender; SES; institution), remain underexplored.

The initiative/practice. To investigate the relationship between full-time employment and external engagement, controlling for PhD background characteristics.

Methods of evaluative data collection and analysis. This study uses 9,800 responses to the 2018-2020 Postgraduate Research Experience Questionnaire. The Industry Engagement Scale (IES) is a (binary) variable for satisfaction with industry engagement during the PhD. This study examines correlation with full-time employment, controlling for background characteristics.

Evidence of outcomes and effectiveness. Industry engagement (IES) is positively correlated with males (63% vs 54% females) and professional oriented disciplines (from 41% in communications and 47% in HASS, up to 69% in computing and 67% in business and engineering). Binary logistic regression results (IES as dependent variable) suggest males are more satisfied with industry engagement, controlling for discipline and males' greater likelihood of undertaking internships. Binary logistic regression results using full-time employment as the dependent variable suggest IES is positively associated with employment, along with key background variables (e.g. gender and discipline).

Positive correlation between industry engagement and employment offers support for potentially improving employment, though causal effects are uncertain. The weaker satisfaction of females with IES supports previous research that females may receive less or lower quality support during their PhDs, with potential negative future employment impacts. The strong correlation between IES (and internships) and disciplinary background is a problem if NPILF and RTP funding metrics do not account for institutional differences in the disciplines of their PhD candidates.

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Ecosystems that hinder the commercial transfer of publicly funded research**Dr Pauline J Ross¹**, Dr Steven Goh²¹University of Southern Queensland, Toowoomba, Australia, ²University of Southern Queensland, Toowoomba, Australia

Background/context. There is global expectation that more publicly funded university research outcomes are to be commercially transferred to support national innovation growth (Gaus & Raith, 2016; OECD, 2016). Currently this research system is measured by an audit of activities, i.e. funding, IP, impact (DIISRTE, 2019; Gunn & Mintrom, 2018). Although this an adequate system for measuring output, there has been little focus on the system that feeds into it. System change is needed to increase the output. While there have been many initiatives to assist growth in commercial transfer, there has been little holistic change in the university system itself to support an increase in the research to commercial transfer process, specifically, constraint analysis.

The initiative/practice. This research identifies an atypical system with plural customers, resulting in inwardly focussed self-fulfilling ecosystems that, through lack of connectedness to other system nodes, constrain research outcome flow through to commercial transfer.

Methods of evaluative data collection and analysis. A multiple case study analysis (Yin, 2014) using Theory of Constraints Thinking Processes (Goldratt, 1990), offered a cause-and-effect analysis on the planned and practically applied publicly funded research systems of three Australian universities to identify any constraints hindering commercial transfer.

Evidence of outcomes and effectiveness.

Within this system four primary eco-systems were identified, namely, funding application; research; commercial development of Intellectual Property; and industry transfer. These self-fulfilling eco-systems placed primary priority on their own perpetuation, e.g. fund to function, over the needs of the holistic system. The existence of these siloed internally focussed nodes in the system represented constraint in flow and growth (Agyemang & Broadbent, 2015). This presentation demonstrates the ability and quantum these constraints have on the act of research reaching the point of transfer to industry adoption and suggests a systematic change to focus on growth.

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Supporting engineering students' development of professional identity through online community-of-practice during work-placements

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Background/context. Although the use of community-of-practice (COP) is increasingly common in higher education, there is particularly little research on COP in Engineering Education (Berthoud & Glester, 2018). Research has also shown that developing students' sense of professional identity is important, given a strong engineering identity leads to students' enhanced motivation and retention in engineering programs (Luois & Matusovich, 2011). Within engineering programs, work-placements are crucial work-integrated learning (WIL) components where students engage in real work environments and develop their professional identity. Students, however, are commonly placed individually in disparate locations, whilst facing challenges to optimal learning.

The initiative/practice. This study aims to examine how engagement in a supervised online Facebook private group as a community-of-practice dedicated for engineering students on work-placements supports them in developing engineering professional identity.

Methods of evaluative data collection and analysis. This WIL research is underpinned by Vygotsky's (1978) sociocultural theory of learning, which acknowledges the role of social interactions and contexts in students' development of professional identity. Using a case-study method, data generated include focus-group discussions with 16 engineering students prior to work-placements, their online posts in a closed Facebook COP during work-placements, and individual interviews post work-placements.

Evidence of outcomes and effectiveness. Emergent findings reveal the students found the COP useful in providing an avenue for 'healthy discussions' on what they are 'all learning' and the challenges facing them. Findings also show evidence of students' development of engineering 'sociotechnical' professional identity, which includes the 'technicist' identity concerned with technical (hard) engineering skills and the 'heterogenous' identity concerned with social (soft) engineering skills. The findings have implications for designing COP and optimising WIL during work-placements to support engineering students' construction of professional identity.

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Authentic assessment in the digital world: A critical scoping review

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Background/context. Research on authentic assessment has expanded as higher education institutes have increasingly started to harness assessment for the purposes of authentic learning and employability. However, authentic assessment literature has largely neglected the role of digital technology. For example, digital technology is left unmentioned in most of the definitions and frameworks for authentic assessment (e.g., Ashford-Rowe, Herrington, & Brown, 2014). This is a crucial gap in research as digital technology is intertwined in many if not most of authentic practices in various disciplines and workplaces.

The initiative/practice. We conducted a literature review to determine the role of digital technology in earlier research on authentic assessment in higher education.

Methods of evaluative data collection and analysis. A critical scoping review was conducted to provide a synthesis of earlier literature. We analysed 55 studies on authentic assessment in higher education in which digital technology had a central role. We then analysed the task design of each of the studies to determine how they made use of technology.

Evidence of outcomes and effectiveness. The main finding of our review is that authentic assessment literature has mostly used digital technology for mechanical and procedural purposes, such as efficiency. Most studies reported using technology largely to enhance assessment design and to ensure that students learned certain predetermined digital literacy skills. Much less attention was given to developing authentic capabilities in the context of the digital world, such as developing evaluative judgement for future activities working alongside big data or how authentic assessment could support the growth of students' (digital) identities. We argue that future authentic assessment research and practice needs to integrate the digital dimensions of authenticity, given that the students of today graduate in the digital world of tomorrow.

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Principles of authentic assessment: A new model from teacher educationDr Jill Colton¹, **Mrs Claire Simpson-Smith¹**¹*The University of South Australia, Adelaide, Australia*

Background/context. Significant emphasis is placed on graduating new teachers with classroom ready skills and knowledge (Department of Education, 2021). Authentic assessment practices (Villarroel et al., 2018) are widely encouraged as a way of enabling initial teacher education (ITE) students to develop the ability to apply theoretical concepts in real-world practice.

The initiative/practice. This research identifies principles of authentic assessment in the context of a Bachelor of Secondary Education (Honours) program, drawing from existing literature in conjunction with collaboration with program practitioners.

Methods of evaluative data collection and analysis. The study utilised a collaborative inquiry research approach (Cochran-Smith & Lytle, 2009). Qualitative data was collected through a reading group with participating practitioners, which discussed relevant articles on authentic assessment and made connections to courses in the program. This approach was selected in order to utilise the existing wealth of knowledge and experience held by the practitioners. The reading group collaboratively identified the principles of authentic assessment presented in this paper. Additionally, a supporting thematic analysis of the transcript of the discussion was conducted.

Evidence of outcomes and effectiveness. The new model presented in this showcase identifies principles of authentic assessment and explores how they interact, offering a method for evaluating and planning assessments. This model may be of use in other higher education contexts.

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Inquiry-based learning: Connecting the dots between lessons and life for an enhanced learning experience among Biotechnology students**Dr Ashwini Gengatharan¹**¹*Faculty of Bioeconomics And Health Sciences, Geomatika University College, Setiawangsa, Malaysia*

Engaging undergraduate Biotechnology students to contextualize theories learned in the classroom or laboratory to their practice may be challenging for educators. Teaching alone may not be sufficient to promote engagement or mindful learning among students in a classroom. Most modern students prefer simple yet interesting teaching and learning techniques to encourage attentiveness and participation during classes. Therefore, inquiry-based learning may be effective in promoting creative learning, engagement, communicative competence, and a collaborative mindset among students. The effect of inquiry-based learning by applying conceptual Biotechnology theories to everyday events of life and incorporating short oral presentations based on scientific papers was investigated among undergraduate Biotechnology students at Geomatika University College, Malaysia. An online survey was used to evaluate the learning experiences while the oral presentations were used to determine the extent of creative learning and communicative competence among the Biotechnology students. The student attendance and participation rates for classes were also recorded. Inquiry-based learning was found to stimulate behavioral, emotional, and cognitive engagement during classes. Apart from promoting a culture of mindful learning and fostering a better student-educator relationship, students were also found to have a better willingness to share and build their knowledge. Approximately, 93% of these Biotechnology students found that inquiry-based learning was intellectually challenging, promoted critical thinking, allowed them to draw connections between lessons and life, and enabled them to focus and retain information better. Over the five weeks of study, inquiry-based learning significantly improved the participation of students and overall attendance to classes. The findings of this study are beneficial to assist educators in making informed decisions on incorporating creative inquiry-based teaching and learning techniques to promote a culture of mindful and enhanced learning among students.

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SHAPE-ing the Future: Towards new value proposition for HASS Education**Deanne Gannaway¹**¹University of Queensland, St Lucia, Australia

Format of the roundtable. This discussion considers how Humanities, Arts and Social Science (HASS) education puts students in the driver's seat, requiring them to navigate complex and authentic learning experiences, stretching their agency as learners – core experiences generating independent, flexible and agile, collaborative and creative problem-solvers.

Context/background. Final year HASS students often report a level of anxiety about what they are going to do after graduation. Up until recently, if you weren't well-grounded in science and technology, you could be forgiven in thinking that the future world of work had little place for you (CEDA, 2015; Ithaca Group, 2013; PricewaterhouseCoopers, 2015). Yet, reports into future workforce needs highlight the importance of the human skills (Deloitte, 2019). This need is not new; but there is an increasing awareness of the need for skills such as creativity, emotional intelligence, complex cognitive reasoning and intercultural competence; all quintessential outcomes from HASS degrees. Yet, although HASS graduates should feel that their time has come, because outcomes of HASS degrees are not framed as enterprise skills, HASS graduates continue to report difficulties in translating their employability. And numbers of students enrolling in generalist HASS degrees such as the Bachelor of Arts continue to decline.

Recently, the British Academy launched a new collective name for HASS disciplines - SHAPE (Social Sciences, Humanities and the Arts for People and the Economy) as a mechanism to better articulate the contributions of all disciplines in preparing for to an unknown future.

Point for debate/focus of the work-in-progress/topic for discussion. Is adopting the notion of "SHAPE-ing the future" a valuable approach to supporting this rearticulating of the value of the HASS disciplines in the contemporary Australian higher education system?

Intended outcome. This roundtable discussion aims to bring together those interested in HASS-based higher education to consider HASS outcomes to re-imagine and re-articulate a value proposition that showcases outcomes from generalist HASS degrees.

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Leadership in the turbulent environment of higher education: Contemplating change in the sector's approach to leadership**Mr Narayan Tiwari¹**, Dr Wayne Fallon, Dr Jayne Bye²¹Crown Institute of Higher Education, Sydney, Australia, ²Western Sydney University, Sydney, Australia**Format of the roundtable.** Work-in-Progress

Context/background. Australian HE sector faces fundamental disruptions stemming from a wide range of strategic and operational impacts of COVID-19. There were growing calls for systemic change to deal with challenges, and not least among them the well-reported tension between collegial and managerial practices (Sims, 2020; Connell, 2019). Such challenges have implications for leadership and highlights the capacity of leaders to steer institutions through turbulence. This roundtable discussion draws on the outcomes of an exploratory study of leadership. The research included universities and non-universities and, using a mixed methods approach, adopted a Delphi to investigate consensus among academics and leaders on various challenges. The study identified 15 elements of leadership, and these were found to be capable of being grouped into three domains: behaviours, mindsets and skills. This led to the formulation of a dynamic arrangement elements and domains into an integrated tripartite framework.

Focus of the work-in-progress. The research is currently focused on adoption of framework into practice. The significance of framework is argued to be its capacity to recognise changing context of HE and variable nature of turbulence.

Intended outcome. With connections to both collegial and managerial influences, the framework is argued to have the capacity to support leaders in managing challenges and inherent tensions between collegial and managerial practices. While the framework could conceivably be utilised in the recruitment, professional development and even performance appraisal of leaders, the intended outcome of roundtable is to uncover practical initiatives, strategies for adopting framework in real world contexts.

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Employing a digitised curriculum management system to address the risks of contract cheating through continuous course improvement**Prof Carol A. Miles¹**, Dr Beata Webb², Ms Natalie Simper²¹Blackboard now part of Anthology, ²Bond University, Robina, Australia

Format of the roundtable. The roundtable discussion will focus on current approaches to addressing risks related to contract cheating, identifying assessment modes through business intelligence (BI) reporting and redesigning assessments for assurance of learning. Participants will consider how their curriculum management strategies can mediate risk for academic dishonesty and other issues of poor constructive alignment.

Context/background. Assessment needs to provide an authentic, trustworthy representation of student achievement (Bond & Docky, 2010). The referenced academic essay poses a most salient risk to academic integrity (Brown, 2010). Online “paper mills” remain problematic and largely unresolved in policing compliance. Access to assessment data is necessary to identify and review academic integrity risks.

Point for debate/focus of the work-in-progress/topic for discussion. A digitised curriculum management system can provide considerable assistance in identifying those courses assessed through traditional methods, placing a university at high risk for contract cheating. Accessing BI provides university administrators instant access to data relating to the threat from non-authentic, traditional assessment tasks. The presentation will then suggest concrete strategies for modifying assessment and exploring the constructive alignment of learning outcomes more broadly.

Intended outcome. Participants will explore the availability of rich data within their curricular systems to mediate these risks and will be encouraged to explore these options by engaging with colleagues to facilitate a community of practice.

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Who cares? Does accreditation of our courses really matter to students and employers?**Ms Katherine Attree¹**, **Dr Alain Neher²**, Dr Stacey Jenkins³, Dr Joanna Esler⁴¹Charles Sturt University, Bathurst, Australia, ²Charles Sturt University, Bathurst, Australia, ³Charles Sturt University, Wagga Wagga, Australia, ⁴Charles Sturt University, Wagga Wagga, Australia

Format of the roundtable. Point for debate.

Context/background. Professional accreditation of university programs arguably provides a signal to students that their course of study is aligned to their future career aspirations and delivers the requisite skills, knowledge and competencies required for them to operate effectively as professionals in their field on graduation. In some cases, professional accreditation is a requirement for the profession (e.g., CPA, Nursing) whereas in others it is merely desirable (e.g., Australian HR Industry). For business courses, international accreditation is offered by three main bodies i.e., AACSB International, the Association of MBAs (AMBA) and the European based EQUIS accreditation. Both industry and international accreditation agencies argue that accreditation is an important signal of quality to prospective students in a world with a progressively mobile and global student base (Zhao & Ferran, 2016). The implications arising from this are that accreditation will be an increasingly important choice factor for students when selecting an institution. The process of international accreditation can be lengthy (up to 3 years) and requires a considerable investment of both financial and human capital resources. The process of professional accreditation can also require significant financial and human capital resources be invested into a 3-year cycle of renewal. Considering the substantial investment require, for those courses where accreditation is not mandatory – does it really matter?

Point for debate/focus of the work-in-progress/topic for discussion. Participants will be invited to engage in discussions on the topic around the following questions:

Are your courses accredited? / What do you see as the benefits of accreditation? /Do students know about accreditation? / What do they know? /Are you in contact with external stakeholders, such as employers, about accreditation? / What value do they place on accreditation?

Intended outcome. The purpose of this session is to challenge the status quo regarding accreditation and encourage insightful, respectful, and reflective discussion on the value of accreditation for our students and employers

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The future of soft diplomacy in the post-pandemic world: how do we reshape international education?**Dr Dipu Sebastian¹, Dr Gregory Harper¹**¹Torrens University Australia, Brisbane, Australia

Introduction. Australian education is world renowned for its integrity and quality and is underpinned by robust regulatory frameworks. Historically, Australian education has played an important part in the capability development within our region through initiatives such as the Colombo Plan and more recently the New Colombo Plan. Australian International education export ranks among the top three exports for our nation. The vast majority of this export is generated through students traveling into Australia to study in public and private education institutions.

Context/Background. COVID-19 has fundamentally disrupted the international education sector through travel bans and closed borders making it increasingly difficult for prospective international students coming into Australia for their education. More recently, the pandemic has contributed to a growing sense of protectionism among nations leading to trade and geopolitical tensions in our region and therefore, it is more important than ever to leverage our strength in transnational education for soft diplomacy.

Points of debate. Post pandemic, the Asia Pacific region is also likely to witness rapid economic growth and present enormous opportunities for our sector. These include:

- contribute to the acute skills shortages in our region
- learn and share knowledge through research collaborations to combat complex social and business problems
- building Australia's soft power through education and our future prosperity is maintained through trade and investment.

The presentation will discuss:

- How does the international education sector look like post-pandemic?
- What are the emerging opportunities?
- How prepared are we to leverage these opportunities?
- What policy framework is required to realise the post-pandemic opportunities?
- What support do we need as a sector from governments and regulators to leverage this opportunity sustainably?

Intended outcome. A shared understanding in the higher education sector among academics and policy makers to realise opportunities in transnational education.

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Time to call time on ATAR**Dr Nancy Rees¹, Assoc Prof Sonia Ferns**¹LearnWork Consulting, Lancelin, Australia

Format of the Roundtable: Point for Debate

Context/background. In 2020, less than 30% of all offers for placements at Australian universities went to ATAR students, while the remaining offers were sent to aspirants who used an alternate path to staking their claim for a place "at Uni" (DESE, 2020). These figures reflect the growing trend of universities switching to offering "backdoor" entry pathways to attract students. The recent move by universities to offer early placements to year 12 students should signal the "nail in the coffin" for ATAR's future. Supporters of ATAR however argue that it remains the most efficient and fairest model for unifying university entrance across Australia and is a reliable predictor of academic outcome and success (UAC, 2019). Others refute this position, arguing that ATAR's value is waning, and it is no longer worth the resource burden it places on governments, universities and schools nor the mental and physical stress it imposes on students and their families (Pilcher & Torii, 2018).

Point for debate. The usefulness and legitimacy of ATAR as the primary mechanism for determining university admission are being seriously challenged by the number of alternate entry pathways emerging around the country. In this roundtable session participants will have an opportunity to discuss what they see as the pros and cons of this trend from the perspectives of equity, educational outcomes and economic impact.

Intended outcome. Participants will reach a consensus on the place of ATAR in university selection processes.

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Contemporary practices in (and results of) cloud-based research**Dr Robert Shen¹, Assoc Prof Thach Nguyen²***1RMIT AWS Cloud Supercomputing Hub, 2RMIT University, Melbourne, Australia*

Format of the roundtable. After brief introductions, we will have the (institutional) researchers briefly discuss their work, results and protocols, we will encourage questions and review the pros and cons of cloud-based research.

Context/background. "There is an expectation that science will not only produce highly cited publications, but also rapidly translate into societal benefits and solutions to global challenges. The emphasis on individual disciplinary excellence and short-term outputs fits uneasily alongside the need for more transdisciplinary research, more novelty and risk-taking in research, and more data-intensive research." (OECD, 2021)

Over the next five years, universities must redefine themselves to help solve increasingly urgent global challenges including climate change, resource depletion, and the widening economic, social, and digital divides. Cutting-edge data analysis will be critical to accelerate the time to insights. Researchers will require wide-ranging capabilities to manage the ongoing data explosion, enable seamless collaboration between global partners, and rapidly deploy a wide range of tools and technologies. As the urgency of global challenges grows, waiting for institutions to expand their on-premises capabilities will not be a desirable option for many researchers. Cloud will be central to staying ahead of the curve. The number of researchers using cloud globally continues to grow as they gain scalability, compute capacity, flexibility, and security needed to manage and analyse exponentially growing data sources.

This panel hosts 3 institutional researchers from varying disciplines and a facilitator from Amazon Web Services (AWS) to explore how they have used the cloud for research and discuss the pros vs cons of time to results on cloud-based facilities.

Point for debate/focus of the work-in-progress/topic for discussion. Would a fundamental shift to cloud-based research provide the access, cost-savings, ability to research on massive-datasets, reduction of carbon footprint and opportunity for (global) collaboration that we anticipate over the next 5 years? Not a sales pitch - a genuine sharing of cloud- vs. non-cloud hosted practitioners.

Intended outcome. Reflection on the above.

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Putting the learning back in the peer learning advisor**Ms Crystal Choi¹, Mr Edward Luca¹**¹University of Sydney, University of Sydney, Australia**Format of the roundtable.** Work-in-progress

Context/background. “As a new international student, PLA programs help me to build confidence in English and make more friends with different backgrounds – I’ll continue recommending these programs to my friends!” (H Chang, personal communication, July 1, 2020). The [redacted] Library’s Peer Learning Advisor (PLA) service was established in 2015. It was the Library’s foray into delivery of peer-based services, drawing on the peer mentoring literature (Chester et al., 2013; Collings et al., 2014) to support students to survive and thrive, and particularly those transitioning to university. The PLA tagline was “we’ve been there and done that”, where senior students with lived experience (Gagne et al., 2018) of the University could support new students in an accessible way. The PLA roles are paid positions and integrated into the wider Library staff, unusual in an Australian academic library context. The original intent was for PLAs to provide peer-assisted learning support in the acquisition of academic study skills and partnering with non-Library departments to deliver support. However, concerns that the PLAs would not have the specialist skills to deliver these services forced the Library to reshape their roles, despite the plethora of literature on the benefits of peer-assisted learning dating back to 1970 (see Gamleth, 2021; Furmedge et al., 2014; Topping & Ehly, 2001). The Library instead focused the PLA service on supporting the student experience, another identified gap, based on the poor student experience scores received at the University-wide level. This led the PLAs to focus on delivering engagement and social activities (Duncan et al., 2018), leading to broad recognition from the university community as a valued and impactful service offering from the Library.

Point for debate/focus of the work-in-progress/topic for discussion. With time, organisational change, successful pilots in the areas of academic integrity and information skills development, and a growing evidence base (Gamlath, 2021), we’re now in a position to put the “Learning” back in the Peer Learning Advisor and shift the focus towards our original intent of supporting student development of academic study skills. The aim of this “work-in-progress” roundtable is to consider the role of peer support services in academic libraries, including exploration of accreditation and different models of partnering with other parts of the university.

Intended outcome. This session will allow attendees to share their perspectives on the growing role of peer support services focused on academic skills development. Through the discussion we aim to identify new and emerging approaches that participants can take back to their own organisations.

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Sense and sensibility: How (and why) an understanding of aesthetics is integral to experiential learning**Dr Andy Wear¹**¹University of Melbourne, Parkville, Australia**Format of the roundtable.** Work-in-progress

Context/background. This session asks participants to consider and discuss the importance of aesthetics to Experiential Learning Theory.

Focus of the work-in-progress. This session will consider Experiential Learning Theory’s (ELT) lineage (running from Socrates through Rousseau, Dewey, Vygotsky, Piaget and Friere) and its formulation in David Kolb’s seminal 1984 text *Experiential learning: experience as the source of learning and development* (Kolb, 1984), and position aesthetic experience as a neglected aspect of its theoretical development.

Intended outcome. The purpose of this session is for participants to consider and discuss the importance of aesthetics in Experiential Learning Theory. This will in turn provide insights into the import of aesthetic experience and strategies and approaches in their teaching that will enhance the sensory and emotional engagement among learners. In the years since Kolb’s formulation of ELT, many approaches that have coalesced under its banner have gained pre-eminence in framing the design and delivery of learning across a wide range of disciplines. Consider, for example, *authentic* and *active learning* as two of the most commonly referred-to and applied pedagogical approaches in Higher Education (HE). These, and other EL approaches, are supported by numerous and varied methods and frameworks aimed at providing an engaging learning experience; however, this paper suggests that the aesthetic domain (understood as one encompassing sensory and emotional engagement with learning) is notable in its absence in supporting literature. Indeed, much of the scholarship of teaching and learning (SoTL) that focuses on aesthetics is dominated by K-12 and/or arts-based curricula (for example, Hinchcliffe, 2011; Webster & Wolfe, 2013; Lewis, 2009), leaving a paucity of related literature contextualised for general HE praxis. The immediate urgency in undertaking this work is to ensure that HE researchers are not neglecting an area of critical inquiry, one in which “intellectual, emotional and possible moral changes...take place.” (Webster & Wolfe, 2013. p. 23). In addressing this gap in the literature, it also seeks to advance thinking about and reveal new aspects of experiential learning and advance thinking about ELT.

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Disruption to learning in higher education: Redesigning and rethinking remote learning for inclusivity and learner optimisation**Dr Amanda Rita Gigliotti¹**, Dr Lynn Sheridan¹¹*University of Wollongong, Wollongong, Australia*

Format of the roundtable. The “Birds of a Feather” format will be adopted to facilitate the roundtable discussion in person and if required with online participants e.g., blended delivery.

Context/background. COVID-19 has significantly impacted teaching and learning in higher education with the rapid transition to remote learning. This transition has dramatically changed the student experience, often without sufficient warning and support mechanisms, and led to a wide range of online experiences with many students left dissatisfied and unsupported with learning.

Framework. Universal Design for Learning (UDL) offered an instructional approach to build inclusivity into practice to meet the diverse learning needs of students.

Methodology. A case study approach was used to explore the redesign of a postgraduate subject delivered during the COVID-19 pandemic. 134 first year, pre-service teachers (43 primary, 91 secondary) participated in this research. Data collection included: learning analytics; subject evaluation material; student questionnaire responses, and a review of the subject Moodle site by an expert in UDL. Data analysis was guided by the UDL principles in conjunction with learning design steps to provide a comprehensive understanding of ‘what works’ in online teaching and learning for diverse students.

Findings. Findings revealed that design changes informed by UDL can help to limit distractions and increase motivation/interest; increase participation by offering students different ways to access information; and optimise student learning by offering varied means of expressing understanding.

Focus of the work-in-progress for discussion includes. the importance of academics and instructional designers working in collaboration; the role of designing thinking in optimising student learning; and the use of design features that are practical and improve inclusivity in online learning.

Intended outcome. The development of a series of practical recommendations for academics on how to design optimal online learning for diverse students in the current environment of disruptions.

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Developing a community of practice: Using design based research to develop tutor confidence and expertise**Dr Amber McLeod¹**, **Ms Hannah Richardson¹**, **Dr Karen Barley¹**, **Ms Ellie Manzari¹**¹*Monash University, Clayton, Australia*

Format of the roundtable. Work-in-Progress format.

Context/background. When new units are introduced, those who will teach them are often not included in the design. In addition, academics are sometimes required to teach outside their area of expertise. Tutor participation in unit design can lead not only to better student outcomes, but also to upskilling and collegiality amongst academic peers.

Point for debate/focus of the work-in-progress/topic for discussion. Following the redesign of the Bachelor of Education at one Australian University, four similar technology units were introduced, one at each year level, providing an opportunity to investigate student responses to unit content by year level. None of the academics teaching the units, many sessional, were involved with the initial unit designs, and for some, technology was a new content area. A Design Based Research project (Easterday et al., 2016) commenced and everyone teaching the unit was encouraged to participate. Through discussion of research data, tutor reflections not only revealed insights into how students were responding to the unit content, but awareness of tutors’ improvements in skills and knowledge as a result of participation in the research process, and a recognition of the value of collegiality and ownership of a joint project.

Intended outcome. This round table will encourage a conversation among education practitioners about the importance and benefit of creating a community of practice (Lave & Wenger, 1991) around units. Joint research and development in the units has not only resulted in refinement of the unit content, but improved confidence, knowledge, skills and theoretical understanding in tutors. This cross-professional collaboration between all tutors has increased ownership of the unit and professional learning by promoting peer-to-peer conversations. This in turn has led to the development of professional practice and improved delivery of units.

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A census and diagnostic of 1,561 publications in Higher Education Research and Development 1982-2020**Prof Lawrence Cram¹**¹*Australian National University, ANU Canberra, Australia***Format of the round table.** The round table adopts the Point for Debate format.

Context/background. HERD has informed and challenged researchers, teachers and others concerned with higher education for over 35 years. The analysed HERD corpus comprises 1,561 indexed publications (articles, notes, and reviews) authored by 3,700 researchers from 650 institutions in 65 countries. Using Latent Dirichlet Allocation (Griffiths & Steyvers 2004), we find approximately twenty loosely related topics in the HERD article corpus and label them using apposite author key-phrases. Around 250 articles embrace the topic “student engagement and experience”, 90 are on “higher education policy”, and 30 are on “indigenous education”. HERD co-authorship size has averaged 2.5 in recent years, and only 10/1500 articles have more than ten co-authors. Even the most-published HERD authors have co-authored eleven or fewer HERD articles in total and have published many of their works in other journals. The most-cited HERD articles have accumulated over 100 lifetime citations, some over 400. The average number of citations per article per year has increased from 0.25 in the early years to 2.5 recently, with very few remaining uncited after a few years. The most-referenced authors in the corpus are mentioned in over 10% of all articles. Ten authors are each referenced in over 100 articles. Apparently, this group influences many research agendas and methods reported in HERD.

Point for Debate. Items published in “Higher Education Research and Development” (HERD) address issues and interests selected by researchers, assessors, and editors from an extensive array of potential topics. The proposition for debate is that HERD authors influence and construct the HERD corpus as a frontier to higher education advancement and quality enhancement through their selection of topics, their researcher networks and their foundation of prior work. Debating points emerge from the research findings and include intriguing topic/co-author connections.

Intended outcome. The round table aims to stimulate discussion and initiate collaborative research on bibliometric methods combined with natural language processing and machine learning tools to undertake lexical and semantic analysis of the HERD corpus, including its embedding in the larger body of higher education research.

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Exploration of TATAL communities of practice**Mr Robert Kennelly¹, Dr Maria Northcote², Dr Coralie McCormack³**¹*University of Canberra, Canberra, Australia*, ²*Avondale University, Avondale, Australia*, ³*Independent scholar, Canberra, Australia*

Background/Context. Academics work within a landscape of continuing complexity; a landscape from which collaborative reflective conversations seem to have disappeared. In this environment, TATALers have taken up Palmer’s challenge “to grow as teachers...to do something alien to academic cultures...talk to each other” (1998, p. 12).

The initiative/Practice. TATAL (Talking about teaching and learning) communities of practice employ models of social reflection to construct a teaching philosophy statement and a teaching portfolio through a process of writing stories as reflective inquiry that connect peers within and across disciplines, institutions and countries.

Methods of evaluative data collection and analysis. The particular significance of this research is its longitudinal perspective across multiple TATALs. The project used a two-staged, mixed methods evaluation perspective by gathering both quantitative and qualitative data. Stage 1 examined historical data gathered from TATALs formed each year from 2008 to 2018, using for example, questionnaires (open-ended and scaled questions), individuals’ personal experience stories and an externally facilitated focus group. Stage 2 gathered questionnaire-based data on three occasions from each of the five contemporary TATALs (two formed in 2019, one formed in 2020 and two to be formed in 2021). Major themes from the first and second rounds of stage 2 questionnaire data include: enhanced teaching practice; enhanced social connections and changing ability to influence my world as a teacher; TATALers finding their own voice; TATALers being more confident in their own identity as a teachers/academic developers; the spurring of new research, new publications and more TATALs.

Evidence of outcomes/effectiveness. Evaluation of TATALers’ experiences in Stage 1 (fifteen TATALs) suggest TATAL communities support participants’ learning for personal and professional growth. TATAL participation has enhanced their teaching knowledge and skills to enrich students’ learning; and increased their confidence, competence, sense of connectedness and collaboration. Their abilities are widely recognised through the award of HERDSA Fellowships. Nineteen TATALers were awarded Fellowships between 2013 and 2021).

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The role of scholarship of teaching and learning in professional learning and development of academic staff**Dr Ekaterina Pechenkina¹**¹*Swinburne University of Technology, Hawthorn, Australia*

Background/context. Professional learning is central to improving academics' teaching skills as well as student learning experiences (Fabriz et al. 2021). Currently, 36% of Australian universities offer a graduate certificate in learning and teaching, designed to upskill academic workforce. Nearly all these qualifications include a Scholarship of Teaching and Learning (SoTL) unit. Acknowledging the need for exploration of the various types of impact SoTL professional learning may have on academics' skills and long-term career development (Jones et al., 2017), this study offers new insights.

The initiative/practice. This study explored academics' experiences with one such SoTL unit in a HE graduate certificate of learning and teaching in a mid-range, dual-sector Australian university. In addition to analysing the long-term impact completing this fully-online unit may have had on developing teaching skills and advancing academic careers, the unit's overall learning design, and its engagement and assessment elements, were studied to determine their effectiveness in instilling a meaningful positive change.

Methods of evaluative data collection and analysis. The survey with quantitative and qualitative components was administered to the unit's graduates over the 3-year period (2015-2017), with 56% (N=30) of them participating. Data was analysed using the mixed methods approach, with results contextualised in the relevant literatures.

Evidence of outcomes and effectiveness. For 90% of respondents, completing this unit made them more reflective in their own teaching practice, while just over 50% felt encouraged to develop and/or submit an application for a citation, grant, or promotion. The unit's modular design was overall positively received, while Discussion Boards were found the least useful for professional learning by this cohort. The peer review task emerged as the most effective assessment method, as it allowed students to utilise peer feedback before summative assessment. The study's findings are discussed in the wider contexts of SoTL and professional learning as well as online learning and design literatures.

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Changing research practice for impact: Using the community engagement for impact framework to facilitate social change**Dr Wade Kelly¹, Prof Lisa Given²**¹Monash University, Clayton, Australia, ²RMIT University, Melbourne, Australia

Background/context. Australia's *Engagement and Impact Assessment* is one of many global initiatives shifting higher education's focus from academic excellence (i.e., publications and grants) towards societal impact (i.e., evidence-informed practice change). While community-engaged scholarship has a long history (e.g., Boyer, 1996; *Carnegie Community Engagement Classification*), many initiatives focus on individual academic or institutional practices, without accounting for cross-disciplinary and geopolitical contexts.

The initiative/practice. The *Community Engagement for Impact (CEFI) Framework* is an evidence-based tool that outlines guiding questions to inform researchers, universities, and disciplinary associations on how best to remove barriers and foster support for creating and maintaining productive relationships with external partners. The *CEFI Framework* applies to academics in all disciplines, working with various types of partners, including non-profit and for-profit organisations, community groups, government agencies, and other stakeholders. When used alongside an assessment of relevant local, national, and global contextual factors affecting academic work, the *CEFI Framework* can inform policy and practice change across the higher education sector. For example, in professional disciplines governed by accrediting bodies, the application of the *CEFI Framework* would account for specific requirements or expectations for engagement and impact outlined within accreditation standards. This showcase will discuss key findings of the study and present the *CEFI Framework*, using worked examples to demonstrate its applicability, across disciplines.

Methods of evaluative data collection and analysis. The *CEFI Framework* was developed based on findings of an in-depth, qualitative study of Australian and Canadian academics that documented successful strategies for engaging with community as a pathway to societal impact.

Evidence of outcomes and effectiveness. Results point to complex relationships between researchers, universities, and disciplines, shaped by government policy, higher education trends, community imperatives, and other factors. While participants maintained robust relationships with partners, fostering social change, they did not typically receive training, support, or recognition for engagement work. The *CEFI Framework* helps to identify supports needed to facilitate academics' engagement work.

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Personalising student experience and learning through personal learning plans**Assoc Prof Edward Palmer¹, Dr Thomas Wanner¹**¹University of Adelaide, Adelaide, Australia

Background/context. Personalised learning is about shaping teaching and learning approaches which are focused on the learner's abilities, needs, skills and interests. This showcase presentation provides the findings of a research project about Personal Learning Plans (PLPs), funded by a HERDSA Grant in 2020. Students were asked to submit their PLP by week 2 of the Semester in which they stated their learning environment, learning objectives for the course, learning strategies and their choices for assessment and feedback. They also highlighted the support they might require.

The initiative/practice. Personal Learning Plans

Methods of evaluative data collection and analysis. Student views and experiences with PLPs were gathered through surveys and focus groups in Semester 1 and 2 in 2020. The PLPs were analysed thematically by coding the PLPs into codes including 'learning environment', 'learner attributes', and 'learner strategies'.

Evidence of outcomes and effectiveness. Students valued the opportunity of providing the teacher with information about their learning environment, objectives and strategies. Most students provided a detailed outline on where and how they learn, and what they need to succeed in the course. Results showed that students felt PLPs were a valuable learning tool, helped them develop useful strategies for learning, improved their outcomes and helped them get better support for their learning. They also felt that PLPs helped to provide a stronger teacher-student relationship/cooperation from the start of the course. Students would have appreciated the opportunity to have further engagement with PLPs later in the course.

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Studying during a pandemic: Student perceptions of their future employment potential**Dr Thomas Hiscox¹**¹Monash University, Clayton, Australia

Background/context. Two years after the onset of the COVID pandemic, the student experience at university has still not returned to a pre-pandemic state. Now heading into their third year, students that enrolled into a Bachelor of Science degree at the start of the 2020 academic year have spent more than half their university life studying from home, in isolation. For the most part, the inculcation of core technical skills associated with their discipline have been pushed online or reserved for optional, ad-hoc on-campus experiences in the hope to catch them up.

The initiative/practice. However, these students enrolled with a different expectation, which led us to ask the questions: (1) how did the transition to an entirely online model of teaching affect the student experience and (2) what was the students' perception on their workplace readiness when entering their final year of study?

Methods of evaluative data collection and analysis. Voluntary and anonymous online surveys were distributed to students finishing their second year of study. A total of 219 survey responses were recorded, the majority of which were from students undertaking biological, chemistry or biomedical majors within a Bachelor of Science. Most survey respondents were aged between 18 and 25. Thematic analysis was conducted using emergent coding (Charmaz, 2008) with themes derived from the primary research questions.

Evidence of outcomes and effectiveness. A significant proportion (35%) of survey respondents reported a lack of motivation when asked about the prospect of further studies being online. A common theme amongst the survey respondents was for a return to on-campus education, noting that on-campus teaching would facilitate a greater sense of inclusivity in their learning that online learning does not support. Survey respondents reported being uncertain about whether key technical skills will be appropriately developed by the time they graduate and the implications that this has on their forthcoming employment potential.

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An intersectional understanding of international female doctoral students' experiences: A narrative inquiry**Ms Sabrina Syed¹**¹*The University of Newcastle (UON), Callaghan, Australia*

International doctoral students face multiple challenges in their academic learning experiences, including language barriers, cultural differences, and dealing with personal matters while negotiating everyday life in a foreign country (Sepideh, 2017). Despite the efforts and measures taken by the Australian federal and state government and the universities, female students are experiencing a unique circumstance due to the intersection of their multiple identities, which affect their journey towards the research degree (White, 2004). Nested within the epistemological positioning of feminist standpoint theory (Harding, 2004) and intersectionality (Crenshaw, 1989), this paper explores the multiple layers of socio-cultural and academic experiences of 13 international female doctoral students in the Australian tertiary education system. A narrative inquiry approach (Clandinin, 2006) by employing letter exchange methods and in-depth interviews for the data collection, the thematic analysis and discussion in this paper open up a space to understand the complexity of the struggles these students experience when studying in Australia. This paper recognises the effects and implications of the social and political conditions shaping the university level's research culture and impacts students' life events. The paper concludes with an understanding of the importance of reimagining our ways of thinking about these international female doctoral students' lives and struggles to aid the educators, policymakers and support providers in rethinking and redesigning inclusive services.

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Professional identity development among higher education students**Prof Denise Jackson¹**, Assoc Prof Michael Tomlinson^{1,2}¹*Edith Cowan University, Joondalup, Australia*, ²*University of Southampton, Southampton, United Kingdom*

Background/context. Today's complex working environment calls for graduates that are critical practitioners, have a strong awareness of and connection with professional practice, and have the confidence and capability to evaluate knowledge and drive change. This notion of professional identity is a relatively underexplored dimension of student employability yet critical for new graduates to effectively transition from university to the workplace.

The initiative/practice. The study had three dominant aims. First, to examine how prevalent is the manifestation of emergent PI among HE students. Second, to examine determining factors of emerging PI among HE students. Finally, to explore student ability to manage the reconciliation of their personal and professional values.

Methods of evaluative data collection and analysis. The study explored the prevalence of emergent professional identity among 433 higher education students from diverse disciplines and at different stages of study. Online survey data were collected from students attending two universities, one based in Western Australia and the other in the UK. Attention was given to determining factors in the development of professional identity, including individual characteristics, discipline and the role of social and cultural capital. Further, the study examines how students manage the reconciliation of their personal and professional values.

Evidence of outcomes and effectiveness. Findings reported variance in students' professional identity formation and the key determinants of familiarity with professional ideology and context, confidence and a grounded sense-of-self, capability and cultural capital, and networks. Students with a more strongly developed professional identity are less likely to experience dissonance when trying to reconcile their 'general' and 'professional' self. The importance of encouraging and enabling higher education students to engage in meaningful forms of pre-professional socialisation was highlighted. Practical strategies for developing professional identity are presented, including the role of work-integrated learning. The study affirms the role of professional identity as an empowering force for graduate employability and future employment.

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The impact of online learning on students' professional experience preparation: A school-university partnership approach**Ms Bethany Carter^{1,2}, Ms Jessica Sears¹**¹Charles Sturt University, Bathurst, Australia, ²Denison College: Bathurst High Campus, Bathurst, Australia

Background/context. School-university partnerships have the potential to enhance Teacher Education students' (TES') understanding of the connections between theory and practice. However, there is difficulty providing TES with practice-based activities in online learning subjects. In the current climate, online modes of learning have become increasingly popular and the ability to develop TES' professional experience preparedness within an online learning school-university partnership setting, has the potential to provide TES with access to the benefits of the partnership, whilst still learning remotely.

The initiative/practice. The study aimed to strengthen TES' understanding of the connection between theory and practice in online learning settings by adopting a school-university partnership to the teaching of a professional experience subject. Through the co-delivery and co-design of subject resources across four sessions, the study sought to gain insight into the perceptions of the TES, and school and academic staff members.

Methods of evaluative data collection and analysis. This qualitative longitudinal study used the academic's and teacher's professional reflections and TES responses to the formal university subject evaluation surveys as data. The findings are presented in the form of two ethnographies (Huhtinen-Hildén, 2017), and student data was analysed using thematic analysis (Roberts et al., 2019).

Evidence of outcomes and effectiveness. The school-university partnership enhanced the TES' placement preparedness, and the subject resource design and delivery aided the TES' understanding of the connections between theory and classroom practice. Subject delivery was enhanced by providing realistic and relevant information that aided TES' preparation for contemporary school practice.

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Employability of university students: Factors influencing employability learning**Mrs Iresha Ranaraja¹, Prof Margaret Jollands¹, Assoc Prof Abhijit Date¹**¹RMIT University, Melbourne, Australia

Background/context. Employability literature mostly discusses 'what' employability components are demanded from graduates, with less attention given to 'how' they are developed (Lo Presti & Pluviano, 2016).

The initiative/practice. The aim of the study was to examine dominant factors influencing employability learning of university students, through a holistic lens. Employability learning was defined as forming perceptions about (awareness about employability) and changing behaviour towards (developing required competencies) employability.

Methods of evaluative data collection and analysis. The study was conducted as a qualitative phenomenological inquiry, with Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) providing the theoretical underpinning. Data were collected through 10 focus groups and 10 interviews with engineering students from an Australian university. Thematic analysis was performed with NVivo as the supporting tool.

Evidence of outcomes and effectiveness. Influences could be identified against three main themes - formal learning, informal learning and personal characteristics. University education, school education and workplace experience (related to field) were the influencers under formal learning while non-related work experience, family influence, cultural norms, internet and social media, and life experiences were identified under informal learning. Initiative emerged as a dominant personal characteristic. Further, the influencers could act as enablers or constraints. The results suggest that student perception and behaviour are formed through a combination of (external and internal) influencers individual to them. The results have implications for higher education, to find better ways to address the individual aspect of students' employability (Clarke, 2008), for more effective employability learning for students, helping them build a solid foundation for their future careers.

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The Stepping Stones Framework: lessons from an evidence-based, practice-led approach to embedded career education.**Dr Lauren Hansen¹**, Ms Catherine Caballero¹, **Assoc Prof Sharon La Fontaine¹**¹Deakin University, Burwood, Australia

Background/context. Significant research substantiates the need to embed career development learning within units of study in a structurally unavoidable, whole-of-program approach (see Bennett et al., 2016; Bridgstock, 2009). However, such an undertaking comes with a complex series of challenges that must be met and overcome. Bridgstock (2009) outlined several critical factors necessary for effective career development learning design. This presentation describes how these factors, and others identified in the comprehensive body of literature in the field, were operationalised in practice.

The initiative/practice. In 2020 the career service at [Name] University redesigned the embedded career education framework using an evidence-based, practice-led approach. The new framework coined "Stepping Stones" moves students through an iterative, reflective and assessed program of career development activities contextualised to their discipline. These activities support students to enter paid employment early in their degree and steadily progress toward an industry/skill-relevant or "Stepping Stone" role by graduation.

Methods of evaluative data collection and analysis. A suite of tools provides ongoing evaluation of the framework's impact. These include the Work Readiness Scale (WRS)(Caballero et al., 2011), career intentions survey data, student grades, course-specific program evaluations, feedback from student partnership projects and the critical practice reflections of the career education academic team.

Evidence of outcomes and effectiveness. Early implementation outcomes of the new framework are promising. In 2021, the team delivered career education to 17,000 students with assessments deemed to meet "industry standard", increasing by 10% from the previous year. Currently, 3300 students in select cohorts have completed the WRS providing a valuable baseline for longitudinal measurement. In addition, due to its pragmatic approach and seamless integration in the curriculum, senior leaders have embraced the Stepping Stones framework, incorporating it into university and faculty strategic plans for a sustainable and programmatic approach to embedded career development learning.

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How do we improve student feedback literacy? A scoping review of intervention studies**Miss Tegan Miller¹**, Prof Phillip Dawson¹, Dr Joanna Tai¹¹Deakin University - CRADLE, Melbourne, Australia

Background/context. Feedback literacy (FL) is defined as 'a process through which learners make sense of information from various sources and use it to enhance their work or learning strategies' (Carless & Boud, 2018, p. 1315). As FL is a dynamic skill that can be developed by students over time, several empirical studies have sought to develop it to improve pedagogical outcomes (e.g. Hoo, Deneen & Boud, 2021). However, there is little evidence overall of what might constitute an effective FL intervention.

The initiative/practice. A scoping review was conducted to assess the development and implementation of student FL interventions, including the effect they have on educational outcomes and the student experience.

Methods of evaluative data collection and analysis. A scoping review framework by Arksey & O'Malley (2005) was utilised. An electronic search of 8 databases was conducted. 433 articles were screened by title and abstract, and 78 full text articles were considered. A total of 15 articles were included.

Evidence of outcomes and effectiveness. FL interventions varied in nature, and included online training modules, surveys, workshops, and reflective activities. Most studies found that students gained a more positive outlook on the feedback process, with some articles also reporting increased student FL behaviours and skills. A promising space remains for future research on FL interventions that replicate previous studies and use a mixed methods approach to capture pedagogical outcomes as well as the student experience.

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Approaches to designing feedback processes for student uptake: Differences in practices based on academics' teaching contexts and conceptions of feedback

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Background/context. Students' active role in feedback processes requires them to be feedback literate (Carless & Boud, 2018). Teachers can play a part in supporting the development of these capabilities by adopting learning-focused feedback processes that enable student uptake (Carless & Winstone, 2020; Winstone & Carless, 2019). However, it is unclear whether certain contextual factors may act as facilitators or barriers to the adoption of these approaches.

The initiative/practice. This study examined whether academics' likelihood of adopting feedback designs that support students' development of feedback literacy differed based on their: (1) teaching contexts (i.e. their discipline, career stage and university focus [teaching or research]); and (2) conceptions of feedback (i.e. whether teachers' views are more aligned with a transmission-focused or learning-focused approach to feedback).

Methods of evaluative data collection and analysis. A questionnaire on feedback processes and conceptions was completed by 242 academic staff from six UK higher education institutions.

Evidence of outcomes and effectiveness. In relation to teaching contexts, statistical analyses of responses showed that some processes supporting students' feedback literacy were adopted to a greater extent by teachers from teaching-focused universities and teachers from health and social care disciplines. In general, teachers were more likely to hold a transmission-focused view of feedback, and those that endorsed learning-focused approaches to a greater extent were more likely to adopt feedback processes that enable student uptake. A qualitative analysis of open-ended comments suggested that institutional constraints may act as barriers to adopting feedback designs for student uptake.

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How do occupational therapy students develop their evaluative judgement during clinical placement?

Ms Kelli Nicola-Richmond¹, Assoc Prof Rola Ajjawi

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Background/context. Evaluative judgement, the capability of making judgements about the quality of work, is fundamental to developing expertise in a discipline or profession (Tai et al., 2018). Clinical placements (where students work in health or community services under the guidance of trained practitioners) are considered necessary for developing expertise in health courses including occupational therapy (OT). Anecdotally, students' ability to judge their own performance and understand and make use of feedback are considered key to placement success. However, there has been limited research of how students develop their evaluative judgement during placement.

The initiative/practice. This research sought to explore how students develop evaluative judgement of practice during clinical placements.

Methods. Hermeneutic Phenomenology informed the design of this research. Three participant groups were included; third and fourth year OT students, placement supervisors, and placement support staff. Semi-structured interviews were conducted with participants. Workplace assessment documents completed by the students and supervisors were also collated and reviewed. Data were analysed using thematic analysis.

Outcomes. Preliminary analysis of findings suggests that students attune to a range of cues to guide their evaluative judgements including assessment scores. They draw on a range of strategies including peer observation and discussion, supervisor feedback, and self-assessment activities. Supervisors and placement coordinators played an important role in supporting students towards markers of quality although they often had differing orientations and priorities. This research will help us to better support the development of students' evaluative judgement of clinical practice.

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Let's get real about change!

Prof Kogi Naidoo¹¹*Institute of Health & Management, Rosanna, Australia, ²Charles Sturt University, Wagga Wagga, Australia*

Format of the roundtable. *Birds of a Feather.* The facilitator will provide a brief introduction and invite discussion with three main prompts: sharing experiences, impact and what was learned from change.

Context/background. Text It is 2022, two years since the last decade and start of a new one. The recent challenges Australians faced with the bushfires, floods, and the COVID-19 pandemic, whether we were impacted directly or not, has touched us all. The pandemic impacted the world including world higher education, our operations and delivery. In Australia, enduring long periods of lockdowns and isolation and in particular our 'dependence' on international students there has been rapid change imposed on our business-as-usual campus-based delivery.

Point for debate/focus of the work-in-progress/topic for discussion. Gone are the days when senior leadership remained in their roles until retirement. Scanning the trends, shorter term appointments resulting in changed leadership is common. We are therefore being faced with ongoing reviews and restructures to realise the new mission or learning/teaching strategy. The challenge faced is how we stay on the treadmill of change without falling off, remain focused while maintaining a quality student experience.

Intended outcome. This roundtable provides participants with the opportunity to share their experiences of change and pick up positive strategies that can be used to lead, support and advance higher education endeavours personally, professionally and/or institutionally (Parish 2015).

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Authentic approaches to embedding graduate attributes in assessment tasks

Dr Jodi Sita¹, Dr Tanya Uebergang¹, Assoc Prof Chris Lorenzen¹, Assoc Prof Sharon Croxford¹, Assoc Prof Rachel Dryer¹¹*Australian Catholic University, Fitzroy, Australia*

Format of the roundtable. Birds of a feather

Context/background. Graduate attributes (GAs) aim to prepare students to be life-long learners, engaged citizens and work-ready (Oliver & Jorre de St Jorre, 2018). These attributes are distinct from discipline-based knowledge and skills and are marketed by institutions to strengthen employability. It is generally acknowledged that GAs should be embedded and developed into curricula. Strategically mapping and planning the development of these skills and attributes aligns with a constructivist paradigm and achievement of GAs is a legislative requirement. Previous research, however, has indicated that the implementation of GAs is complicated and onerous, and their attainment difficult to measure (Wong et al., 2021). At Australian Catholic University (ACU) we mapped the GAs and their alignment to assessment tasks in four discrete disciplines to gain a deeper understanding as to how the University's GAs were embedded. We were able to extrapolate the number of assessments linked to each GA in a specific course as well as the range of assessment types used to develop each respective attribute. The maps showed that some GAs are frequently assessed using a broad range of assessment types, whereas others are less represented in assessment tasks. This mapping exercise has forced us to consider how various GAs are taught, developed and assessed in the curricula.

Point for debate/focus of the work-in-progress/topic for discussion. Have the GAs been mapped for your course and aligned to assessment? To what extent do educators teach students skills/attributes required for a particular assessment task in your course? Is that attribute/skill assessed with respect to grade descriptors? If so, how?

Intended outcome. To develop a broader understanding as to how GAs are constructively aligned in curricula for higher education.

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Employability of university students: Towards a learning framework for individual employability**Mrs Iresha Ranaraja¹**¹RMIT University, Caulfield North, Australia**Format of the roundtable.** Work-in-Progress**Context/background.** Higher education could play a vital role in helping students form accurate perceptions about employability and guiding them to develop employability competencies towards managing their future careers. In literature, there is a lack of such a framework at operational level that could be used in higher education.**Focus of the work-in-progress.** The basis for this proposed framework is formed from the PhD study of the researcher which examines factors influencing employability learning of university students, and the work of Lo Presti and Pluviano (2016) on 'employability orientation and then action'. The framework is to be learner-centred with a focus on perception forming as a way of priming for competency development. The core of this framework would be about how reflection and evaluation (Dacre Pool & Sewell, 2007) could be used towards students' employability learning. It is proposed as a cyclic framework to reflect the changing nature of employability and life-long learning. The novelty of the proposed framework is that students would be guided to reflect on their own influencers, a practice they could carry forward to their future careers.

The aim of this round-table session is to present the proposed framework to an academic audience, for review and test on usability and usefulness. The participants would be provided an example (suitable for broader disciplines) or they could use their own example to test the framework – how the framework could be applied to their teaching practice (usability) and the how the learning outcomes would be improved for their students (usefulness).

Intended outcome. Expected outcomes are to identify limitations of the framework, challenges for implementation, participant-specific or discipline-specific teaching opportunities and any other features to be improved or added for successful operationalisation of the framework.**References.** Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education + Training*, 49(4), 277-289. <https://doi.org/10.1108/00400910710754435>Lo Presti, A., & Pluviano, S. (2016). Looking for a route in turbulent waters: Employability as a compass for career success. *Organizational Psychology Review*, 6(2), 192-211. <https://doi.org/10.1177/2041386615589398>

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Things that connect us – shaping a professional practice approach that nourishes**Ms Deborah Scheele¹**¹Charles Sturt University, Australia, Wagga Wagga, Australia**Format of the roundtable.** Birds of a Feather**Context/background.** Changing management practices combined with a trend toward mass casualisation of the workforce, evolving funding arrangements and the changing expectations of students, contribute to an Australian Higher Education (HE) environment where many academics feel disenfranchised and disengaged. Lee et al., found that "Relationships between management and the academic workforce remain pivotal sources of stress" (2021, p.7) and, unsurprisingly this directly impacts on their engagement with professional learning initiatives.

In response, HE professional learning initiatives aimed at re-engendering and nurturing a sense of belonging amongst academics (including communities of practice, centres of inquiry and formative peer review) have been implemented. Whilst these types of initiatives have been shown to provide a supportive environment for academics to discuss experiences, reflect on practice and work together to resolve complex situated challenges (Lave & Wenger, 1991; Mercieca, 2017; Pyrko et al., 2017) they rely on strong collegial bonds and a foundation of trust between academics and the university. However, collegiality is discretionary, and academics can be suspicious of initiatives that claim to be collegiate yet are perceived to prioritise management agendas over their authentic professional development needs. To address to these legitimate concerns, we must work together to shape new professional learning approaches that connect and nourish academics while giving them the freedom and opportunity to focus on their practice outside the constraints of fluid management approaches and priorities.

Point for debate/focus of the work-in-progress/topic for discussion. What's collegiality got to do with it? Could it be just a sweet old-fashioned notion that no longer reflects changing academic practices?**Intended outcome.** Gain insights and perspectives on an emerging professional learning narrative about the future 'shape' of professional learning using the nominated question as a guide to frame the roundtable dialogue. The discussion will inform future research and thinking on how professional learning can be crafted to nourish academics operating within uncertain and anxious contemporary higher education settings.**References.** Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. Cambridge University Press.Lee, M., Coutts, R., Fielden, J., Hutchinson, M., Lakeman, R., Mathisen, B., Nasrawi D., & Phillips, N. (2021) Occupational stress in University academics in Australia and New Zealand, *Journal of Higher Education Policy and Management*. doi: 10.1080/1360080X.2021.1934246Mercieca, B. (2017) What Is a Community of Practice? In: McDonald J., Cater-Steel A. (eds) *Communities of Practice*. Springer, Singapore. https://doi.org/10.1007/978-981-10-2879-3_1Pyrko, I., Dörfler, V., & Eden, C. (2017). Thinking together: What makes Communities of Practice work? *Human Relations*, 70(4), 389-409. doi: 10.1177/0018726716661040

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Exploring professionals' roles in enabling societal impact of research**Ms Joann Cattlin¹, Prof Lisa Given²**¹The University of Melbourne, Parkville, Australia, ²RMIT University, Melbourne, Australia**Format of the roundtable.** Work in progress.

Context/background. In Australia the increasing focus on the societal impact of research presents significant challenges for how universities manage and support impact work. As demonstrated by the Australian Research Council's Engagement and Impact assessment, societal impact is now a key element of many university strategic plans and researchers' funding applications. However, many academics are concerned about the lack of skills, resources, or recognition of the work involved in generating societal impact (Merga, 2021). Professional staff (e.g., communications officers, academic librarians) can enable research engagement and impact, but they are largely invisible in the public discourse and literature, which focuses on concerns of individual academics and implications for research culture (Barbara et al., 2021). In the UK, where impact assessment is advanced, there is growing recognition of the importance of professional staff's unique skills supporting complex activities that generate impact (Bayley & Phipps, 2019).

Point for debate/focus of the work-in-progress/topic for discussion. Australian universities are developing new processes to enable and identify societal impact. Yet, with significant job losses during the Covid-19 pandemic, resourcing these activities is a concern. What role can professional staff play to support engagement and impact work?

Intended outcome. This roundtable will identify key issues researchers face in engaging in impact activities and examine potential roles for professional staff to support this work. This discussion will outline potential areas of practice change and future research to inform organisational structures and processes.

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Merga, M. M., S. (2021, January 11). Unis want research shared widely. So why don't they properly back academics to do it? *The Conversation*. <https://theconversation.com/unis-want-research-shared-widely-so-why-dont-they-properly-back-academics-to-do-it-151375>

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Identifying and measuring learning designers invisible impact**Ms Tanya Henry¹**¹*University of Queensland, St Lucia, Australia***Format of the roundtable.** Birds of a Feather**Context/background.** This round table will explore how to measure the impact of learning designers who craft educational tools and programs so immaculately that their contribution becomes invisible.

The COVID-19 pandemic has profoundly affected the university sector (McGaughey, 2021). Teaching and learning has been impacted with an increasing reliance on teaching staff to employ blended, hybrid, and online learning given ongoing social distancing due to COVID-19 (Huang, Matthews & Lodge, 2021). The author has observed that this has increased the demand for and changed the intended outcomes of educational design. Educational design is a pre teaching activity and is the first part of the teaching-learning lifecycle (Goodyear & Dimitriadis, 2013). When designed well, the transition of education planning by a learning designer to a higher education teacher should be seamless and a natural part of its lifecycle (Goodyear, 2015). It has been suggested that good design, when done well, should be invisible (Spool, 2016).

Tension exists when good learning design impacts the visibility of effective learning designers. As noted by Brown (2017) the invisibility of education design does not address how to attribute or evidence learning designers real impact. Sometimes it is even impossible to know a learning designers' impact (Brown, 2017). Measuring the impact of learning design is critical to improving practice and developing pathways for career progression (Slade, Mcgrath, Greenaway, & Parker, 2019).

Participants of this session will be facilitated to share ideas and concepts that enable learning designer successes and achievements to be measured, recognised and visible.

Learning designers, professional staff and higher education leaders should attend this round table discussion to reflect and discuss how to effectively identify and measure the impact of learning design.

Topic for discussion. How to recognise and measure the impact of invisible teaching activities, specifically learning design, in higher education.**Intended outcome.** To identify measures of success which demonstrate the impact of learning design. Success indicators can be used by participants and findings will be used in ongoing research and application.**References.** Brown, A., 2017. The Invisible Thread: Librarians and Learning Designers. [Blog] *The Wild Librarian*.Goodyear, P., 2015. Teaching as Design. *HERDSA Review of Higher Education*, 2, pp.27-50.Goodyear, P., & Dimitriadis, Y. (2013). In medias res: reframing design for learning. *Research in Learning Technology*, 21.<https://doi.org/10.3402/rlt.v21i0.19909>Huang, Matthews, K. E., & Lodge, J. M. (2021). 'The university doesn't care about the impact it is having on us': academic experiences of the institutionalisation of blended learning. *Higher Education Research and Development*. <https://doi.org/10.1080/07294360.2021.1915965>McGaughey, Watermeyer, R., Shankar, K., Suri, V. R., Knight, C., Crick, T., Hardman, J., Phelan, D., & Chung, R. (2021). 'This can't be the new norm': academics' perspectives on the COVID-19 crisis for the Australian university sector. *Higher Education Research and Development*, 1–16. <https://doi.org/10.1080/07294360.2021.1973384>Slade, C., Mcgrath, D., Greenaway, R. & Parker, J. (2019). Challenges in sustaining technology enhanced learning: Recruitment, employment and retention of learning designers in Australian universities. In Y. W. Chew, K. M. Chan, and A. Alphonso (Eds.), *Personalised Learning*.Diverse Goals. One Heart. *ASCILITE 2019 Singapore* (pp. 272-281).Spool, J. (2016, November 13). *Great design, when done well, is invisible. If the user notices the design, it's not good enough yet.* [Tweet;].Twitter. <https://twitter.com/jmspool/status/797444681957306368>

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Babies, bathwater and digital teaching quality standards**Mr Dominic McGrath¹, Dr Greg Winslett**¹*UQ, St Lucia, Australia*

Format of the roundtable. Alongside professional learning workshops and events, digital teaching quality standards are often expressed in the form of checklists and rubrics. This roundtable will explore alternative tools for enhancing digital teaching quality. Attendees will form pairs to apply and enhance rough prototype tools. We will explore application of these prototypes to the specific learner sequences and in the broader higher-education context.

Context/background. Online teaching quality tools have a long history and the emergency online response to COVID has pushed these into the spotlight. These tools do many things well, including identifying and reducing common errors, clarifying goals and enhancing accessibility particularly when implemented as part of collaborative initiatives (e.g. Gail et al. 2017). Despite these benefits, these tools may also have perverse consequences, one of which being the directing of undue attention toward courseware and content, implying a ‘paint-by-numbers’ approach that can be applied across discipline and cohort and de-emphasising the role of ‘live’ online teaching and learning experiences.

Point for debate/focus of the work-in-progress/topic for discussion. How do these tools position teaching, students, and risk? Can you eliminate risk from good teaching? How do these tools position the relationships between teachers and students? Isn’t teaching much more complicated than a checklist? If we try different tools (personas, journey maps, discussion prompts, matrices, etc) how does this change the experience?

Intended outcome. This discussion will support insights into where online quality standards checklists or rubrics may work well and where they may be best supplemented or replaced with other tools, informing further research and activities to enhance online teaching quality.

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“I just went straight into the criticism”: Providing empathic audio/video feedback in online education**Miss Ameena Payne**¹*Deakin University, Melbourne, Australia*

Birds of a Feather

It has been asserted that teaching is a relational activity, and feedback is an inherently social process (Ajjawi et al., 2021). Feedback can be a powerful force for learning. Yet, the tradition of heavily embedding text-based, corrective feedback has, largely, erased the value of emotion and rapport-building. Teacher feedback literacy is comprised of what teachers ‘need to know and be able to do’ (Boud & Dawson, 2021, p. 2) to operationalise the relational using technology-enhanced feedback in online higher education (HE). The proposer will present three dimensions of teacher feedback literacy from their empirical research on technology-enhanced feedback in online HE: 1) design considered the ways in which teachers brought an awareness to students’ contexts, the logical arrangement and planning of their feedback message; 2) socio-affective literacy brought an awareness to attitudes, emotions and psychological distance; and 3) communication which comprised of clarity, detail and purposefulness of the feedback message taking into account students’ backgrounds and aspirations. Participants will discuss how each literacy and ensuing strategy therein may enhance and sustain the feedback process and promote student receptivity to, awareness and internal generation of feedback.

The proposer contends that the current HE landscape requires purposeful attention to relationality that envisions teacher feedback literacy and students’ learning and social needs as an entwined and unified system. The discussion aims to consider how technology-enhanced feedback may be used to welcome, scaffold and support dialogue in a workload sustainable way.

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Boud, D., & Dawson, P. (2021). What feedback literate teachers do: An empirically-derived competency framework. *Assessment & Evaluation in Higher Education*, 1–14. <https://doi.org/10.1080/02602938.2021.1910928>

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Our mentor-mentee relationship: Creating a shared story while getting to know each other**Dr Nira Rahman**¹, Assoc Prof Rachael Hains-Wesson²¹University of Melbourne, Parkville, Australia, ²University of Sydney, Sydney, Australia**Format of the roundtable.** Work-in-Progress

Context/background. We have been connected through the HERDSA Fellowship Program since August 2021. While working on the Fellowship document is the primary focus, we have realised during our first few meetings that it is essential for us to know each other not only as academics, but also as persons. Our other interests, passions; our roles as parents of teenage children or just overall gender perspectives in our sense of beings; our cultural and linguistic backgrounds all keep coming up in our discussions not only to build our relationship as a mentor and mentee but also to understand our pedagogical perspectives which are central to the Fellowship's learning outcomes. Hence, we decided to create our shared story in this journey by using a duo-ethnographical approach (duo-ethnography can also be termed as duo auto-ethnography and collaborative auto-ethnography). Our 'shared story' intends to demonstrate not only different aspects of mentor-mentee relationships in the academic trajectory, which are not deeply evident in the academic literature. Our 'shared story' also aims to showcase how our distinctive yet parallel identities as academics has the potential to make a Fellowship learning journey unique.

Focus of the work-in-progress. As there is not much evidence in the academic literature in relation to how mentor and mentee relationships can be defined and constructed; how to depict the expectations, design the practices, strategies and work ethics around it; our duo-ethnographical (involving two researchers only) study intends to explore these issues using our shared story as a case study. We also want to see how linguistic and cultural background, contemplation around positionality and interculturality, gender, personal interests and professional aims play a role in building this relationship and the deep learning that occurs during a Fellowship process. We desire to share the work-in-progress as a potential long term research project and to gain additional insights from others as part of the journey of researching the self and together. We desire to provide a blueprint for others to follow and/or expand upon.

Intended outcome. While mentorship provides opportunities to collaborate by sharing ideas and career progression, it also allows for the building of a sense of camaraderie. However, this is rarely discussed and explored within the academia. Our ethnographic work aims to highlight the importance of mentorship in academia, and also how duo-ethnography during a Fellowship can empower both mentor and mentee. In this roundtable, we will use the 'pair and share' technique using unstructured question based on our major themes to engage with the participants and foster the discussion.

References.

- Doran, F., Wrigley, B., & Rix, E. (2022). 'Teaching in Circle' with student nurses contributes to experiential understanding of cultural safety: 'Teaching in Circle' with first year nursing students. *Contemporary Nurse*, (just-accepted), 1-26.
- Duntley-Matos, R. (2014). Transformative complicity and cultural humility: de-and re-constructing higher education mentorship for under-represented groups. *Qualitative sociology*, 37(4), 443-466.
- Meschitti, V., & Lawton-Smith, H. (2017). Does mentoring make a difference for women academics? Evidence from the literature and a guide for future research. *Journal of Research in Gender Studies*, 7(1), 166-199.
- Thomson, K. E., & Barrie, S. (2021). Conversations as a source of professional learning: exploring the dynamics of camaraderie and common ground amongst university teachers. *International Journal for Academic Development*, 26(3), 320-334.
- Whitworth, C., & Wilcoxon, A. (2019). Disclosing lives, reading bodies: A duo-autoethnography of queerness in the classroom. In *Queer communication pedagogy* (pp. 209-224). Routledge.
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Measuring baseline teamwork behaviour attributes: A teamwork baseline assessment tool**Dr Nilushi Karunaratne¹, Dr Betty Exintaris¹**¹Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Parkville, Australia**Format of the roundtable.** Work in progress.

Context/background. Effective teamwork skills are a highly desirable employability trait. However, teamwork does not automatically occur as a consequence of putting people together (Salas et al., 2008). Despite the reported benefits of working in a team, the lack of teamwork skills training and development at university are a significant contributor to why teamwork is not always viewed positively by students (Lerner et al., 2009). Furthermore, there is limited understanding of undergraduate perceptions of teamwork in early years that allow instructors to tailor teamwork instructions for the needs of the students. A Teamwork Baseline Assessment Tool has been recently developed to measure baseline student perceptions on teamwork and teamwork behaviour attributes. Students receive a personalised report of their responses including an analysis of their team player attributes based on Lencioni's Ideal Team Player framework (Lencioni, 2016).

Point for debate/focus of the work-in-progress/topic for discussion. Having completed the Teamwork Assessment Baseline Tool, participants will: 1) Engage in a facilitated discussion on the challenges and barriers of upskilling undergraduate students in effective teamwork skills; 2) Provide feedback on the useability and appropriateness of the tool to measure baseline teamwork in students irrespective of discipline; and 3) Consider the potential for the tool to be implemented in the participant's educational settings.

Intended outcome. To receive feedback from a multi-disciplinary audience on the useability and appropriateness of the Teamwork Baseline Tool to measure teamwork attributes in undergraduate students. Secondly, to use the feedback from the roundtable discussions to refine the existing tool. And lastly, to create opportunities for collaboration.

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Innovative online assessments for the dynamic digital world**Miss Corina Raduescu¹, Dr Amanda White**, Assoc Prof Elaine Huber¹, Prof Lynne Harris³, Prof Sue Wright², Dr Andrew Cram¹, Dr Sandris Zeivots¹, Andrew Brodzeli¹¹University of Sydney, Sydney, Australia, ²University of Technology Sydney, Sydney, Australia, ³Chartered Accountants Australia New Zealand (CAANZ)**Format of the roundtable.** Birds of a Feather

Context/background. The rapid transition from the physical to the online classroom environment due to the Covid-19 pandemic has highlighted various challenges in areas such as academic integrity, information privacy, ease of access, students' experience and feedback. Although the technology and learning platforms have provided mechanisms for innovation (Okada et al., 2019), the default option is to mirror face-to-face assessment practices with online exams and written reports representing most of the assessment types used in business education.

Point for debate/focus of the work-in-progress/topic for discussion. Our study (in progress) of the design and implementation of online assessments revealed tensions between increased efficiency and introducing innovation. Although it is critical to embrace the possibilities of online assessments, it is equally important to be realistic about their limitations (Bearman, 2021). The transition to online assessment was not always done well. However, there are many examples of successful innovations implemented in a short space of time (Bearman, 2021). We open a dialogue among business educators to explore and discuss strategies for designing and implementing innovative online assessments that promote learning outcomes and improve student experience, while maintaining the assessment integrity, administration, and delivery. This discussion is timely since educators have had increased opportunity to experiment and improve such innovations during the past two years of the pandemic.

Intended outcome. To share current practices and to brainstorm new innovations in the world of online assessment in business education. We also aim to uncover productive discourses that will help educators manage their challenges with online assessment and embrace new opportunities in today's dynamic digital world.

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Okada, A., Noguera, I., Alexieva, L., Rozeva, A., Kocdar, S., Brouns, F., Ladonlahti, T., Whitelock, D., & Guerrero-Roldán, A. (2019).

Pedagogical approaches for e-assessment with authentication and authorship verification in Higher Education. *British Journal of Educational Technology*, 50(6), 3264–3282. <https://doi.org/10.1111/bjet.12733>

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The future of assessments and learning-integrated work in education**Mrs Samantha Fearn², Mr Ishpal Sandhu², Mr Chukwudi Ogoh¹**¹Turnitin, Melbourne, Australia, ²College of Business and Law, RMIT University, Melbourne, Australia**Format of the roundtable.** Birds of a feather**Context/background.** As the landscape of education and assessment continues to evolve towards more hybrid and online learning, there is a need to revisit how technology enables learning and teaching to meet the evolving requirements of the education sector.

With the push for higher education institutions to develop new approaches to integrate learning into work as a strategy for developing 'learning workers', there is greater urgency to embrace learning-integrated work as digital technologies reconfigure labour efforts.

This Roundtable is a platform to discuss the status quo of assessments and how a human-centred approach should and could be adopted, involving student voices in the design of more authentic assessments in the education sector and best practices for including social competencies as a strategy for learning-integrated work in the curriculum.

Point for debate/focus of the work-in-progress/topic for discussion. Questions that will drive this discussion are:

- What learning-integrated work is and how it can be embedded into learning experiences to prepare learners for the workplace
- How the concept of learning-integrated work can inform the design of formative assessments to enhance learner experience
- Is there a shift away from assessment *of* learning to assessment *for* learning, and how can this best be achieved as we look to enhance learner experience?
- What are some best practices for educators looking to embed industry practices in learning activities and assessments as we prepare learners for the future of work?
- Are we seeing a rise in micro credentialing as opposed to enrolments in university courses and what is the trend across undergraduate and postgraduate cohorts?
- As we move towards learning-integrated work, what are some best practices educators can take into account when trying to infuse social competencies as an outcome for learners?

Intended outcome. A robust discussion on how to design and adapt to create authentic assessments in enhancing teaching and student learning towards a learning-integrated work environment.

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The 3P approach: Critical reflections on delivering professional development for university staff developing Indigenous content in disciplinary curricula**Prof Susan Page¹**¹Western Sydney University, Parramatta, Australia**Background/context.** 'I can't breathe'. As the Black Lives Matter movement gathered global momentum these words became a familiar refrain; forever linked to the African American man whose life was extinguished by police on a city street in 2020. The Prime Minister expressed relief that such things did not happen in Australia. Few recall the same words uttered by an Aboriginal man in a police cell in Sydney as his life too was violently terminated, in 2015. Much of the truth of Indigenous history and colonialism, remains unknown and silenced in disciplinary curricula. Disciplinary 'ignorance' might be explained as a gap in knowledge or, as a more systematic unknowing designed to reproduce racial oppression. Following national strategic commitment Australian universities are increasingly seeking to ensure university students develop cultural capability through Indigenous content embedded in disciplinary curricula.**The initiative/practice.** I am an Aboriginal scholar who has been leading whole of university efforts to embed Indigenous Knowledges in the curriculum in two universities. I reflect on my experience guiding others to develop Indigenous curriculum and consider three key challenges of this work - persistence, persuasion and patience. These descriptors are used purposely because they can be characterised as challenges but can also be embodied as qualities and conducted as acts. I imagine how they might act to address ignorance, (re)animate silences and (re)fill absences.**Methods of evaluative data collection and analysis.** Critical race theory (Ladson-Billings, 1998) and De Certeau's (2005) notion of tactics and strategies are used to theorise about the skills that I deploy in working with academics who are often fearful and uncertain.**Evidence of outcomes and effectiveness.** I draw on a rich combination of quantitative measures of activities produced, and awards won as well as sharing stories of transformative learning and curriculum enhancement.**References.** de Certeau, M. (2005). *The practice of everyday life: "Making do": Uses and tactics*. In G. M. Spiegel (Ed.), *Practicing history: New directions in historical writing after the linguistic turn* (pp. 213–223). New York, NY: Routledge.Ladson-Billings, G. (1998), Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1): 7–24.

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Teaching the hidden curriculum to Aboriginal and Torres Strait Islander university students: Evaluation of an innovative unit**Mrs Ashah Tanoa¹**, Dr Bep Uink¹, Dr Rebecca Bennett¹¹*Kulbardi Aboriginal Centre Murdoch University, Murdoch, Australia*

Background/context. Higher education scholars have called for support to be embedded into curriculum to cater to non-traditional students (Kift & Nelson, 2005). Guided by this approach, we present an evaluation of an innovative undergraduate unit, that aims to build Aboriginal and Torres Strait Islander university students' ability to navigate university learning. The unit focuses on developing the skills within the 'hidden curriculum' of the university, which enables effective learning to take place.

The initiative/practice. The unit, which is co-ordinated by the university Aboriginal Education Centre, provides tailored learning experiences to individual students, through a curriculum informed professional coaching model. Instead of degree-specific content, the unit develops extra-curricular skills that support effective tertiary learning, such as help-seeking, self-reflection, and organisation, in a culturally safe space. Learning activities include regular one-to-one coaching sessions, mandated tutoring, goal setting activities, and connection with the university's support services.

Methods of evaluative data collection and analysis. Students (n = 31, across 3 iterations of the unit) completed a survey at the beginning of the unit and after completing the unit. Open-ended survey questions asked: "What do you like about the unit?"; "How can we improve the unit in the future": "Do you have any further comments about the unit?". Responses were assessed for common themes and suggested improvements.

Evidence of outcomes and effectiveness. Support from academic coaches was the most recurring theme. Support to stay on top of assignment deadlines, keep a positive attitude toward studying, and regular check-ins helped students remain enrolled in their other units and achieve high grades. Suggested improvements included more regular study skills workshops, regular contact hours, and tips for remaining motivated to study mid-semester. Findings will be discussed in the context of how embedded curriculum support can build Aboriginal and Torres Strait Islander student success.

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Supporting the development of Indigenous early career researchers**Dr Michelle Locke¹**, Prof Michelle Trudgett, Prof Susan Page¹Western Sydney University, Kingswood, Australia

In Australia, the early career research phase is considered crucial to establishing a research reputation with a view to building a sound research trajectory. Whilst there is a growing body of research into the support and development of early career researchers (ECRs) in Australia there exists a paucity in the literature pertaining specifically to Indigenous ECRs. This presentation provides insights from thirty Indigenous ECRs employed in twenty-two different institutions across Australia. The research engaged Indigenous standpoints related to the cultural interface and Indigenist research, with a view to shaping institutional responses to supporting Indigenous research career trajectories and further to recognise Indigenous Knowledges as integral to building global academies of teaching, learning and research. Findings from the first stage of a three-year longitudinal, qualitative study bring to light six self-identified factors crucial to the establishment and development of sound Indigenous research careers within the academy. While data from this study demonstrated that Indigenous ECRs were entrusted with both cultural and institutional roles and responsibilities, such as teaching and research, Indigenous ECR experiences also evidenced situations in which their research career trajectories were ill considered, ill supported and/or undermined by non-Indigenous academics and the institutions in which they were employed. Thus, despite having a responsibility to do so, universities are not adequately catering for Indigenous early career researchers at present. From this research we advocate that what is needed is a systematic approach where it is the responsibility of the faculties and senior executives to ensure appropriate mechanisms that align with Indigenous ways of knowing are in place.

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The rhetoric and reality of online student engagement in Australian universities: Implications for academics' professional development

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Background/Context. Globally, the COVID-19 pandemic led to a surge in online teaching and learning within the higher education sector. Simultaneously it heightened the sector's notion of online student engagement. While some studies associate online student engagement with quality university teaching and learning and the ubiquity of technology; the concept and its application have not been without criticisms. For instance, it has been argued that students are often left out of the engagement discourse; and that student engagement has become a buzzword that diminishes the real need for rigorous professional development teaching and learning academic staff. It is, therefore, crucial to explore these two particular criticisms further since they directly relate to the 'effective engagement' of students' online learning.

The initiative/practice. The current study draws on Social Learning Theory (SLT) to examine the rhetoric and reality of student engagement in Australian universities in an online learning environment. Inspired by behavioural and cognitive learning perspectives, SLT offers a practical setting for research and practice within online learning environments.

Methods of evaluative data collection and analysis. The study adopts an exploratory qualitative research approach. A total of 33 semi-structured interviews with academics and learning designers across four Australian universities were conducted between December 2021 and January 2022. The data was analysed using thematic analysis techniques.

Evidence of outcomes and effectiveness. The findings demonstrate at least three elements of student engagement-related rhetoric and realities within the online learning environment. First, there is a lack of clarity of student engagement at the policy level among the different universities. Second, there seems to be divergence among academic staff regarding what constitutes effective online student engagement. Third, there are limited continuing professional development opportunities on online learning platforms utilisation.

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Enhancing students' online engagement using innovative nudging interventions of critical learning resources

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Background/context. Positive online engagement, defined as regular commitment to online learning behaviours, is empirically linked to student satisfaction, success, and the quality of the student experience (Martin & Bolliger, 2018; Williamson et al., 2020). In contrast, student disengagement has been found to impact negatively on retention and academic achievement (You, 2016). Nudging has been employed in a range of fields to influence individual behaviour and decision-making (Thaler & Sunstein, 2008). However, only recently has nudging been employed within higher educational contexts as a pedagogical approach, particularly to enhance online engagement (Authors, 2021, 2022).

The initiative/practice. This presentation shares findings and insights from research undertaken over two years at an Australian regional university that sought to investigate whether a two-stage intervention process that promoted and nudged critical course resources within online learning contexts would improve student engagement. The nudge intervention consisted of a structured, staggered communication protocol targeted at low and non-engaged students.

Methods of evaluative data collection and analysis. Course learning analytics data (CLAD) were collected weekly at three different times: i) at time of promoting the critical resources to all students; ii) post-promotion and pre-nudge; and iii) 'post nudge'.

Evidence of outcomes and effectiveness. While early attempts of nudging evidenced mixed results, refinements to the nudge protocol and intervention evidenced an 18% average increase of engagement across all courses. Another significant outcome were insights on knowing who, how and when to nudge, as well as being aware of when a nudge could potentially be perceived as a 'nag'. These insights have contributed to the development of a 'nudge protocol'.

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Using the Professional Standards Framework (PSF) to support teaching, learning and leadership in higher ed

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Introduction. The Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF, Advance HE, 2020) was launched in 2006 and first updated in 2011. The framework has a global reach, with over 150,000 higher education staff having achieved Fellowship based on the framework, including over 5,000 in Australia and nearly 500 in New Zealand. This presentation will discuss the 2022 revision of the PSF that takes into account the current global higher education teaching context. The session will also discuss a recent development to create a global framework for higher education leadership, based on consultations and surveys conducted by Advance HE.

Aims. To discuss recent changes to the PSF and how these reflect the global and Australasian context. To discuss approaches to contextualising or adapting the framework to higher education in Australasia. To discuss the outcomes of a consultation on a leadership framework for higher education and its fit to Australasian institutions.

Methods. This showcase will describe the recent updates to the PSF and discuss the fit within Australasian higher education. It will also describe the developments to the leadership framework and seek feedback on this through structured discussion questions.

Results. The full frameworks will be made available on the Advance HE website.

Discussion. Advance HE works with over 25 member institutions in Australia and New Zealand. Guidance has been developed by staff in Australasia to support those applying for Fellowship in an Australian and New Zealand context (Advance HE, 2020a). The recent update to the PSF embraces changes to the context of higher education teaching and learning in the last ten years. The development of a separate leadership framework is built on consultations with global higher education staff conducted in 2021 and a separate survey currently in development.

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Examining integration of communications training into climate change education in Australian universities: An online database mapping

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Background/context. Training students in climate change communication can help them to communicate across boundaries of culture, discipline and industry, and helps to position them as future leaders, decision- and policymakers (Annan-Diab & Molinari, 2017). This is particularly true in higher education (Leal-Filho & Hemstock, 2019). However, it is unclear to what extent communications training is currently being integrated into climate change curricula in universities.

The initiative/practice. This research project aimed to investigate the number of climate change education units currently being offered by Australian universities, and the number of these units that appear to integrate communications training in their curriculum or syllabus. The purpose of this research is to provide a broad foundation which can be expanded upon with further mixed-methods research.

Methods of evaluative data collection and analysis. The research project involved a mapping exercise of publicly available online unit listings from 40 Australian universities. Units were examined through several inclusion/exclusion criteria to determine if they could be categorised as climate change education units. For each of these units, it was noted whether any explicit mention of communication was made in its title, syllabus or learning outcomes.

Evidence of outcomes and effectiveness. A total of 2361 units were recorded. Of these, only 39 (1.6%) mentioned communication. Most of these units were offered in HASS disciplines and in environmental science, with very low representation in other disciplines such as engineering, business and law. These results suggest a very low level of integration of communications training in university climate change curricula. Future research should focus on the reasons for this lack of integration, exploring educator perspectives and experiences to establish effective approaches to integration of interdisciplinary topics for more effective climate change education.

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Improving students' learning of mathematical problem solving

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Background/context. We wished to discourage rote-learning solutions in a second-year mathematics course, and improve students' authentic mathematical problem solving (MPS) skills. Schoenfeld (1992) identifies five skill sets required for MPS: mathematical skills, heuristics, metacognition, beliefs and practice. University mathematics teaching is typically dominated by mathematical skills: the remaining skill sets are usually covered implicitly, despite the acknowledged value of MPS to students (Lesh & Zawojewski, 2007). Since the 1980s, research on strategies for teaching MPS reveals no "silver bullet" for teaching these remaining skill sets (Sweller et al., 2011).

The initiative/practice. At the start of the course, we advised students that exam questions would not mirror tutorial problems. We introduced a method whereby students explicitly annotated relevant heuristics and metacognitive steps in their solutions, and introduced assessments that focused on the demonstration of these skills.

Methods of evaluative data collection and analysis. We evaluated the qualitative impact of these changes on students' attempts to solve exam problems, and on the sheet of notes they could bring into the exam.

Evidence of outcomes and effectiveness. We observed a reduction in the use of rote-learned approaches, and improved capacity for setting up appropriate models. Interestingly, students still struggled to solve these models. Students were more likely to recognise when their approaches were not working, and change them: a hallmark of expert problem-solving.

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Redesigning an introductory equine science course using developmental evaluation**Mr Suresh Krishnasamy¹**, Dr Rebeka Zsoldos¹¹*The University of Queensland, Gatton, Australia*

Background/context. COVID-19's impact on course delivery in higher education has led university course coordinators to quickly adapt to deliver blended courses (Fuller, 2021). Blended learning has been found to be associated with higher student satisfaction, engagement, and performance (Fisher, 2018) and has thus purported to be a continued delivery mode post-COVID. While blended courses have been developed and the effects are extensively investigated, a dearth of studies evaluating the transformation of Equine blended courses in higher education exists. The current study aims to fill these gaps by transforming and evaluating a blended equine course over the span of three years.

The initiative/practice. Adopting a developmental evaluation approach, equine science courses were transformed in a stepwise manner starting with an introductory first year course. The initial transformation focused on lectures, course structure and assessments with the evaluations focusing on student satisfaction. For subsequent iterations, transformations incorporated feedback from students during the initial iteration. These included adjustments made to tutorial sessions as well as assessment structure and associated rubrics.

Methods of evaluative data collection and analysis. For each iteration of the study, student satisfaction and performance data were collected. Student satisfaction data was collected through a student satisfaction survey and course evaluations. Student performance data was analysed from aggregate data available within the school. with independent sample *t*-tests and chi-square analysis were used to perform inter-cohort comparisons.

Evidence of outcomes and effectiveness. Results showed a significant increase for course design, structure, videos, assessments, feedback, and perception of learning. This was corroborated by chi-squared analysis of data from student course evaluations. Student grades were consistent across the different iterations with no significant difference found despite the increasing challenging nature of the assessments. These findings support the continued delivery of the introductory equine course through this mode and provides a framework for other equine and animal science courses.

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Job ready graduates package: The difficulty in identifying 'genuine students'**Mr Neil Van Der Ploeg¹**, Dr Kelly Linden¹, Mr Ben Hicks¹¹*Charles Sturt University, Albury, Australia*

Background. The Federal Government has passed the job ready graduates package (JRGP) that will require universities to ensure only 'genuine students' are granted Commonwealth financial assistance from 2022. According to the JRGP, universities are to consider a number of factors in this decision, which include among others: whether students have completed assessment items and if a student studying online has logged onto the course at census date (Department of Employment, Skills and Education, 2021).

The initiative. To investigate if non-submission of assessments can be accurately used to identify non 'genuine students' in the pre census period.

Methods of evaluative data collection and analysis. Using university data from 2021, students who did not submit a pre census assessment item were retrospectively identified from 73 first year subjects across all Faculties. The eventual student grades of these students were analysed for evidence of academic success. Statistical analysis was used to determine if there was any demographic difference between groups of students judged as 'genuine' and 'non genuine'.

Evidence of outcomes and effectiveness. There were 861 domestic undergraduate students who did not submit the pre census assessment item. Of these students, 331 (39%) went on to pass the subject. There was no straight forward difference in demographic characteristics between genuine and non genuine groups. This study provides evidence that accurately predicting student success early in the session is very difficult, especially with the necessary constraints on usable data sources to avoid demographic prejudice. Although students from disadvantaged backgrounds were not unfairly selected, many students who appeared non genuine were on track for some academic success. If universities are to make highly consequential judgements on who is allowed to have a Commonwealth Supported Place, as recommended by the JRGP, there needs to be more research, planning and discussion on how exactly this should be done.

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The role of the 'Creativity, Innovation and Enterprising' education series in developing an entrepreneurial university

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Background/context. Australian Universities are facing increasing pressures to generate income and impact with industry. This can be seen through changes in the Federal Government funding to enhance engagement with universities and industry (Zhou, 2021). In response, many universities are shifting towards developing an Entrepreneurial University (EU), where universities work closer with industry and contribute to economic and societal goals. Prior research highlights benefits of training academic staff to become more entrepreneurial in developing EU (Cerver et al., 2020). Current EU literature, however, typically does not describe training programs for some of the most critical gatekeepers within a university system that shapes the development of an EU culture: University staff leaders and administrators.

The initiative/practice. The Creativity, Innovation and Enterprising (CIE) education series, created in 2019, is a program targeted towards professional staff leaders and administrators. It provides seven professional development workshops that offer authentic entrepreneurial tools, including *design thinking*, *business model canvas* and *agile*.

Methods of evaluative data collection and analysis. This study offers insights into the CIE participants ability to apply the learned tools in work-related activities through job crafting and shifts in their entrepreneurial learning and mindset. In this research we used a mixed method including survey data (n= 50) and interviews with participants (n=15). The qualitative study, using narrative analysis, enables us to create deeper insights into work activities and any barriers or catalysts in this process. The questions also related to the program, aspirations, readiness to use tools, and changes to participant creativity, problem solving and critical thinking: key aspects of entrepreneurial mindset.

Evidence of outcomes and effectiveness. In 2020, survey results from CIE participants illustrate greater confidence in the topics presented in the program post intervention with over 96% being confident or very confident. Interview data also highlight changes to solving problems and thinking differently: "We're tackling problems in a different way and thinking more out of the box." In an institution-wide presentation, on the 22nd of November 2021, the Vice Chancellor recommended the training as "one which is of great benefit to professional staff members".

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Creating an institution wide system that promotes and oversees a culture of quality education

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Background/context. Quality is valued by all stakeholders. Quality in a higher education context does not have a simple definition but rather is multi-faceted and underpinned by a philosophy that values students, educators, and continuous improvement (Mizikaci 2006). The regulator requires providers to monitor quality (HESF 2021, 5.3). The challenge for institutions is to create a system to oversee quality that does not oversimplify quality and hence reduce to just an unwelcome hurdle.

The initiative/practice. At the authors' institution, the previous monitoring system was not effective. A new IT system and associated process was built to remedy the situation. The system was infused with the following ideals – collegiality (drawing from both academic and professional staff); integrated (to other systems and processes); data rich; yet holistic (encouraging more than just the standard data). There is a focus on a growth mindset that celebrates successes and encourages improvements rather than be punitive for inferior metric values. Training emphasises not just how to use the system but attempts to build a culture of quality.

Methods of evaluative data collection and analysis. The new system was evaluated quantitatively by comparing the engagement (completion and timing) with the old system. Qualitatively, the new system was evaluated by feedback solicited from users.

Evidence of outcomes and effectiveness. The old system had 60% of subjects where the moderation and reflection processes were completed by the teaching team and assessment committee while the new system raised engagement to 91% with timelier responses. Feedback on the system was very positive. For example, one component that made it effective was the embedded data that created insights for both teaching teams and committees overseeing the process. Another key success were the action items, which allowed staff to easily seek support from non-academic parts of the institution on issues identified in the subject. The items persisted for progress tracking as well as documenting continuous improvement.

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Immersive teaching delivery: A pilot year in the Southern Cross model**Dr Elizabeth Goode¹, Prof Thomas Roche¹, Prof Erica Wilson¹**¹*Southern Cross University, Lismore, Australia*

Background/context. Student achievement and success has been enhanced in Australia and internationally by ‘immersive’ or ‘block’ models where students study fewer concurrent units over shorter periods of time than traditional semesters (Loton et al., 2020; Turner et al., 2021). Building on these successes, a major curriculum reform is underway at a regional Australian university. This whole-of-institution transformation involves the implementation of an entirely new teaching approach, combining immersive learning with a distinctive form of active learning pedagogy.

The initiative/practice. This new delivery model divides the calendar into six, 6-week teaching Terms. Students complete a maximum of two units per Term, and typically enrol in four consecutive Terms. Units have been redesigned to achieve: 1) focused learning with fewer competing demands; 2) active learning to build student engagement; and 3) guided learning to foster learner agency and community.

Methods of evaluative data collection and analysis. Student success rates, satisfaction, and grade distributions were compared across a suite of Pathways, Diploma and Bachelor units offered in both a traditional format (2019), and in the model’s pilot year (2021). Trends were analysed for statistical significance. Focus groups were conducted to explore students’ experiences in the new model.

Evidence of outcomes and effectiveness. The pilot year data indicate that the new model has significantly improved success rates across all levels of study while enhancing confidence and engagement. These findings evidence the efficacy of immersive, active learning, contributing both to research on innovative approaches to higher education pedagogy and student achievement literature.

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Engaging Chinese business students: Magic wand or floating clouds?**Dr Jinqi Xu¹**¹*University of Sydney, Sydney, Australia*

Background/context. Trowler (2010) strongly endorses engagement as a means of supporting student learning. However, how academics engage international students with their diverse social and academic needs has been a growing concern and that is largely ignored or misunderstood by institutions.

The initiative/practice. By drawing upon practice-based theory, that is consistent with a process or relational ontology (Langley and Tsoukas, 2012) and is compatible with a Daoist view of Change (变) changing (变化), inseparability, indeterminacy and the unification of nature and human beings (Jullien 2009), I take up Krause’s (2005 cited in Trowler, 2010) concerns, by examining dimensions of the student experience of three Chinese first year students and their engagement in the Business faculty of one Australian university.

Methods of evaluative data collection and analysis. This paper is supported by preliminary empirical evidence in an in-depth ethnographic analysis of student’s responses to targeted teacher’s feedback practices. The methods attend to the lived experience of participants such as observation, interviews and discussion groups, while documents, and artifacts were also collected (Yanow, 2006; Lambert et al. 2011).

Evidence of outcomes and effectiveness. I suggest first, a move to the notion of engaging as an active metaphor denoting an ongoing practice, entangled and inseparable from learning and change. Second, a re-viewing of what is entailed in student engagement by moving to a post-cartesian paradigm or ontology emphasising practice, multiplicity and difference. Third, moving towards the multiple perspectives that may reduce the challenges for students and teachers. I draw attention to the complexity of the learning experience for Chinese business students highlighting the inseparability of multiple, entangled domains: the social, cultural, economic and educational. The paper concludes that engagement is no magic wand that a move to the notion of engaging is crucial as current paradigms produce diminished views of student engaging with implications for pedagogy.

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Moving fully online in response to the COVID-19 pandemic: The good, the bad, and the better**Dr Sanaz Alian¹, Assoc Prof Mitchell Parkes¹, Prof Steven Warburton¹**¹University of New England, Armidale, Australia

Background/context. While the COVID-19 pandemic has caused numerous economic, health and wellbeing issues, it has also caused significant disruption across the education sector. Universities were prompted, or forced, to transition from face-to-face teaching to fully online teaching practices in a short period of time; with many being unprepared to do so (Jung et al., 2021; Metcalfe, 2021). This presentation explores the experience of the University of New England (UNE) in transitioning its learning, teaching and assessment to fully online. In contrast to other institutions either having to shut down their learning and teaching activities or resorting to restricted forms of operations (Naidu, 2021), the experience of educators at UNE wasn't all bad. Against this backdrop, the presentation reflects how learning, teaching and assessment practices at UNE were modified in response to the COVID-19 pandemic. Adopting an optimistic stance, the presentation describes the challenges, opportunities, and the positive lessons learned, celebrating multiple successes.

The initiative/practice. From the beginning of the COVID-19 pandemic, UNE has continued its learning, teaching and assessment practices, although numerous adjustments have been necessary. Courses that were previously offered via mixed modes (online and on-campus) were transitioned to being fully online. On-campus activities such as practicals, laboratory demonstrations, and intensive schools were revised and re-imagined for fully online delivery.

Methods of evaluative data collection and analysis. Semi-structured, conversational-style interviews were conducted with 18 academic staff at UNE about their experiences of transitioning to fully online delivery. These interviews were recorded, transcribed, coded and subjected to thematic analysis to capture key ideas and emergent themes.

Evidence of outcomes and effectiveness. Thematic analysis of interview data identified that despite the challenges, a range of positive experiences, practices and attitudes emerged from the transition to fully online delivery.

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A tool for naming and claiming creativity in the technological age of higher education**Ms Danni McCarthy¹, Dr Lauren Hansen¹**¹Deakin University, Burwood, Australia**Format of the roundtable.** Work in progress

Context/background. In the rush to implement the *science* of education - technological optimisation, automation, and integration - wherefore *art* thou human creativity? According to new materialisms, to exist and interact as humans and non-humans, is to be creative (Grosz, 2012). Thus, teaching in higher education is, and always has been, creative. The facilitators' experiences supporting a variety of academics suggest that very few have a solid understanding of the role of creativity in their practice. Implicit theories of creativity are personally and socially constructed and provide cultural or discipline-specific meaning (Pavlović & Maksić, 2019; Sternberg, 1985). However, these theories are rarely acknowledged or articulated despite significantly driving behaviour (Pavlović & Maksić, 2019). Reflecting on and considering personal theories of creativity makes them explicit and enhances individual and collaborative practices. As the spectre of technology in higher education looms large, it is imperative that institutions create teaching and learning communities that foster the human, creative elements of teaching practice. However, it is not for academic developers to teach academics how to be creative but to provide them with practical tools to name and claim their individual and innate creativity for themselves.

Point for debate/focus of the work-in-progress/topic for discussion. Using a *tell-show-do-review* approach, this session will invite participants to road-test a tool based on Rhodes' (1961) 4P model of creativity that aims to identify their personal theory of creativity, how this may differ from others and be articulated in collaborative work. Participants will work with, and take home, a tool designed to provoke reflection, discussion and social learning.

Intended outcome. Participants will provide valuable feedback on its efficacy by engaging with the tool during the session. In addition, the discussions will provide valuable feedback on the facilitators' early conceptualisation of creativity in teaching practice, informing the tool's development and their broader body of work on creativity in academic development.

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Rethinking inherent requirements**Assoc Prof Tim Corcoran¹, Dr Ben Whitburn¹**¹*School of Education, Deakin University, Burwood, Australia***Format of the roundtable.** Work-in-progress.

Context/background. In Australia it is less likely for people living with disability to successfully navigate school qualification and education to work transitions. In 2020, the Australian Institute of Health and Welfare reported 34% of people aged over 20 and living with disability did not complete Year 12 compared to 66% of people over 20 reporting no disability. Similarly, the 2019 Graduate Outcomes Survey reported that 66.6% of graduates living with disability had been employed fulltime. This compares to 72.6% of graduates reporting no disability engaged in fulltime employment.

Focus of the work-in-progress. Inherent requirement statements outline entry and performative stipulations for degree level courses. Their status however remains unclear and vary significantly across tertiary programming in Australia.

Explicit understanding and consistent application of inherent requirements should ensure institutional commitments to inclusive practice are met, such as legally mandated obligations regarding the provision of reasonable adjustments to students with disabilities or related conditions. The roundtable facilitators are presently undertaking survey-based research involving academic and professional staff and enrolled students to inform the development of inherent requirements policy in higher education practice-based degrees (teaching, nursing and law). Unique to this work in progress is the application of critical disability theory. Following a brief review of the research, discussion is invited on two important questions. First, whether understanding disability in higher education is presently limited by medically informed and deficit-based perspectives? Second, how challenging existing perceptions of what is considered inherent regarding student performance and disability could progress higher education equity and inclusion strategies?

Intended outcome. The roundtable aims to extend discussion regarding higher education inclusive practice beyond medically informed disability knowledge. Explicating how inherent requirements are understood and applied across the lifespan has the potential to improve and sustain teaching and learning success.

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Online student-led seminars in a graduate teaching assistant (GTA) programme: Affective or transformative learning?**Ms Li Yin Lim¹, Mr Alvin Tay¹**¹*Nanyang Technological University, Singapore, Singapore***Format of the roundtable.** Work-in-Progress

Context/background. Student-led seminars are operationalisations of student-centred, active learning approaches. In the Graduate Teaching Assistant (GTA) programme at the Nanyang Technological University (NTU) of Singapore, we have adopted the online student-led seminar in a module concerning the 'Future of Learning'. To encourage Teaching Assistants (TAs) to critically reflect on teaching practices, they are given the power (Rowley et al., 2017) to generate and address questions with peers (McMullen, 2014). While peer-led discussions are helpful in clarifying understanding and generating diverse views, students are more likely to report affective rather than cognitive benefits (Worth, 2013). This raises questions regarding the extent to which student-led seminars encourage critical reflection, crucial to transforming 'meaning perspectives' (Mezirow, 1991). Furthermore, although it is widely acknowledged that power dynamics of physical learning spaces impact learning (Worth, 2013), it is less clear how online student-led seminars shape learning.

Topic for discussion. Since we want to develop TAs as critically reflective teachers, we have analysed students' post-seminar reflections through the humanistic lens where the goal of learning is to question assumptions (Rogers, 1969). We share our analysis and discuss how critical reflection may be promoted in online student-led seminars.

Intended outcome. To gain fresh perspectives on how to promote critical reflection through the design of the online student-led seminar, as well as input on a proposed research study examining the online student-led seminar.

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Reimagining internationalisation, in the context of COVID, to develop global citizens**Dr Pranit Anand¹**, Dr Meili Dong¹, **Ms Amita Karitloher¹**, Dr Debbie Leung¹, Mr Byron Lui¹¹Queensland University of Technology, Coomera, Australia

Introduction. COVID-19 highlighted the significance of international education for the Australian higher education. However, most discussions focused on loss of income from international students.

Format of the round table. The members of the SIG on International Education will adapt a 'Birds of a Feather' format to facilitate discussion and elicit ideas about enriching student experience with or without international students.

Topics for discussion. What does internationalisation mean? How do we cultivate diverse international experiences in a re-defined student mobility model? How can educators leverage the diversity in the local communities to train future ready graduates? How can the curriculum foster an internationalised learning experience?

Context/background. International education provides students with the opportunity to engage with diverse languages, cultures and ideologies (Leask, 2020). These experiences develop relevant knowledge and skills, but significantly attitudes for 21st Century work (OECD, 2018). Many educators struggled with this (Clifford & Montgomery, 2014), even when they were fortunate to have international students in their classrooms. As a result of COVID we expect fewer international students on our campuses. Thus, with this re-defined student mobilities as 'new normal' it is important to refocus attention to the significance of 'leveraging diversity in local communities to develop students' intercultural and global awareness" (Leask, 2020, p. 1389) and to prepare them more holistically.

Intended outcome. Through robust discussion, attendees will contribute towards a shared understanding and strategies to embed meaningful internationalisation strategies. They would be able to take these ideas and apply them within their own settings.

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What does it mean to genuinely care for students with carer responsibilities?**Dr Jacqueline Mackaway¹**, **Dr Charlotte Overgaard¹**¹Macquarie University, North Ryde, Australia

Format of the roundtable. Face to face.

Context/background. As Australia struggled to combat COVID-19, students in our virtual classrooms were struggling to juggle their responsibilities. Unprecedented numbers contacted us, their lecturers, to ask for our understanding and flexibility. Many emails came from female students who were balancing studies with caring responsibilities, factors difficult to reconcile even under 'normal' circumstances. A student survey provided further insights into their experiences and the measures we took that they found helpful, such as flexibility with assessment deadlines (de-identified authors, 2022). Our students characterized our acts as 'kindness', namely, we cared about and for them (de-identified authors, 2022). COVID-19 has made it impossible to ignore human interdependence, and has somewhat normalised it (de-identified authors, 2022). To link dependency and responses to, we have deployed the idea of mutual obligation between carers and the wider community, a notion that Kittay (2001) has termed 'doulia'. She argues that the beneficiaries of that care, the wider community with all its institutions, have an obligation to reciprocate the carer. We argue that as teaching staff, we must find ways to persist with kindness so we do not return to pre-pandemic teaching practices that we know failed some students (Andrewartha & Harvey, 2021).

Point for debate/focus of the work-in-progress/topic for discussion. Point for debate roundtable.

Intended outcome. We want to discuss: is differentiated treatment of students by teachers fair; does flexibility fail to prepare students for the workforce; will teachers be met with increasing demands, making their jobs more difficult, and hence not mutually beneficial. More fundamentally, is it reasonable to place the responsibility to enact doulia on teaching staff? Clearly, institutional structures and discourses impact on teachers' ability to enact kindness and it might be difficult to care for the carers if staff are not sufficiently supported by their institution. In exploring these questions, we chase a vision for a better future where care is at the centre of the student experience.

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Flipping Blooms in a COVID era: Co-creating with mobile mixed reality for authentic learning experiences**Mr Todd Stretton¹**¹University of Melbourne, Melbourne, Australia**Format of the roundtable.** Work-in-progress.**Context/background.** COVID has required educators to rethink pedagogical approaches, especially when access to on-campus, work-integrated, and therefore authentic learning experiences are limited.

The integration of mobile mixed reality (mMR) has been found to simultaneously develop procedural knowledge, critical thinking skills, interprofessional communication and teamwork in education (Adib-Hajbaghery & Sharifi, 2017; Liaw et al, 2021; Stretton et al, 2018).

“Flipping” the Bloom’s taxonomy encourages students to start by co-creating rather than building from concrete knowledge. The integration of mMR scenarios in co-creation enable students to evaluate and analyse their learning, thereby developing key themes and principles in context. Students then apply those principles and subsequently developing their understanding within an authentic learning experience.

Point for debate/focus of the work-in-progress/topic for discussion. Flipping Blooms to co-create using mobile mixed reality in a COVID Era.**Intended outcome.** It is intended that those with an affinity to mixed reality, co-creation and/ or social constructivism will actively discuss the integration to higher education, while simultaneously providing insights contributing to the author’s current PhD topic.**References.** Adib-Hajbaghery, M., & Sharifi, N. (2017). Effect of simulation training on the development of nurses and nursing students' critical thinking: A systematic literature review. *Nurse Education Today*, 50, 17-24. <https://doi.org/10.1016/j.nedt.2016.12.011>.Liaw, S. Y., Choo, T., Wu, L. T., Lim, W. S., Choo, H., Lim, S. M., Ringsted, C., Wong, L. F., Ooi, S. L., & Lau, T. C. (2021). “Wow, woo, win”: Healthcare students’ and facilitators’ experiences of interprofessional simulation in three-dimensional virtual world: A qualitative evaluation study. *Nurse Education Today*, 105, Article 105018. <https://doi.org/10.1016/j.nedt.2021.105018>.Stretton, T., Cochrane, T., & Narayan, V. (2018). Exploring Mobile Mixed Reality in Healthcare Higher Education: A Systematic Review. *Research in Learning Technology*, 26. <https://doi.org/10.25304/rlt.v26.21301>.

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Video killed the lecturing star**Assoc Prof Kerry Russo¹**¹James Cook University, Townsville, Australia**Format of the roundtable.** Point of Debate.**Context/background.** The COVID pivot to online and remote learning has changed higher education forever. Opportunities have been created to embed learning technologies in our educational practice. Prior to COVID, our lecture theatres were empty as student began replacing attendance with the lecture podcast. We are now on the precipice of resuming lectures or transitioning to active learning. In this time of great uncertainty one thing is certain, education must keep pace with disruption and change. “As the global, digital and societal upheavals we are experiencing continue, the lecture as the staple approach to University teaching should probably start to go the way of the once ubiquitous handwritten overhead transparency” (Devlin, 2020, p. 11). Research suggests video improves motivation, self-direction and enables the student to manage their cognitive load. Furthermore, video engages students by situating the learning within the students’ control to pause, rewind and fast forward (Noetel et al., 2021). Noetel et al. (2021) systematic review of video on learning in higher education, revealed improved learning outcomes with video and active learning strategies compared to lecture-based instruction. So why is the question of returning to lectures being asked?**Point for debate/focus of the work-in-progress/topic for discussion.** It is the great debate of Instructivists vs Constructivists. Numerous authors have pronounced the death of the lecture (Duncan, 2010; Sharma, 2013). But is there still a place for lectures?**Intended outcome.** To challenge the assumption that the lecture is superior to blended, active, hybrid learning modes.**References.** Please use APA7; guidelines [here](#).Devlin, M. (2020). Policy perspectives. *HERDSA Connect*, 42(1), 11.Duncan, F. (2010). The Lecture is Dead Long Live the e-Lecture. *Electronic Journal of E-Learning*, 8(2), 93.Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2021). Video Improves Learning in Higher Education: A Systematic Review. *Review of Educational Research*, 91(2), 204-236. doi:10.3102/0034654321990713Sharma, N. (2013). Medical school lectures - as dead as the dodo. *Medical Teacher*, 35(5), 423-424. doi:10.3109/0142159X.2012.753431

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A (not so) sticky situation: The future of university campuses in a post-COVID context**Dr Naomi Berman¹**¹University of Tokyo, Tokyo, Japan**Format of the roundtable.** Point for Debate

Context/background. Prior to the pandemic trends in innovative campus design were redefining universities as learning environments. The concept of a Sticky Campus started to gain in popularity. Guided by recognition that students' social experience is an integral part of their learning experience, a Sticky Campus incorporates hybrid spaces where students can retreat, 'unplug', and share experiences. With the arrival of COVID-19 attention was diverted to greater investment in resources and digital infrastructure to support the shift to online learning. Before long, however, research emerged on the impact of the pandemic on student wellbeing (Elmer et al., 2020). Although these studies acknowledge the importance of social interaction, the contribution of university campuses as a 'place' for students' interaction is a taken-for-granted attribute, and as such is mostly overlooked as an area for potential improvement.

Point for debate. In response to suggestions that the pandemic may have brought forward the ceasing of on-campus lectures, a process that was already underway in many universities (Kinash et al., 2021), the role of campuses in providing meaningful social spaces for students must be a primary consideration. Rather than a focus on sustainable digital development, the Sticky Campus should be a key part of post-pandemic higher education imaginaries.

Intended outcome. This roundtable seeks to advance future collaborative research opportunities, including some well-framed research questions, regarding the impact of the pandemic on student experience and the importance of campus spaces in contemporary and future higher education settings.

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What does blended/flexible/fluid teaching mean for learning design teams in COVID normal times?**Dr Puvaneswari P Arumugam¹, Dr Mahen Jayawardena¹, Dr Sharon Pittaway**¹Deakin University, Burwood East, Australia**Format of the roundtable.** Birds of a feather

Context/background. The 2021 JISC report (Emerge Education and JISC, 2021) stated that the future of higher education is blended, and that higher education should scale up blended teaching and learning by offering flexible, blended and fluid delivery. What this means for those teaching in Australian universities is still being determined as there is little consensus on what 'flexible', 'blended' and 'fluid' delivery means. Despite this, many universities have committed to providing blended or fluid offerings through building them into their teaching and learning plans. Now, in 2022, we are entering a period of 'COVID-normal' where students are able (although not always willing) to return to campus, and this has provided another opportunity to consider teaching and learning – away from emergency remote teaching (Hodges, Moore, Lockee, Trust, & Bond, 2020) to more blended ways of teaching. With the decision made by many universities, to push for blended delivery as the main form of teaching, we are keen to explore whether learning design teams feel equipped to effectively support the development and delivery of blended/fluid/flexible teaching units/programs.

Topic for discussion. What does blended or flexible teaching mean for Learning Design teams?

Intended outcome. In this roundtable discussion, we seek to gain clarity around what a more blended or flexible approach means in 'COVID normal' times for the work of learning design and academic development teams and what skills, knowledge, attributes, and wider university support learning designers require to undertake this work.

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Expanding conceptions of professional development to transform higher education teaching and learning practice**Prof Margaret Jollands¹**, Prof Leva Stupans¹, Prof Brendan O'Connell¹¹RMIT University, Melbourne, Australia

Format of the roundtable. This round table will discuss how a broader conception of professional development could help motivate passive academic staff to become active learners in their roles as university teachers.

Context/background. Changing teaching staff instructional practices has challenged university leadership for many years and has promoted their establishment of academic development units which largely focus on formal professional development activities. While some progress has been made, the hoped-for transformation in professional disciplines, for example, STEM, has largely failed (Stains et al, 2018).

Point for debate/focus of the work-in-progress/topic for discussion. A more holistic and integrated approach to professional development that reflects the professional disciplines context and that fosters various forms of informal learning could motivate passive academic staff to become more active learners in their roles as teachers. Capability frameworks can model the complexity of professional work (Lester, 2014) and have potential to improve the relevance and impact of PD on teaching and learning practices.

Intended outcome. To explore the potential roles in motivating academic staff in teaching roles to become more active learners through:

- broadening the definition of PD to include formal and informal learning in profession-related contexts
- developing approaches to PD that are more holistic and integrated with their professional and personal goals
- use of capability frameworks analogous to professional discipline competency standards to drive relevant PD

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Publisher Name.

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Visualisations of student evaluation of teaching survey results to engage educators**Dr Melinda Laundon¹**, Dr Sam Cunningham¹, Prof Abby Cathcart¹, Prof Wageeh Boles¹¹Queensland University of Technology, Brisbane, Australia

Format of the roundtable. Work in Progress

Context/background. Student Evaluation of Teaching (SET) surveys are widely used and have the potential to offer valuable insights into student perceptions of teaching and subjects when used in conjunction with other sources of teaching evaluation data (Spooren et al. 2017). These surveys often consist of quantitative questions on a Likert scale, and qualitative open-ended questions (Marsh et al. 2011). There are some recognised deficiencies in the way that this data is analysed and reported to educators and managers. For example, there is usually limited analysis performed of the qualitative free text data (Kitto, Williams and Alderman 2019).

Point for debate/focus of the work-in-progress/topic for discussion. This work will show some options for visualisations and summaries of both qualitative and quantitative evaluation data designed to assist educators to interpret evaluation data. These summaries and visualisations will be the topic of discussion and feedback from roundtable participants.

Intended outcome. This roundtable aims to identify options for improving visualisations of student evaluation of teaching data to provide insights to help educators make informed decisions about possible teaching and subject improvements.

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Education focussed academic roles and the scholarship of teaching and learning**Prof Louise Lutze-Mann**¹*University of New South Wales, Sydney, Australia*

Introduction. Education Focussed (EF) academic roles have now been introduced at the majority of universities in Australia. As this new type of academic role develops, what is the nature of the relationship between EF academic roles and the scholarship of teaching and learning? To what extent should Education Focussed academics be expected to engage with SoTL? If so, why and in what ways?

Roundtable Format. This roundtable will explore these key questions from the perspectives and experiences of academics across a range of institutions. The *Point for Debate* format of this roundtable will provide an opportunity for delegates to engage in a robust debate about this issue and identify ways to broaden the discussion to academic staff across Australia and New Zealand.

Context: Education focussed (EF) academic roles have grown rapidly in Australia's higher education sector over the last 10 years. Data from the Department of Education shows that while EF roles (also known as teaching-only, teaching-intensive, scholarly teaching fellow; as distinct from casual/sessional teaching academics) comprised less than 10% of the academic workforce, they are the fastest growing academic group in the sector. This growth rate suggests that the role may represent a new career path for academic staff, and its widespread introduction may have impacts on academic identity, academic work, and the practice of teaching and learning in universities across Australia.

Many of these education focussed staff have transferred from traditional teaching and research roles where they conducted discipline-based research and have had little, if any, exposure to SoTL. Should they become consumers only of SoTL or should they also be producers? If the latter, how should they be supported in this transition? Should the production of scholarly outputs be an expectation of this role or would contributions to the educational landscape within an institution suffice?

Intended outcome: The roundtable will serve as the start of a discussion around the nature of the relationship between EF academic roles and SoTL. We hope that it will also provide the basis for collaboration on this topic across the sector.

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Designing and implementing continuous professional programs during the pandemic era: Transforming academic practices**Prof Beena Giridharan**¹*Curtin University, Miri, Malaysia*

Background/context. Best practice is illustrated through the achievement of effective learning and teaching and when academics demonstrate a sound understanding and up-to-date knowledge of their subject, pedagogies and/or professional practice, and apply this to a variety of appropriately-designed learning and teaching activities. Continuous Professional Development (CPD) is perceived to be integral for the advancement of academic careers, enhancing the quality of learning and teaching and for the development of scholarship of learning and teaching in academics. Although formalised CPD programs, structures and activities have not been fully embedded within the academic career trajectories in many higher education institutions, there are exemplars of a number of extant frameworks that do support higher education institutions and faculties in fulfilling the expectations to complete mandated professional development.

The initiative/practice. This presentation will highlight ongoing efforts by specialist staff in the design and delivery of continuous professional development in a higher education institution during the pandemic period, including the establishment of a community of practice for blended and online learning that aided in supporting academics throughout a challenging and disruptive pandemic era.

Methods of evaluative data collection and analysis. Applying a Gibbs's Reflective Cycle (Gibbs, 1988), for the analysis and review of the design and implementation of the CPD programs, and through reflective practice, an attempt was made to learn and gain new perceptions of the training activities with participants. The reflective cycle method is believed to encourage the personal and professional development of qualified and independent professionals, and in the process inspire both personal and professional development (Jasper, 2013). The data collection tools included gathering feedback from CPD and Community of practice (CoP) forums, workshops and webinars conducted for academics, where participants shared their knowledge and experiences, and through feedback questionnaires (n=53).

Evidence of outcomes and effectiveness. While critically evaluating CPD experiences, we need to apply awareness and sensitivity to the needs of the academics. Through an evaluative process there are opportunities to envision individual pedagogic scholarship and advancement of academics, while considering opportunities for broader and more inclusive programs.

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Lend your ears to 'Tales of Teaching Online' – podcasting as a way of sharing innovation and building engagement**Assoc Prof Chie Adachi¹, Dr Jo Elliott**¹Deakin University, Abbotsford, Australia

Background/context. Podcasting is now well understood as one of the most popular medium for consuming diverse content online (McHugh 2016). A 2021 report reveals there are over 2,000,000 podcasts globally with more than 48 million episodes, which is an exponential growth from the 2018 data of over 550,000 podcasts (Winn 2021). In debating its application and effectiveness for teaching and learning within higher education sector (cf. Fox et al. 2021), this paper explores the use of podcast as a way of showcasing online teaching practices and building a community for engagement.

The initiative/practice. In the wake of COVID-19 pandemic in June 2020, the Tales of Teaching Online podcast was launched by the University's central T&L unit, Digital Learning team as teaching teams made the rapid shift to the Emergency Remote Teaching. The aims of this podcast were three-fold: i) to openly share and celebrate the stories of transition to teaching online, what teachers were learning along the way, and what they are doing to improve their practice; ii) to create a space for discourse and invite teachers and researchers to be simultaneously reflective and reflexive on their experiences and expertise, and finally; iii) to build a professional community in connecting voices and sharing best practice strategies and evidence-based advice on digital education as we engaged with a wide range of teachers and experts.

Methods of evaluative data collection and analysis. Two years on, this paper examines its effectiveness and suggests future improvements in evaluating over 40 episodes (which attracted over 2000 plays) through a mixed method – quantitative and qualitative data are collected for the thematic analysis of the issues discussed and its impacts scores and future strategies for increasing engagement. Key themes include emerging tech, building connection online, students as partners and assessment and feedback. Promotion of those stories through Twitter was a key strategy for engagement and exposure. The findings of this paper will be valuable for those thinking about and using podcast as a way of showcasing practices and building an online community for professional learning on teaching and learning.

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Rethinking academic staff PD: Lessons from the pandemic**Dr Christopher Bridge¹**, Prof. Birgit Loch², Dr Dell Horey¹, Dr Briana Julien¹, Ms Belinda Thompson¹, Ms Julia Agolli¹¹La Trobe University, Bundoora, Australia, ²University of New England, Armidale, Australia

Background/context. Due to the COVID-19 pandemic, with entire institutions transitioning to online instruction at very short notice, teaching academics found themselves grappling with a wide range of challenges: reimagining training in manual skills that traditionally occurs in laboratories and clinics, stimulating engagement amongst students in online classrooms and in virtual groupwork, and teaching in new settings with students both physically present and online.

The initiative/practice. The sheer scale and rapidity of the upskilling of the academic workforce that has taken place over the last two years provides a rich source of data for rethinking traditional approaches to professional development (PD) for university teaching staff. This is a windfall in a field in which it is notoriously difficult to measure even the long-term impact of professional development activities (Houston & Hood, 2017; Stes, Coertjens & van Petegem, 2013).

Methods of evaluative data collection and analysis. Two surveys of teaching staff were administered longitudinally at an Australian university, the first early in the pandemic (April 2020, n=207) seeking information on support needs, the second a year later (April-May 2021, n=138) providing staff with the opportunity to reflect on their pandemic learning experience. Focus groups were held in June 2021 (n=20). Both quantitative and qualitative data analysis were employed. Textual responses were coded according to common themes, and counts enabled comparative analysis.

Evidence of outcomes and effectiveness. Teaching academics expressed a clear first preference for learning from each other (from colleagues, in communities of practice). After that comes an approximately equal mix of helpdesk support, self-help resources, and workshops. This challenges traditional workshop-focussed approaches to PD for teaching staff, and prompts a rethinking of PD delivery to understand academic staff themselves as an important asset – and active agents – when it comes to improving institutional learning and teaching practices.

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A multi-layered embedded approach to developing academic written communication skills for nursing students**Ms Antje Herrmann**, Dr Elena Sinchenko¹, Dr Elena Verezub¹, Dr Loretta Garvey¹, Prof Georgina Willetts¹¹*Swinburne University of Technology, Melbourne, Australia*

Background/context. First year at university is a crucial time to equip students with learning and academic skills (LAS) required for their successful study. It is argued that this is best done through embedding LAS into the course curriculum (Hillege et al., 2014; Ramjana et al., 2018; Gimenez, 2008). However, not much research has been conducted exploring a more multi-layered embedding delivery into the nursing curriculum.

The initiative/practice. The aim of this research was to investigate the effectiveness of a multi-layered approach to developing academic written communication skills for first year Bachelor of Nursing students in an Australian university. This approach consisted of two elements which were concurrently utilised throughout the year, namely: (1) embedding of LAS into the curriculum collaboratively with the mainstream academic staff and specialist LAS Advisors conducting assessment design, resource development, workshops on academic writing, tutorials with a focus on writing within the genre and feedback (within class time) and (2) outside of the classroom individual student support for further skills improvement and extension.

Methods of evaluative data collection and analysis. Qualitative data was drawn from a student questionnaire and staff observations. The questionnaire contained 15 multiple choice and open-ended questions and was distributed to 98, 1st year Bachelor of Nursing students. Responses were received from 92 (74% local and 26% international) students.

Evidence of outcomes and effectiveness. The key findings from the study provided evidence that this approach was significantly beneficial for students' skills development. These benefits included improved academic writing, increased confidence and recognition of the importance of academic writing for Nursing students. This approach to academic skills development within the Nursing course contributed to student satisfaction.

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Pedagogical practice in doctoral education: Writing conference publications**Ms Julie Holden¹**¹*Monash University, Clayton, Australia*

Introduction. Academic researchers in STEM use conferences as a key channel to share their research. There is a strong expectation that STEM doctoral candidates publish from early in their candidature to develop researcher identity and join the academic discourse. Writing conference publications is also a common pedagogical tool and the responsibility for skill development is largely held by supervisors. While a significant amount of research has explored the pedagogies underpinning doctoral writing, few studies have investigated the specific role of conference publications in STEM.

Aims. This project explores the experiences of Computer Science and Information Technology doctoral candidates and supervisors submitting conference publications and ‘how things actually are’.

Methods. The study uses a qualitative research approach including interviews with supervisors and candidates who had all successfully published conference papers in the previous two years, and feedback from candidates who attended academic research communication workshops on writing publications.

Results. The results show that: writing conference publications is a popular and frequent authentic interaction used to engage PhD candidates with the discourse of the discipline; conference publications support researcher identity by being a peer-reviewed measure of a PhD research project and can enable connection with domain experts; writing is perceived as a legitimate strategy for developing research ideas. However, the findings also show that it has limitations in terms of a pedagogical tool in developing learner identity and writing development. Academic writing development using conference papers is still heavily dependent on supervisors’ skills and time, is often tacit, compromised by deadlines and not revisited.

Discussion. The findings offer insight into the effectiveness of writing conference publications as a pedagogical tool and the transferability of skills learned. They demonstrate how academic research communication advisors can play an integral part of the doctoral communication development team.

Doctoral training is an implicit part of a PhD candidature, and includes the development and scaffolding of research writing. The requirement for Graduate Research students to frequently publish during their PhD candidature has become an explicit element to Doctoral completion across many disciplines particularly in the IT field. In an environment of faculty expectations, not only on publishing but publishing at all stages of a candidature, it is an ideal time to investigate what enables a successful outcome. The aim of this study is to investigate what systematic support can enable PhD candidates when writing for scholarly publications, particularly for conferences. This study sets out to establish the perspectives of PhD candidates and their supervisors as to what were the enablers of successful writing for their scholarly publications. Further the study investigates the participants reflections on the role of academic research communication workshops in complementing the work of the supervisory team.

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Developing first year students' feedback literacy in a common time program**Mr Nicholas Charlton¹, Ms Theresa Davern¹**¹Griffith University, Brisbane, Australia

Background/context. Feedback is a strong driver for students' learning (Carless, 2015) and provides them with a response on their performance so they can learn how to evaluate it themselves (Sadler, 1989). Students need to be at the centre of feedback processes (Henderson et al., 2019) to learn how to apply it to future scenarios (Reimann et al., 2019). To facilitate the Bachelor of Education students' transition to university, the Common Time program, a partnership between the library and academic staff, supports academic skill development. This research, along with students' and academics' feedback, informed the inclusion of feedback literacy in Common Time workshops.

The initiative/practice. The study aimed to determine the extent to which students apply the feedback strategies discussed during Common Time workshops when completing assessment tasks.

Methods of evaluative data collection and analysis. During 2021, first year students enrolled in the Bachelor of Education were invited to participate in several surveys conducted via Lime Survey using Likert scales. The students were notified of the surveys via a Microsoft Teams Announcement. The responses were tallied, converted to a percentage, and then collated to provide a trimester total. The open-ended responses were thematically analysed.

Evidence of outcomes and effectiveness. Students were most likely to use the marking criteria to plan and to self-assess assignments. They were more likely to engage with, and use, feedback when working on another assignment for the same course, but less likely to transfer feedback in different courses during the same or subsequent trimesters. This may be due to their lack of experience with university assessment, feedback being received too late or lack of feedback literacy. Overall, the Common Time workshops assisted some students to develop their skills and improve their feedback literacy.

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Co-creation assessment fostering student empowerment and collegiality**Mrs Louise Maddock¹, Ms Mary-Ann Shuker¹, Dr Natalie Colson¹**¹Griffith University, Southport, Australia

Background/context. Our study was inspired by students during a class activity in a large first year genetics course, who produced origami shapes to eloquently explain a complex scientific concept. This spontaneous creativity prompted us to consider pedagogical strategies fostering students' autonomy and freedom, whilst encouraging divergent thinking. We designed a research-informed student-staff co-creation framework to underpin a group project assessment initiative, integrating principles of student partnership and co-creation (Dollinger & Lodge, 2020), assessment for learning (Boud & Falchikov, 2006) and creativity (Jahnke et al, 2017).

The initiative/practice. We collaborated with students to co-develop a group project assessment to enable students to apply discipline-based knowledge, teamwork and communication skills, and creativity in a self-selected real-world context. Through this assessment, students engaged in creating online educational products with peers, peer-assessment and self-reflection. Support, guidance and reassurance strategies were provided through the initiative.

Methods of evaluative data collection and analysis. A convergent parallel mixed-methods research design was utilised. Quantitative student perception data collected through questionnaires was analysed using descriptive and inferential statistics. Qualitative student experience data (questionnaires, comments and reflections) was thematically analysed.

Evidence of outcomes and effectiveness. Students generated 71+ diverse educational products for various audiences (21 indicating transformative learning). Students agreed (71%) they felt in control of their learning and felt more connected with peers (69%). Positive aspects students identified were peer connections, freedom and creativity. Our initiative evidences the facilitation of individual and collective student agency and empowerment through assessment affording increased autonomy, self-expression and self-determination.

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Countdown to uni – A student-driven course designed to help students transition to university, before they start university**Dr Malcolm Burt¹**¹*CQUniversity, Brisbane, Australia*

Background/context. Students often report feeling overwhelmed when coming to university. They are expected to acclimatise to new ways of thinking rapidly and avail themselves of concepts like academic integrity and referencing. Students are required to turn in academically rigorous assessments just four weeks into their studies and many experience stress, report feeling overloaded, or drop out (Pienaar, J, Zhao & Adams 2018; Wu et al. 2015).

The initiative/practice. The program, Countdown to Uni, is designed to assist students in their transition to university and to introduce concepts including academic integrity, referencing, critical thinking, time management, orientation and the LMS (Zhao, Pienaar & Martin 2018). It is available to students after enrolment and before their studies begin. It aims to increase student retention and enhance the student experience, widening access and participation with a view of improved completion (Cunninghame & Pitman 2019). This initiative highlights the importance of preparatory initiatives to reduce dropout from higher education (Kahu & Nelson 2018; Tinto 1975).

Methods of evaluative data collection and analysis. Fifty-one students were surveyed in structured interviews, recounting their experiences in coming to university. The answers to these questions identified problem areas, and the top five areas were developed into short ten-minute modules for the pilot. The program consists of video content with experts and student interviews, text and interactive elements.

Evidence of outcomes and effectiveness. Between Dec 2, 2020, and 12th Feb 2022, 1889 students participated in Countdown to Uni as part of general orientation. These students identified as 299 on campus, 1183 online and 389 in mixed mode. 1666 indicated the program was easy to navigate and 1800 indicated the information in each module was easy to understand. In terms of satisfaction, 755 indicated they were extremely satisfied. Comments from those satisfied included “I love the interactivity. I really appreciate the crash course on referencing”, “Good to brush up on certain skills such as critical thinking, referencing, and paraphrasing”. Critically, 1649 indicated that Countdown to Uni helped them feel better prepared for study.

This presentation will discuss the program's aims, methodologies, and outcomes to this point.

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Educational Research in 'Fragile Contexts': Ethics-in-Practice for Higher Degree Research Students and Supervisors

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Background/context. Despite recent increased attention to the ethical complexities of research in 'fragile contexts' (Fox et al., 2020), such as those related to forced migration, there is limited focus on the preparation of Higher Degree Research (HDR) students to engage with 'ethics-in-practice' (Guillemin & Gillam, 2004) in these settings.

The initiative/practice. Drawing on the CERD (Consequential, Ecological, Relational, Deontological) ethical appraisal framework (Fox et al., 2020), this study explores HDR student and supervisor experiences regarding the 'micro-ethical' (D'Anselmi & Di Bitetto, 2013) challenges of working with participants with histories of marginalisation, trauma, and precarious socio-political standing.

Methods of evaluative data collection and analysis. Semi-structured interviews with 18 supervisors and HDR students were undertaken. Qualitative thematic analysis of the transcripts (Braun & Clarke, 2006) identified key challenges, supports, and additional mechanisms for encouraging ethical reflexivity.

Evidence of outcomes and effectiveness. The study provides important insights into the multifaceted and frequently unforeseen power imbalances that shape research relationships, impacts, and outcomes for participants, communities, and HDR students and supervisors. The potential for research to inadvertently compound issues of injustice and exclusion in forced migration contexts raises important questions about the need for capacity-building for HDR students and supervisors regarding the navigation of 'ethics-in-practice' (Guillemin & Gillam, 2004) in these settings.

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A longitudinal study of the lived experience of first year students

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Background/context. The COVID-19 pandemic has undoubtedly created many difficulties for staff and students alike in the university context. Both national and institutional-level data suggest that students have struggled to stay motivated and engaged while studying remotely and/or socially distanced (e.g. Daniels, et al. 2021). Student surveys, analytics and performance provide some insight into the experiences that students have had during the pandemic. However, these data provide snapshots and overly rely on hindsight as a way of understanding the lived experience of students (Lodge & Bosanquet, 2014). Researchers and practitioners alike therefore lack a cohesive understanding of how students have experienced learning during the pandemic on a week-to-week basis. A longitudinal approach to understanding the student experience will provide a more granular view of the kinds of experiences students are having, why they are experiencing their studies in this way, and what influences when and how they study.

The initiative/practice. A longitudinal study was carried out over two semesters involving a small sample of first year students across disciplines and programs at a large, metropolitan research-focussed university in Australia.

Methods of evaluative data collection and analysis. Participants were interviewed at the beginning and end of their first semester of study. They also completed a comprehensive questionnaire and weekly check-in surveys based on an experience sampling approach.

Evidence of outcomes and effectiveness. The results suggest that students experience ebbs and flows with apprehension and motivation to study across the semester that greatly influence their study habits and, ultimately their success. The results provide a deeper understanding of what the student experience is like from week to week, a level of detail that is not captured in analytics data or end of semester surveys.

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Investigating the phenomenon of online engagement fatigue

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Introduction. Student engagement research demonstrates substantial links to learning outcomes, particularly online. However, the possibility that students may suffer engagement fatigue, which may negatively impact their learning remains unexplored. During their online teaching experiences, an interdisciplinary research team observed that some online students' engagement at different times of the semester seemed to diminish. For example, they participated less in discussions, accessed fewer resources, shared more occasional posts, and interacted less with peers and instructors.

Aims. This project investigated the phenomenon of the concept of 'online engagement fatigue' and whether it affected low socioeconomic status and regional, rural, and remote students. It was suspected that these groups might experience increased vulnerability – isolation studying online, intermittent connectivity, first in a family in higher education, so unfamiliarity with university and discipline discourses and ongoing disadvantage in higher education – affecting their learning outcomes.

Methods. In-depth interviews were undertaken with ten instructors and eighteen students in semester 2, 2020, to explore this concept and its impacts. All interviews were transcribed verbatim by a professional transcription service and analysed using computer (NVivo) and manual thematic coding. A system for collecting data on students' online interactions with their virtual classroom, known as Learning Analytics, was also used to explore how students engage with the online classroom across a semester. Learning analytics was collated for all undergraduate courses in all university disciplines to use as baseline data to compare with the Learning analytics for the individual students interviewed.

Results. There was general agreement that engagement fatigue occurred for students at various times, primarily associated with teaching requirements and expectations (e.g. too many forum posts, too much reading or too many zoom classes each day). Staff talked of low student engagement, especially during COVID when those students who enrolled as first-year on-campus students were harder to engage in the online environment. Learning analytics also supported the concept.

Discussion. The data revealed that student engagement fatigue phenomena does exist, slumping around week 5 or 6. Conversely, engagement tends to peak at the beginning and end of semesters.

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Embedding numeracy and medication management across the new Bachelor of Nursing curriculum to improve performance on clinical placement

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Background/context. One mistake in medication management can lead to a fatal error (Freeman et al., 2020). Administering the wrong dose of a medication can result from poor medication administration and dosage calculation skills (Rodziewicz et al., 2021). Therefore, attaining proficiency in medication management is essential during undergraduate nursing studies and is a critical factor in passing subjects and graduating into the nursing profession.

The initiative/practice. This project has evaluated a blended learning assessment approach of education strategies such as embedding and scaffolding medication management across three years of undergraduate nursing program with the use of videos, online and face to face assessments; Med+Safe, clinical laboratory assessments at a regional university.

Methods of evaluative data collection and analysis. The design was quasiexperimental pre-test post-test convenience sample of undergraduate nursing students in the new Bachelor of Nursing program at University of Southern Queensland. The outcomes measured were pre-test post-test medication calculation results on Med+Safe, post-test simulation assessment results and the Technology Acceptance Model Questionnaire.

Evidence of outcomes and effectiveness. The percentage of students that passed with 100% on the first attempt on Med+Safe medication calculation exam increased from 25% to 70% $p < 0.001$, the perception, attitudes, and beliefs of the Med+Safe and eTrain improved from pre-test in week 7 to post-test in week 15.

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The impact of metacognitive scaffolding on the development of student problem-solving skills**Ms Kimberly Vo**¹, Assoc Prof Elizabeth Yuriev¹, Dr Mahbub Sarkar¹, Prof Paul White¹¹Monash University, Melbourne, Australia

Background/context. Solving problems requires conceptual knowledge and mastery of problem-solving processes. However, students often struggle to use cognitive processes to break down problems due to student actions such as memorising algorithms (Overton & Potter, 2008), and/or the inability to extract relevant information from a problem (Bodner & McMillen, 1986).

The initiative/practice. To address this challenge, our research group developed a metacognitive scaffold to support students through structured problem solving. The metacognitive scaffold breaks down the problem-solving process into phases and places emphasis on phases such as planning and evaluation. This study investigated how first-year chemistry students engaged with the metacognitive scaffold and how that engagement affected their learning.

Methods of evaluative data collection and analysis. Data was collected from student assignments, which involved students solving an allocated problem and reflectively comparing their effort to an expert solution. This qualitative study was underpinned by a social constructionist epistemology. A mixed-method approach of frequency and thematic analyses (Braun & Clarke, 2006) were used.

Evidence of outcomes and effectiveness. Initially, many students did not engage with the scaffold due to viewing it as “extra” work that needs to be done “in addition” to solving a problem. Through four assignment cycles, students showed greater engagement with the scaffold and improved their problem-solving capabilities. By applying the scaffold to a range of chemical problems, students came to appreciate that it supported them in solving problems. Within a period of a semester, we observed a large increase in the proportion of students who successfully solved problems while demonstrating structured problem-solving.

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Midwifery students moving into practice – does intention to stay and personal philosophy change after graduation? A longitudinal descriptive study**Dr Kate Dawson**¹, Dr Heather Wallace¹, Prof Sara Bayes¹¹Australian Catholic University, Fitzroy, Australia

Background/context. Research investigating graduate midwives' transition to practice has identified it as stressful (Cummins et al., 2017). One of the most crucial contributors to that stress is the difficulty newly qualified practitioners have with practicing in accordance with their woman-centred midwifery philosophy in contexts where the biomedical model of maternity care is dominant (Cummins et al., 2017). The potential consequence of being unable to practice in accordance with one's beliefs and values is that practitioners become disheartened, potentially traumatised, and choose to leave the profession. This has significant implications for midwifery education, the midwifery workforce, and the outcomes of those who are cared for in maternity services.

The initiative/practice. The purpose of this study is to investigate and understand whether and how midwifery practice environments influence midwives' practice philosophy, intention to stay, and what influences their preparedness for practice during their pre-registration training.

Methods of evaluative data collection and analysis. In this longitudinal mixed methods study, graduating midwifery students will be invited to complete a survey every six months for five years, or until they decide to leave the profession within the five-year period. Participants will also be invited to annual focus groups at which the findings from the previous year will be presented to them for their review and comment. The qualitative data will be coded and categorized using a classic thematic analysis technique, and quantitative data will be analysed using descriptive statistics.

Evidence of outcomes and effectiveness. Early insights into graduating students' midwifery philosophies, their views about their preparedness for practice, and their perceived resilience will be presented.

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What do we know about cross-cultural learner-teacher partnership practices?**Miss Meng Zhang¹, Assoc Prof Kelly Matthews¹**¹The University of Queensland, Brisbane, Australia

Background. A growing number of research on engaging students as partners (SaP) in teaching and learning has been conducted to nurture meaningful learner-teacher relationships. While positive outcomes for both learners and teachers in partnership have been widely discussed in the research, challenges and tensions that inhibit genuine partnership practices has been reported (Marquis et al., 2019; Mercer-Mapstone et al., 2017). In partnership literature, there are growing calls for greater attention to culturally and linguistically diversity in partnership to advance inclusion and equity.

Description of the research. Responding to these calls, we conducted a scoping review (Arksey & O'Malley, 2005) to map what is known about theorisation and practices of cross-cultural partnership from existing literature.

Data collection and analysis. Searching the last five years, we found 18 published studies. We will present a quantitative overview of the studies, and an analysis of outcomes and challenges. The findings will then be presented using a thematic analysis and interpreted through the lens of power and culture.

Outcomes. The scoping review contributes to advancing collective understanding of cross-cultural partnership practices via existing research. By mapping existing research and outlining implications to inform future cross-cultural partnership practices, we offer avenues for moving the higher education research community toward more inclusive cross-cultural educational practices.

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Professional learning through purposeful, reflective fellowship writing – changing more than just practice**Dr Paula Myatt¹**¹Griffith University, Nathan, Australia

Background/context. Higher Education Academy (HEA) Fellowships are placed at the forefront of professional learning and recognition in most Australian universities. Fellowship schemes acknowledge or reward the development of learning and teaching skills or, as in this case, enable university teachers and support staff to evidence quality and claim recognition through a reflective and evidence-based portfolio.

The initiative/practice. This paper reports on an investigative study within an Australian university where HEA Fellowships are strategically integrated into the professional learning landscape. The impacts on participants who successfully navigate the writing of an evidence-based, reflective portfolio of practice, are compared with the anticipated gains they shared pre-program and we ask, “How impactful are fellowships for professional learning?”

Methods of evaluative data collection and analysis. The study uses a mixed-methods approach of open-ended questions, surveys and semi-structured interviews. The open-ended questions included participants in nine cohorts (n=170), the surveys included participants from six cohorts (n=64) who successfully gained fellowship. Qualitative data was analysed using a thematic approach (Braun and Clarke, 2012).

Evidence of outcomes and effectiveness. The study revealed a range of intrinsic and extrinsic motivations underpinning scheme engagement (Botham, 2018), and some surprising metacognitive impacts. Strong intrinsic motivators included the opportunity for structured reflection and to gain a clearer understanding of individual practice. Extrinsic motivators included a perception that fellowship would assist career opportunities such as promotion. These motivators were mirrored in responses after successful completion of the program, however importantly the responses post-program indicated a deeper change in practice, indicating an intentionality and future, purposeful reflective practice. Most respondents reported changes in thinking about and undertaking their teaching, including increases in critical reflection and confidence. These findings indicate the reflective portfolio writing is enabling staff to gain a greater understanding of their own practice, whilst having a transformative, metacognitive effect on their ongoing practice.

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Publishing higher education research with HERDSA? Join a conversation with the editors of HERD and the new HERDSA journal ASRHE

Assoc Prof Susan Blackley, **Dr. Wendy Green**, Dr Geof Hill, Assoc Prof Kathleen Tait

Higher Education Research and Development (HERD) established in 1982, is a leading journal in the field of higher education. Advancing Scholarship and Research in Higher Education (ASHRE) is a new journal in the HERDSA stable. The ASHRE journal has an open group-based review process and encourages research-in-progress articles and creative modes of research sharing. The purpose of both journals is to progress learning and teaching in higher education by advancing scholarship and research and welcome submissions that fit within their published aims and scope.

This interactive session is an opportunity to meet the editors of both journals and discuss commonly asked questions such as:

1. What are the aims, scope and ways of working of both journals?
2. What do editors and reviewers of HERD and ASRHE look for?
3. What does quality research look like in these two journals?
4. What happens once I submit my manuscript (reviewing processes etc)?
5. How can I determine which journal is right for my paper?
6. What are the common reasons that papers are rejected by each journal?

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Academic and learning support during COVID-19 pandemic: Collaborations and personalisation that work

Mr Jim Fang¹, Assoc Prof Gerard Rayner¹, Dr Ekaterina Pechenkina¹

¹*Swinburne University of Technology, Hawthorn, Australia*

Background/context. Despite the considerable scholarship generated by the COVID-19 pandemic, little appears to have been published about the potential value of collaboration between academics and learning skills staff in enhancing students' learning experience during pivots to a completely online environment. Previous research has highlighted the value of in-person collaboration between academics and learning skills staff in enhancing student learning, skills development and employability (Pham & Tanner, 2015). It is crucial to better identify models of academic and learning support collaboration that are beneficial to students (Picton & Kahu, 2021).

The initiative/practice. This qualitative study explores staff perspectives of the extent and impact of academic and learning support provided to students during the pivot to remote online teaching.

Methods of evaluative data collection and analysis. Phenomenographic methods guided data collection and analysis, with 12 in-depth semi-structured interviews conducted with staff (10 academics, 2 learning skills) in a research-intensive Australian University. Rich insights were generated into the value of collaboration and personalisation in supporting student learning during the pandemic. Thematic analysis was used to analyse the data.

Evidence of outcomes and effectiveness. Collaboration between academic and learning skills staff enhanced student support, such as co-creation of skill-building videos that students accessed at their convenience. Importantly, these co-created artefacts were specific to lesson outcomes and assessment expectations. Findings shed light on the extent and variety of personalised support, formal and informal, staff provided to students, occasionally at cost of their own wellbeing. Staff found virtual consultations to be more effective and engaging compared to face-to-face, citing reduced travelling time between multiple campuses to meet students, and students being less distracted during consultations. This study provides recommendations to improve academic and learning support in the context of ongoing or future transitions to online teaching and learning.

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Positive and negative influences on mental health amongst HDR students during the Covid 19 pandemic**Miss Emma Jackson¹**¹Macquarie University, Macquarie University, Australia

Background/context. Higher degree research (HDR) students experience higher levels of psychological distress than undergraduate students and the general public. This apparent crisis in mental health amongst HDR students is increasingly recognised in the literature, with some attention given to the role of institutional university support of students in Australia (Ryan et al., 2021). However, the Covid-19 pandemic presented unprecedented disruption to both research activities of students and support structures available from universities. Further, with more time working from home, students' personal situations are increasingly considered factors that influence their mental health.

The initiative/practice. The current study sought to examine self-reported positive and negative influences on mental health amongst HDR students enrolled at Australian universities during the Covid-19 pandemic.

Methods of evaluative data collection and analysis. Quantitative and qualitative survey results of HDR students enrolled at Australian universities during June-July of 2021 were used to investigate factors associated with mental health. Leximancer analysis of qualitative responses to open-ended questions regarding mental health identified concepts with a high occurrence among participants. These concepts then informed regression model analysis which determined factors that were statistically significantly associated with psychological distress.

Evidence of outcomes and effectiveness. Analysis of qualitative responses (n = 455) identified important factors that participants described as impacting their mental health both positively and negatively. These included: connection to family, partners, and friends; work factors (e.g., increased/decreased working hours, financial related stress); and university support (e.g., support from students' supervisors). Quantitative analysis (n = 358) showed that greater loneliness, less time spent on research since March 2020, financial instability, less support from the university, less supervisor connectedness, and the presence of general family or household stressors were significantly associated with higher levels of psychological distress, controlling for all other variables. No significant association was found with employment changes. Findings provide insight into the capacity for students to support themselves during crises, and guidance to universities in supporting their students during the Covid-19 pandemic and moving forward.

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A telehealth curriculum; a pre-post study of physiotherapy students' perceived knowledge, self-efficacy and intentions for future use.**Ms Romany Martin¹**, Assoc Prof Allison Mandrusiak¹, Dr Ray Lei Lang¹, Prof Trevor Russell¹, Dr Roma Forbes¹¹The University of Queensland, St Lucia, Australia

Background/context. Given the importance of preparing physiotherapists for telehealth practice and the lack of literature detailing effective approaches, a telehealth curriculum has been designed, implemented, and evaluated in an Australian physiotherapy program. The curriculum was designed by multiple stakeholders and experts in the field and aimed to prepare physiotherapy students for all aspects of providing telehealth care. This study aimed to evaluate the effect of a telehealth curriculum on the perceived knowledge, skills, self-efficacy and future intentions of physiotherapy students.

The initiative/practice. Participants undertook a telehealth curriculum including 19 hours of online modules and six hours of accompanying simulations. During simulations, students were invited to engage with a client via telehealth to practice conducting an assessment, provide physiotherapy treatment, and respond to the unique needs of patients.

Methods of evaluative data collection and analysis. Two research arms within a single cohort: 1) a pre- and post-test self-report survey of perceived knowledge, skills, and self-efficacy against empirically derived telehealth competencies (Davies et al., 2021); 2) focus groups exploring effects of the curriculum on students' perceptions of telehealth and intentions for future use. For the quantitative data, Wilcoxon Signed-Rank tests evaluated differences in pre- and post-test responses. For the qualitative data, thematic analysis was chosen.

Evidence of outcomes and effectiveness. From an eligible 117 participants, complete and matched pre-post surveys were obtained from 72 students (61.5%) and eight students participated in focus groups. All six competencies were significantly higher following the intervention ($p < 0.001$). From the focus group data, two themes were generated. This study demonstrates the effectiveness of a telehealth curriculum, involving online content and practical simulations, on physiotherapy students' perceived knowledge, skills, and self-efficacy, as well as their intentions for future use of telehealth. The study supports the integration of telehealth curricula in pre-professional healthcare training.

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Medical and law student experience of online learning during the Covid-19 pandemicDr Caroline Joyce¹, Dr Carl Parsons¹, Dr Colin Clark¹, **Mr John Juriansz¹**, Dr Nga T Nguyen¹¹Western Sydney University, Sydney, Australia

Background/context. The COVID-19 pandemic has continued to cause significant disruption to higher education teaching and learning with institutions adopting flexible learning pedagogies that combines online and face-to-face learning. These disruptions have been particularly acute in medicine and law where the adoption of new or non-traditional teaching solutions have had to be pedagogically sound and fair while also upholding professional standards.

The initiative/practice. This paper reports on the investigation of how learning activities and assessments were experienced by students from a School of Law and a School of Medicine at an Australian university during the first year of the pandemic. The aim of this study was to explore law and medical students' curricular experience of changing from face-to-face to online learning and to compare and contrast these experiences across two professional disciplines.

Methods of evaluative data collection and analysis. 29 student participants from the School of Law and the School of Medicine took part in 12 focus group interviews between 2020 – 2021. In these focus groups, students shared the experiences and strategies they used to adapt to change. Self-regulated learning theory was used to understand the strategies developed by students to face the emotional and learning challenges in adapting to online learning.

Evidence of outcomes and effectiveness. This paper highlights challenges and obstacles faced by two professional disciplines in the move to online learning based on the students' experience and perspectives. Although there were contrasting learning experiences between the empirical discipline of medicine and the more rationalist study of law, both groups of students endorsed the changes to programs that afforded greater flexibility in learning opportunities. Both groups appreciated the enhanced access to academic and personal support adopted by the changes that had been designed to elevate their engagement within their respective programs.

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The challenge of translating impact in students as partners programs**Prof Lisa Hanna¹**, Dr Mollie Dollinger¹¹Deakin University, Burwood, Australia

Background/context. The phenomenon known as Students as Partners (SaP) has led to a greater number of university-wide programs aimed to support the practice across various facets of the university. These programs, found globally, are promising to SaP researchers and practitioners as they signal a move away from pockets of practice to universities considering long-term adoption and culture building. However, while research arising from several program evaluations have identified benefits and challenges to participating individuals, it has been more difficult to translate the impact of these programs (and corresponding projects) across the wider university culture.

The initiative/practice. In this presentation, we will discuss the current barriers to translating the value of SaP programs within the university reporting systems and structures. Aligning to previous research, we also will stress that SaP should be considered both a process and a product (see Cook-Sather et al., 2014) and there is no one size fits all of success (see Acai et al., 2017).

Methods of evaluative data collection and analysis. To inform our discussion we will share our review of a recent university-wide SaP micro-grant program, which included pre/post survey and textual data and analysis. This data will also be compared to previously published university-wide evaluations.

Evidence of outcomes and effectiveness. Following our review, we will discuss major findings, including key factors in SaP projects that helped to translate success. We will also present five guiding questions to enable future SaP projects to consider how they will translate the value of their efforts in the wider university culture.

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Contextualising and sustaining digital learning innovation – a bottom-up, practice-based approach**Dr Joanne Elliott¹, Assoc Prof Chie Adachi¹**¹Deakin University, Geelong, Australia

Background/context. Innovation rhetoric pervades many universities but the innovations proposed tend to be modest and conservative, focusing on incremental improvements and efficiencies (Flavin & Quintero 2020). This pattern is reflected in the fragmented nature of research and lack of a systematic approach to understanding innovation in higher education, especially in teaching (Schmitz et al. 2017). While our own institution has a long history of disruptive and transformative innovation projects, this culture is not necessarily sustained across the university.

The initiative/practice. As leaders of learning innovations, we set out to explore and create an infrastructure to support the translation of innovation rhetoric and strategy into practical application across a range of digital learning projects, using a bottom-up design process to capture cross-disciplinary insights into practice-based innovation.

Methods of evaluative data collection and analysis. Staff from across the University (n =114) participated in design sprint workshops to map the innovation journey, and identify barriers, enablers and underlying principles for innovation. We iteratively coded workshop outputs to distill six key principles: Create a safe place for new ideas; keep focused on your purpose; keep focused on your users; be ethical; start small and build up; and think holistically. These broadly align with the supporting conditions identified by Smith (2012), in one of the few semi-systematic analyses of learning innovation. The practice-based, solution-focused ‘guidelines for innovation’ complement and add to Smith’s institution-level observations. We argue that while there are general principles for successful innovation which appear to hold true across a range of contexts, reflective, co-creative processes can be used to contextualise these to individual institutions.

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Smith, K., (2012). Lessons learnt from literature on the diffusion of innovative learning and teaching practices in higher education. *Innovations in Education and Teaching International*, 49(2), pp.173-182.

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Framework for evaluating online assessment in business education: Promoting innovation**Prof Lynne Harris**, Dr Andrew Cram, Assoc Prof Elaine Huber, Miss Corina Raduescu, Dr Amanda White, Prof Sue Wright, Dr Sandris Zeivots¹Chartered Accountants ANZ, Sydney, Australia

Background/context. We examined online assessment in Australian business schools following the rapid, large-scale transition to online delivery driven by COVID-19 (Ali, 2020). We developed a framework for evaluating assessments against criteria of academic integrity, quality feedback, student experience, information integrity and equitable access.

The initiative/practice. The initiative promotes evidence-based planning and implementing of online assessment. We engaged key stakeholders throughout the process to assist dissemination of findings (Gannaway et al., 2013).

Methods of evaluative data collection and analysis. We conducted a systematic literature review to inform the framework and collected 92 survey responses from staff at Australian institutions to identify innovative assessment practices and evaluate these against our framework. We held four focus groups to further explore online assessment practices, barriers to innovation, and refine the evaluation framework. We analysed the survey data using descriptive and inferential statistics and the focus group data using thematic analysis. Importantly, we launched an online portal to share our exemplars and framework and to provide a forum for academics to actively engage with the findings.

Evidence of outcomes and effectiveness. Survey respondents most commonly reported translating traditional exams, quizzes and written reports for online delivery. A minority had introduced online presentations, discussions, debates, reflections and creative works.

Respondents ranked academic integrity, mastering learning outcomes, equity of access and quality feedback as most important to online assessment decisions and ranked working within resources and aligning with institutional assessment culture least important. However, focus group findings suggested many academics perceived resource constraints as the most important institutional driver of decisions about online assessments and that this directly impacted capacity for assessment innovation particularly with large undergraduate cohorts. The findings highlight the importance of research to identify and share innovative assessment solutions.

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ePortfolios to support first-year success during Covid and beyond**Assoc Prof Christopher Love¹**¹Griffith University, Nathan, Australia

Background/context. In 2019, personal study plans were introduced into first-year biochemistry (~350 students) through a personal Learning Platform (PebblePad) to support students that may not have the necessary skills to successfully transition into and through university. This initiative stemmed from having a high percentage of students which were 'first in family' (>45%, 2019), speak English as second language (>30%, 2019) and from low-socio economic backgrounds (>21%, 2019). This strategy involved evaluation and reflection of quiz performance followed by creation of a study plan to maintain or improve their grades. The evaluation of this initiative revealed that 71.3% of students maintained or improved their grades and 33.5% attributed this to their personal study plans. Surprisingly, 60.9% of students indicated they had never developed a study plan prior to this course, suggesting that students are commencing university without the skills. In addition, many students didn't fully enact their study plans due to assessment for other courses (15.3%), work commitments (14.5%), poor time management (12.9%), or lack of motivation (7.2%) (Love, Crough, Green & Allan, 2020). This study highlighted the need for developing time management skills, particularly during the Covid pandemic where students had limited opportunities to meet, form relationships or build support networks.

The initiative/practice. To support students during the Covid pandemic we developed a comprehensive ePortfolio called the Biochemistry Learning Journal (BLJ). The BLJ in PebblePad included: (1) Dividing the content into weekly, manageable learning activities aligned with problem-based online tutorials; (2) Embedded assignments; (3) Personal study plans; and (4) Student evaluations and reflections.

Methods of evaluative data collection and analysis. Qualitative and quantitative analysis of student evaluations and reflections were used to judge the success of BLJ and gain an insight into students' perceptions.

Evidence of outcomes and effectiveness. Overall, 71.8% of students indicated that the learning journal was effective or very effective in supporting their learning during Covid and highly rated the effectiveness (76.8%) of having the study plans, biochemistry activities and assignments in one easily accessible digital platform. This led to an increase in the overall success rates in the course from 73% in 2019 to 80% in 2020.

References. Love, C.A., Crough, J., Green, D., & Allan, C. (2020) PebblePad workbooks for self-regulated learning: Study plans, learning strategies and reflection to promote success in first year, In, Poot, A. (Ed) *Charting new courses in Learning and Teaching: Case studies from the PebblePad Community*, pp 42-48.

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Enabling engagement through increased communication using learning commons communication tools**Assoc Prof Eva Heinrich¹**, Dr Ella R Kahu, Dr Heather G Thomas¹*Massey University, Palmerston North, New Zealand*

Background/context. Engagement is critical for student learning and success. It encompasses students' emotional, cognitive, and behavioural connection to their learning and communication plays an important role (Kahu & Nelson, 2018). Linked to the ever-increasing prevalence of online and blended learning and teaching, online communication tools are of growing importance. Looking beyond learning management systems and email, a variety of social media tools have been researched (Manca, 2020).

The initiative/practice. We have looked at the impact of adding Discord and Teams to support communication in blended and online courses in computing and mathematics disciplines taught at a New Zealand university over a period of three years, following informal reports of increased communication among students and between students and staff.

Methods of evaluative data collection and analysis. We conducted semi-structured interviews with 19 undergraduate students. We coded the data collected both inductively and deductively.

Evidence of outcomes and effectiveness. Our research confirmed the positive effects of adding Discord and Teams to the well-established use of Moodle. The tools enabled informal and semi-formal communication, lowered barriers to seeking help and facilitated social connections for those interested. Discord aided formation of communities on discipline levels, stretching beyond course boundaries, connecting current and past students. We found that adding Discord or Teams to Moodle positively impacted on student engagement. Looking ahead, we point to the importance of tools that facilitate informal communication and community-building. We suggest looking for Learning Commons Communication Tools (LCCT) that form a new space situated between tight institutional control and generic social media, welcoming both students and staff and enabling discipline communities.

References. Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58-71. <https://doi.org/10.1080/07294360.2017.1344197>

Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 44, 100707. <https://doi.org/10.1016/j.iheduc.2019.100707>

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Teaching associates' perspectives of online teaching and learning in a pharmaceutical science degree**Miss Sarah Yang¹**, Assoc Prof Elizabeth Yuriev¹, Dr Jennifer Short¹¹*Monash University, Parkville, Australia*

Background/context. COVID-19 restrictions have forced instructors to quickly adapt to the online environment by familiarising themselves with various strategies for teaching online (Epps, Brown, Nijjar, & Hyland, 2021). One of the strategies employed at Monash University in their pharmaceutical science degree for online teaching was the use of breakout rooms in synchronous Zoom™ meetings in conjunction with Google Docs™ which replaced the small face-to-face workshops.

The initiative/practice. This project aims to identify approaches used by teaching associates (TAs) to facilitate small synchronous workshop-style online classrooms by analysing their perspectives of online teaching and learning.

Methods of evaluative data collection and analysis. Seven semi-structured interviews with TAs teaching into the Bachelor of Pharmaceutical Science degree were examined qualitatively using the thematic analysis abductive approach.

Evidence of outcomes and effectiveness. The results show that setting expectations and having a structured workshop with judicious group formation and instructor-prepared Google Docs™ were effective for facilitating small synchronous online classrooms. However, non-compulsory classes and student-prepared Google Docs™ were perceived as less effective. Areas for improvement were also identified, such as promoting camera use during class, bringing forward briefing session times for TAs prior to workshops, and expanding training for online facilitators.

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<https://doi.org/10.1080/21532974.2021.1929587>

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The unintended consequences of lecture capture in university mathematics education: A systematic review of the research literature

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Background/context. Lecture capture (LC), the process of recording face-to-face lectures for future viewing, has become a common technology in Western universities in the twenty-first century, yet research on its effectiveness has lagged behind its implementation. In the wake of the Covid-19 pandemic, the urgency of obtaining clear answers about the impact of LC is paramount, given that the recent worldwide shift to online teaching as an emergency response has resulted in an unprecedented use of LC at scale.

The initiative/practice. In this presentation, we report on a systematic review of the literature on the efficacy of LC in tertiary mathematics education.

Methods of evaluative data collection and analysis. Relevant databases were searched in Jan-July 2020, using the PRISMA screening protocol. Data analysis was conducted qualitatively, focusing on (1) student perceptions' of LC, (2) the effect of LC on attendance, and (3) the relationship between lecture capture usage and student attainment.

Evidence of outcomes and effectiveness. The literature is consistent in the opinion that students and administrators positively view LC for its utility and flexibility despite the moderately strong evidence that most institutions face attendance drops. However, most students do tend to see attending lectures/watching recordings as an "either-or." The literature predominantly reports a negative association between attainment and the use of LC as a substitute to live lectures. The proportion of students who choose to skip live lectures has steadily increased over the last decade as the student campus culture adjusts to LC. Within this group, LC is used imperfectly, providing false benefits and promoting surface learning strategies. There is evidence that regular use of LC by this large group of students may diminish the quality of their learning. We offer research-informed, evidence-based recommendations to mitigate the unplanned and counterproductive impact of LC implementation.

References. Lindsay, E., & Evans, T. (2021). The use of lecture capture in university mathematics education: a systematic review of the research literature. *Mathematics Education Research Journal*. <https://doi.org/10.1007/s13394-021-00369-8>

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Evaluating the effects of professional learning on perceptions of teaching capability in a multidisciplinary first year college

Assoc Prof Kathy Tangalakis¹, **Dr Claire Brown**^{1,2}, Dr Juliana Ryan^{1,2}, Assoc Prof Maxwell Winchester¹

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Evaluating the effects of professional learning on perceptions of teaching capability in a multidisciplinary College

Background/context. Empirical research affirms the influence of teaching practice in engaging university students for successful transition into first year (Kahu, Picton & Nelson, 2020) and beyond (Birbeck, McKellar, & Kenyon, 2021). Sustained and effective professional learning (PL) is essential for building university teaching capability (Brown et al., 2016).

The initiative/practice. Learning and teaching (L&T) leaders in a multidisciplinary First Year College (FYC) designed a comprehensive and sustained program of quality PL for teaching academics, many of whom are early career. This has been successfully implemented in the FYC since 2018, complementing an innovative 'block model' of teaching. This evidence-based PL program includes high-engagement active learning, role modelling, opportunities for reflection, feedback and sharing of effective practices, as well as personalised coaching and support and is aligned with FYC pedagogical goals.

Methods of evaluative data collection and analysis. This showcase presents findings from evaluation of the impact of PL on FYC academics' teaching competence, confidence and self-efficacy. These will combine quantitative data from the validated and widely implemented Teacher Sense of Self-Efficacy Scale with open text responses and semi-structured interviews which explore academics' perceptions of their teaching competence and confidence and the extent to which PL influenced these. We also analysed students' evaluations of teaching to build a picture of the extent to which teachers' perceptions and experiences of L&T quality aligned with students' experiences.

Evidence of outcomes and effectiveness. Early evaluation findings affirm the effectiveness of the PL program in developing FYC academics' teaching confidence and competence. Further, student ratings and levels of satisfaction with teaching quality for the FYC are high and consistently above the university average.

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Share sessions as a new form of professional learning and development**Dr Dewa Wardak¹, Dr Sandris Zeivots¹**, Assoc Prof Elaine Huber¹¹*The University of Sydney, Darlington, Australia*

Background. The rapid transition to online learning and teaching in response to COVID-19 created an unprecedented demand for professional learning for academics in higher education (Romero-Hall et al., 2022).

The initiative. We established 'Share Sessions' as a new form of agile professional learning at the University of Sydney Business School to support teaching staff with technology integration and pedagogical adaptations (Zeivots, Wardak, & Huber, 2022). Share Sessions ran every few weeks via Zoom, each for 30-minutes, and included three 5-minute presentations followed by questions. Academics from different business disciplines were invited to share their pedagogical practice, integrated technologies, or new, innovative strategies for facilitating student learning online. 11 Share Sessions were held with 33 presentations and around 10-40 attendees participating in each session.

Methods of evaluative data collection and analysis. We conducted 12 in-depth interviews with the presenters and ran a survey with the Share Sessions' participants (n=17). We drew on hermeneutic phenomenology as an overarching research methodology (Langdrige, 2007) and conducted thematic analysis (Saldaña, 2009) of the interviews and qualitative survey responses to extract common themes.

Evidence of outcomes and effectiveness. Share Sessions were a successful approach to professional learning during a time of crisis. Academics valued the opportunity to talk to someone; gain feedback on their teaching; learn from others; support others' learning; self-reflect; and observe practices beyond their disciplinary siloes. Recommendations included: organise sessions based on themes to target specific needs; let presenters choose their themes; share something that did not work; vary the timing of sessions; and focus on discipline-specific as well as broader issues. Academics suggested that the sessions should be part of the academic progress and development requirements in the Business School.

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Metacognitive awareness training: Personal and academic development outcomes for educators**Dr Rob Wass¹**, Dr Kim Brown¹, Dr Tracy Rogers¹, Dr Kelby Smith-Han¹, Dr Steve Gallagher¹, Assoc Prof David Berg¹, Jacqueline Tagg¹¹*University of Otago, Dunedin, New Zealand*

Background/context. University students who regularly plan, monitor, and evaluate their learning will likely demonstrate higher academic achievement than those who do not practice these skills (Ward & Butler, 2019). However, these skills are seldom explicitly taught to students in higher education, and there is a need to provide educators with professional development that enhance students' metacognitive awareness (Safari & Meskini, 2016; Wagener, 2016).

The initiative/practice. This comparative study investigated the impact of a metacognition training intervention on two groups of educators. We were interested in how the metacognitive awareness of the educators changed and whether there was a shift in the way they thought about their teaching practice. The intervention included a series of workshops focused on embedding metacognition into teaching practice. The workshops focus on goal setting, monitoring for learning, critical reading, and evaluating learning. Pre- and post-intervention interviews were conducted with fourteen participants. The participants were from two teaching contexts: A Peer Assisted Study Sessions (PASS) programme (n=7) and a component of an undergraduate medical degree programme, Early Learning in Medicine (ELM) (n=7).

Evidence of outcomes and effectiveness. Metacognition awareness was a novel concept for all participants. Post-training, they reported being more cognisant of students' learning needs and changed their teaching practice. They reported a shift in their role, with less emphasis on teaching content and more on helping students understand themselves as learners. They also provided evidence of transferring their knowledge about metacognition to other teaching and learning contexts. Although much metacognitive training has focused on student academic success, we believe there is value for academic developers working with teachers who wish to create a 'student-centred' learning environment.

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Reflective practice in applied learning**Dr Mary Xiaorong Chen**¹, Dr Dora Howes²¹Singapore Institute of Technology, Singapore, Singapore, ²University of Glasgow, Glasgow, United Kingdom

Background/context. Singapore Institute of Technology (SIT) is a university founded on an applied learning philosophy. For the post registration nurses attending the SIT-UofG Bachelor of Science with Honours in Nursing programme, reflective thinking is integrated into many modules to help build their self-awareness and professional identity through reflection of applied learning. By reflecting on clinical experiences, the nursing students examined their professional identity, practices and emotions to find their professional voice (Lawrence-Wilkes and Ashmore, 2014). Clements et al. (2016) found that nursing students' professional identity is the basis for their professional commitment.

The initiative/practice. Underpinned by Crigger and Godfrey's (2014) Framework for Nurse Professional Transformation, students are guided through a critical understanding of different reflective models. Teaching, learning and assessment activities are carefully planned to help students develop critical reflection skills including self-awareness, description, critical analysis and synthesis, and evaluation (Bulman, 2013; Johns, 2009).

Methods of evaluative data collection and analysis. The findings presented emanate from the analysis by two faculty members of group projects involving 46 students and 30 individual essays. The students' narratives were synthesized into themes and examples from their work are used to elaborate the benefit of reflective practice.

Evidence of outcomes and effectiveness. The analysis showed students developed a more sophisticated understanding of their clinical encounters, affirmed their professional values, identity and commitment. Students' abilities in analysing their daily encounters both critically and reflectively were enhanced.

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Practising what you preach – Pedagogy in a time of pandemic**Ms Helen Enright**¹, Ms Fran Lee¹¹La Trobe University, Melbourne, Australia

Background/context. Due to the unprecedented disruption of Covid-19 and the rapid shift to online teaching, the need for a highly effective professional development program in online learning and teaching was identified as critical for our educators. Most offerings available at the time (short courses and MOOCs) had adequate educational content but limited capacity for online experiential learning and interaction. Our Graduate Certificate in Higher Education Curriculum, Teaching and Learning course addressed online teaching but this needed a greater focus and prioritisation.

The initiative/practice. We designed and implemented a bespoke subject *Design and Delivery Online* (DDO) to arm our educators with the skills and knowledge needed to deal with the complexity of online teaching in a Covid context. Steeped in social constructivist principles, DDO practices what it preaches and immerses participants in an authentic, asynchronous online learning and teaching experience. We used a reflective learning paradigm influenced by Laurillard's (2012) conversational framework, to drive a strong theoretical lens within the nine modules. Animated lecturer case study characters, representing a Behaviourist, a Cognitivist and a Constructivist, are woven through the course and are confronted with a number of teaching challenges. As experiential learners, participants engage with course content, explore examples of excellent teaching practice and advise the lecturers through collaborative tasks. A range of technologies such as Microsoft TEAMS wikis and blogs, H5P, Pebble pad, Sway, Camtasia and the LMS are used to model diverse technologies and ensure active learning and reflection. Self and peer review feature within formative activities to support practical assessments designed around participants' online teaching practice. A rich, authentic feedback loop is also established through topic-based feedback videos and a *students as partners* program. This presentation will present a reflective case study highlighting the theoretical lens and design approach of DDO, the elements of pedagogy which come alive through engaging active teaching strategies and how our educators as students reflected on their learning experience during these difficult times.

Methods of evaluative data collection and analysis These include an initial and final needs analysis survey, analysis of the discussion engagement in TEAMS wikis, blogs and collaborative tasks, portfolio uptake, LMS usage, and *students as partners* focus group feedback.

Evidence of outcomes and effectiveness. The analysis of the case study data will demonstrate the impact of the program and highlight elements of good pedagogical practice in online learning.

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Everybody's business: A whole of institution approach to transitions pedagogy**Assoc Prof Loretta Konjarski¹**, Assoc Prof John Weldon¹, Assoc Prof Alan McWilliams¹, **Dr Humberto Oraison¹**¹Victoria University- First Year College, Footscray, Australia

Background/context. Victoria University's decision to adopt The Block Model of teaching in 2018, was driven by a need to deliver a better first-year experience in order to address declining retention and student satisfaction. This new experience was based on research by (Bass, 2012; Chickering and Gamson, 1987; Kift, 2008; Kuh, 2018; Tinto, 2003) that called for a concerted and whole of institution focus on transition and curriculum reform. Although this radical move took place in 2018, the intention to involve the whole university in transition continues.

The initiative/practice. This showcase outlines the targeted method to transition pedagogies as a whole of institution approach at Victoria University. The review and improvement of Orientation sessions, learning Hub support, the Kick Start program, Block 1 units, Block 8 capstone units and transition to discipline colleges and second year are examined. The commitment of the First Year College to transition as an ongoing process is explored, and the role of the VU Block model as a vehicle for continual change is discussed.

Methods of evaluative data collection and analysis. Institutional and external data that details student engagement in a range of student-centered transition program (both qualitative and quantitative) are analysed. Transition pedagogies within first Block units and capstone units are evaluated. The transition to second year programs are further explored using both qualitative and quantitative methods. The use of multiple vantage points offers a holistic reflection of the student experience.

Evidence of outcomes and effectiveness. The whole of institution approach to transitions pedagogy is an ongoing success at Victoria University as attested by the data (both qualitative and quantitative) and evidenced by institutional and independent indicators. This data will clearly demonstrate the ongoing effectiveness of the whole of institution approach to transition and the transformational pedagogical principles that support it.

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Thinking ecologically about engaging students as partners in learning and teaching**Mr Yifei Liang¹**, **Assoc Prof Kelly E Matthews²**¹School of Education, University of Queensland, Brisbane, Australia, ²Institute for Teaching and Learning Innovation, University of Queensland, Brisbane, Australia

Background. When it comes to engaging students as partners (SaP), theory is catching up with practice. The growing body of research demonstrates numerous benefits and challenges. Many generative lenses have been applied to make sense of partnership practices. The consensus view is that engaging in pedagogically oriented partnership is context-dependent and always involves power dynamics and identity (Matthews et al., 2018). For all the work that partnership can do, learning is core work. People in partnership engage in a relational learning process while simultaneously working to enhance education more broadly.

The research. SaP is another layer in the complex ecology of higher education that operates in service of education. Many scholars have brought an ecology lens or metaphor. As Barnett (2018, p. 8) observed, "the concept of ecology has a subtle *ought-ness*" because when an ecological system is not healthy, then one ought to fix it. Educational ecology, proposed by Ellis and Goodyear (2019), positions learning as the guiding activity for universities as dynamic, complex systems of people and resources always re-configuring to shape learning environments. Meanwhile, the concept of SaP, they argue, is a productive focus of attention for (re)configuring educational services from a design perspective. In this paper, we play with the idea of what thinking ecologically can do for researching and learning about SaP practices.

Evidence of outcomes and effectiveness. The opportunity we propose arises in being able to zoom in to the context-dependent, micro-level (where most SaP literature is focused) of everyday practice while also connecting to the broader, complex ecology of global higher education (enabling theorising across practices and contexts). Drawing on Bronfenbrenner's (1979) ecology of human development, we offer an ecological model of partnership. The model enables multiple views and bidirectional influences and the key is linking between 'levels' – the contribution is responding to the current lack of acknowledgement of culture in SaP research.

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Leveraging research projects to build academic staffs' learning and teaching capacities

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Dr Joanna Turner¹, Assoc Prof Linda Galligan¹, Dr Megan Axelsen¹

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Background/context. A research team, comprising an international cohort of academics teaching across multiple disciplines, has been investigating pedagogical approaches for enhancing students' online student engagement. This showcase argues that academics' engagement in these research projects has enhanced their curriculum design and learning and teaching capacities even when students' engagement was the specific research focus. To support this claim the showcase chronicles the research teams' reflections along with the insights gained from the academic participants.

The initiative/practice. The research team, supported by institutional learning and teaching and HEPPP grants, have completed eight projects since 2017. These have focussed on online student engagement, engagement fatigue, course specific nudging, the effectiveness of an *Online Engagement Framework* and pivoting to online teaching during COVID

Methods of evaluative data collection and analysis. A mixed-method approach was utilised across the projects. Qualitative data comprised in-depth interviews with students and academics while quantitative data included learning analytics and survey data. The projects also marshalled reflective data from the research team members.

Evidence of outcomes and effectiveness. Outcomes across the projects, and documented, thus far, in five research articles and three project reports, confirmed academics had strengthened their learning and teaching capacities. X et al. (2021) for example, argue that all participants discussed the *Framework's* utility, and for some, it served as a structure in the absence of guidance and training that they did not receive from their institution. Further, and specifically, the *Framework* greatly assisted academics in planning, applying, evaluating, and reflecting on online student engagement. In X (2020), novice online educators confirmed that the project assisted them in their planning and facilitated their evaluation and reflection about the online engagement strategies they had implemented. The HEPPP grant report (2021) noted that the project had assisted academics to appreciate the key role they play in student engagement.

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ALeRT in classroom: providing just-in-time intervention and improving module design in a polytechnic course**Mr Kin Guan Wee¹**¹*Singapore Polytechnic, Singapore*

Background/context. Schools and higher education institutions need to validate the academic quality and pedagogy innovation through the use of data. The analytics of students' learning data enables the instructors to (i) leverage data for actionable insights, (ii) personalise intervention to optimise teaching and learning, and (iii) reflect on the module design and allocation of resources. This presentation is based on the findings of a school-wide project on the assessment and feedback of students' learning in a tertiary institution in Singapore.

The initiative/practice. The project ALeRT (Assessing Learning in Real Time) is an initiative to conduct short surveys to solicit students' feedback in real time during face-to-face instruction. Students answer a simple survey on their understanding after viewing the weekly flipped classroom materials (videos, online resources), from which the data generated is visualised in a dashboard to provide actionable insights. Guided by Khalil and Ebner's learning analytics framework (Khalil & Ebner, 2015), each cycle of ALeRT consists of four stages – data generation, tracking, analysis and action. The showcase describes the pilot of the project in three semesters and how it scales to a team of instructors for implementation.

Methods of evaluative data collection and analysis. The guiding methodology was action research which consists of four moments: planning, acting, observing and reflecting (Altrichter et al., 2002). Data were collected through online survey forms, instructor meetings with a mixed method approach. Eleven classes of students completed surveys with multiple choice and short-answer questions to reflect on their level of self-directedness and provide constructive feedback. The data was subsequently analysed and visualised using Microsoft Excel and Power BI software.

Evidence of outcomes and effectiveness. A total of 14 surveys were conducted over three semesters in 2020 to 2021. The dashboard results suggest that students cultivated self-directed learning as shown by the increase in flipped classroom video participation and provided suggestions that were quickly implemented during the semesters.

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Social justice in practice: Creating culturally safe classrooms**Dr Joanna Zubrzycki¹**, Ms Machellee Kosiak²¹*Australian Catholic University, Watson, Australia*, ²*Australian Catholic University, Brisbane, Australia*

Background/context. Culturally safe classrooms for Aboriginal and Torres Strait Islander students and staff is a social justice imperative in higher education addressing principles of access and inclusion (Universities Australia, 2017). This social change goal has been embraced by the creation of a dynamic microcredential by a multidisciplinary team of Australian Catholic University (ACU) Faculty of Health Science (FHS) academics.

The initiative/practice. Underpinned by critical race pedagogy (Nakaoka & Ortiz, 2018) this microcredential challenges academic staff to reflect on personal, professional privilege, acquire and role model the knowledge and skills to create culturally safe classrooms. A filmed classroom scenario showcases the importance of acquiring strategies in dealing with racism and microaggressions (Anderson & Riley, 2020). The presentation outlines the learning outcomes, module content and assessments.

Methods of evaluative data collection and analysis. Evidence included: national university scoping review of cultural safety programs; a literature review; empirical data from an on-line staff survey (Ethics approval number: 1315). The voices and lived experiences of non-Indigenous and Aboriginal and Torres Strait Islander team members, Elders and external moderators ensured the cultural and academic integrity of the microcredential.

Evidence of outcomes and effectiveness. Data from the first cohort of academic staff participants demonstrates the microcredential's transformational potential. This objective supports staff and graduates to be the drivers of social change within the university and the community.

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The effect of curriculum and assessment design on student mental health and cohort connection. An innovative data linkage project**Assoc Prof Melissa Russell¹**, Dr Afsana Afroz¹, Prof Lena Sanci¹¹University of Melbourne, Carlton, Australia

Background. Recently the university sector has become increasingly aware of university student mental health as an issue, and as a result, a variety of interventions have been suggested. One of the most innovative and potentially wide-reaching interventions is designing curriculum and assessment to reduce student stress and improve mental health (Baik & Larcombe, 2016). However, there has been startling little research conducted on the effectiveness of such an approach.

The initiative/practice. This research aimed to identify whether purposeful curriculum design and assessment is associated with improved university student (1) mental health and (2) student cohort connection.

Methods of evaluative data collection and analysis. Data were linked between two sources. First, in a larger project (Sanci et al, 2020), survey data were collected from a cohort of students across 2019 and 2020 on their demographics, enrolment, mental health (coping with study (yes/no)), depression (Patient Health Questionnaire (PHQ-2)), social support (Medical Outcomes Study Social Support Survey (MOS-SSS-6)) and other factors. This student-level data were linked to a staff survey to obtain the curriculum design and assessment practices in the student's Degree of enrolment. Regression analyses were conducted with adjustment for demographic and other factors, and degree level clustering.

Evidence of outcomes and effectiveness. Matched data were available for 1,325 students. It was found that higher ratings of curriculum and assessment design by staff were associated with minimal improvements in the number of students reporting not coping with study (odds ratio: 0.85 (95% Confidence Interval (CI) 0.64, 1.12, p-value 0.256) and depression (PHQ-2 score -0.12 (95%CI -0.39, 0.15, p-value 0.372)). More promising outcomes from cohort connection activities were observed, with an associated improvement in student perceived level of social support (MOS-SSS-6 score 0.51 (95%CI 0.46, 0.56, p-value 0.001) when staff reported stronger cohort connection activities. Further research regarding the specific cohort connection activities reported by staff is underway.

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Critical collaborations: Expanding the boundaries of the third space in teaching and learning partnerships**Dr Deborah Breen¹**¹Boston University, Boston, United States

Background/context. In response to the Covid-19 pandemic, Boston University (BU) quickly made two transitions in the delivery of classes: first, to remote learning and then to synchronous remote and in-person modalities. Throughout these transitions, the BU Center for Teaching & Learning (CTL) supported over 4000 instructors with the assistance of nearly 140 "coaches". The coaches provided critical pedagogical and technological support to their colleagues in these new modalities of teaching.

The initiative/practice. The initial coaching experiment provided opportunities to consider how our small CTL could expand its support and resources by utilizing partnerships with coaches to support their teaching colleagues. In both the original pandemic model and current reimagining of post-pandemic models, we explore how professional identities of coaches and CTL staff are expanded in complementary third spaces through this collaborative process.

Methods of evaluative data collection and analysis. This in-progress study draws on institutional and small group surveys for quantitative data as well as interviews with coaches, instructors, and university staff for qualitative feedback.

Evidence of outcomes and effectiveness. Pilots of redeveloped coaching models will be complete in 2023. As an interim outcome, instructors in the coaching program have experienced positive expansion of their professional identities through their collaborations with CTL, peer-to-peer learning with their coaching cohort, and closer ties with colleagues. This presentation will report on the effectiveness of the coaching model in building and expanding complementary third spaces in which instructors and staff can flourish in their professional roles.

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Learning and teaching multimedia production in Australian higher education: An uneven topology**Prof Christy Collis¹**¹*University of Southern Queensland, Toowoomba, Australia*

Background/context. As higher education has expanded and diversified so too have its workforce and organisational structures. While higher education workers used to be defined in binary terms –academic or professional—new roles and functions complicate this simplistic characterisation. In learning and teaching, roles such as research librarian, learning designer, and learning and teaching multimedia producers have been described as “third space” roles (Whitchurch 2008), performing functions that are neither solely ‘academic’ nor ‘professional’, but a combination of these domains. A clearer understanding of third space learning and teaching workers in higher education is required so that they can be effectively defined and organisationally positioned.

The initiative/practice. This study attends to an area of increasing importance: learning and teaching multimedia production (LTMMMP). In-house videos, animation, virtual experiences, and podcasts have become vital components of universities’ pedagogical offerings.

Methods of evaluative data collection and analysis. Drawing on a qualitative, interview-based study of 22 LTMMMP workers in Australian universities, this study analyses: how these workers’ professional identities and work are understood internally (by themselves) and externally (by others in the university); the organisational siting of LTMMMP teams; how LTMMMP workers negotiate organisational structures and relationships; and the diversity of LTMMMP workflow models.

Evidence of outcomes and effectiveness. Preliminary findings indicate that the landscape of LTMMMP work is uneven, with few commonalities in role titles and descriptions, organisational siting, and production models: LTMMMP is an emergent domain. The paper contributes to a more sophisticated understanding of LTMMMP workers and work specifically, and more broadly, to understandings of third-space work and workers in Australian higher education. In doing so, the paper provides a basic topology of this dynamic landscape of learning and teaching work.

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High intensity interval learning for design studio**Dr Alanya Drummond¹**¹*University of New South Wales, Kensington, Australia*

Background/context. Design studios typically span five hours or more, meaning sustained student engagement is challenging, particularly as students wait for tutor feedback (Pektas 2012, p.692). Teaching methods adapted from high intensity interval fitness training have proven successful within tertiary education, particularly in terms of keeping students engaged with shorter, more intensified learning periods (Joyce & White 2015: 1089). Structuring class activities similarly to an exercise class, including a simplified, confidence-building warm up task, before progressing to more intense and challenging tasks, concluding with a cooling down, reflective activity, have shown to utilise tutorial time more effectively and create a more collaborative, driven classroom environment (Joyce & White 2015: 1090).

The initiative/practice. I have developed a ‘high-intensity-interval-learning’ model, which I term the ‘work(out)shop’, during which students work in small groups at a range of interactive design ‘stations’. Each station offers an interactive, guided video (twenty in total), which bridge analogue and digital modes of teaching to achieve enhanced active learning.

Methods of evaluative data collection and analysis. Over a four year period, a post-term survey has been conducted on students and tutors on the effectiveness of the “work(out)shop”; data has been collected via a series of qualitative and quantitative questions which have been analysed for key learning themes.

Evidence of outcomes and effectiveness. The success of this approach is evidenced through feedback from students and colleagues, receiving a grant to support enhancement of the work(out)shop resources, receiving two faculty teaching awards and a UNSW Foundations of University Learning & Teaching Award, as well as multiple invitations to present on these teaching to colleagues.

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Experiences of Aboriginal staff and Aboriginal health curricula within health sciences**Mr Michael Watkins¹**¹*University of South Australia, Adelaide, Australia*

Background/context. Aboriginal staff within the health sciences work in variety of roles and contexts which all encounter varying engagement with Aboriginal health curricula depending on their role as they operate at the cultural interface within the Academy (Nakata 2007). Each university has different institutional structures, staffing capacity and policies towards this which creates unique experiences for Aboriginal staff. It is well known that the delivery of Aboriginal health curricula should be done by Aboriginal academics, however this is not always possible to due to fewer Aboriginal health academics in higher education space (Harvey and Russell-Mundine 2019; Wolfe et al 2017).

The initiative/practice. There is a gap in literature exploring and sharing the narrative that surrounds Aboriginal staff experiences with Aboriginal health curricula. The perspective and experience of non-Indigenous academics' voices are already well known and widely documented. This research will showcase the experiences of Aboriginal staff developing, delivering, and evaluating Aboriginal health curricula from within HEd spaces based upon Western paradigms.

Methods of evaluative data collection and analysis. A yarning methodology (Bessarab and Ng'Andu 2010) is applied with Aboriginal participants based in a grounded theory approach to construct perspective and experience of participants.

Evidence of outcomes and effectiveness. Exploring and sharing the experiences of Aboriginal staff members will contribute to the growing body of evidence surrounding embedding, delivering and evaluating Aboriginal health content to further support and develop innovative and meaningful processes and relationships with Aboriginal staff working in the health sciences and universities as a whole.

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Understanding the capacity of STEM teaching academics to teach for Diversity, Equity and Inclusion (DEI) in the classroom**Dr Reva Ramiah¹**, Dr Lisa Godinho²¹*Curtin University, Bentley, Australia*, ²*The University of Melbourne, Melbourne, Australia*

Background/context. Despite Australia's social diversity, women, disabled people and people from other cultures (Fisher et. al, 2020; Dancy et. al, 2020; Wanelik et. al, 2020) face barriers in accessing traditional bastions of STEM academia and industries. In the interest of a diverse STEM culture, urgent change to transform traditional STEM teaching practice is required.

The initiative/practice. Enabling transformative classroom practice in relation to DEI requires teaching academics to reflect on their identity and biases to facilitate inclusive pedagogies. There is also a need to understand institutional infrastructure and systems that are in place to empower academics in this endeavour.

Methods of evaluative data collection and analysis. An interpretive framework drives data collection and analysis. Data were collected through a national survey, focus groups and in-depth interviews. Data were coded and subjected to descriptive and thematic analysis.

Evidence of outcomes and effectiveness. Initial analysis indicates that similar challenges are experienced in a range of institution with DEI initiatives in the classroom seen as additional or desirable, but not essential to the teaching of STEM. Workload is perceived as the major limitation to practising DEI pedagogy. Academics also cite pandemic responses as a barrier that has further hampered their ability to engage with DEI pedagogy as well as impacting student engagement. The findings of this project will inform resource development that enables STEM academics to make sustainable change to their practice.

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Exploring the impact of teacher recognition programs on student Learning: A students-as-partners approach**Deanne Gannaway¹**, Dr Anna Kull¹¹University of Queensland, St Lucia, Australia

Background/context. Australasian universities are increasingly engaging professional recognition programs such as the HERDSA Fellow and HEA Fellowship Schemes; designed to support tertiary level educators reflect on their teaching practice. Such schemes have been explored at several levels (see Simon & Pleschova, 2012 and Chalmers & Gardner, 2015, for example). However, most of these investigations focus on the impact on teachers, their institutions, and the sector – the impact on student learning remaining elusive. For example, although a recent study *Assessing the impact of accreditation on institutions* (Spowart et al., 2020) drew on Guskey's (2000) 5-level model and included a student impact phase, for various it was unable to advance our knowledge about potential impact. This gap highlights a need for different approaches to support institutions understand the impact of their schemes on student learning. Students-as-partners (Felten et al., 2019) potentially offers such an approach.

The initiative/practice. This presentation showcases work-in-progress outcomes of adopting a students-as-partners approach to explore the impact of the HEA Fellowship scheme on student experiences, learning and behaviour at an Australian research-intensive university. The presentation shares a critical reflection of the implementation of the approach, institutional findings that resulted and the resources and approach developed for critique and potential adoption by colleague interested in taking up the challenging question of tracing impact on student learning.

Methods of evaluative data collection and analysis. In this project, student partners were engaged as co-evaluators collaborating with staff partners to co-create an evaluation process, an impact framework, and a set of resources to support institutions with Fellowship schemes to take up the challenging question of tracing the impact of staff learning on student learning.

Evidence of outcomes and effectiveness. The approach and materials were subjected to expert scrutiny and peer review by members of an Australasian reference group. The presentation will outline the approach and associated materials initially piloted at one institution prior to further refinement and institution-wide implementation.

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Making talk work: Using a dialogic approach to develop intercultural competence with students at university**Dr Johanna Einfalt^{1,2}**¹University of The Sunshine Coast, Australia, ²Queensland University of Technology, Australia

Background/context. In an increasingly globalized world, universities claim to produce students who are can successfully operate in diverse contexts. It is less clear, however, how this is achieved within higher education institutions. Equally, literature and national student surveys points to a lack of engagement and interaction between students, arguing that universities are not maximising the opportunity offered by a diverse presence on campus.

The initiative/practice. The impact of a purpose-built program designed to promote intercultural learning will be showcased. Guided by dialogic pedagogy (Bakhtin, 1981), the program utilised a series of forums to promote dialogic interactions between a mixed group of 12 domestic and international students, who participated in a pilot program delivered at a regional Australian university.

Methods of evaluative data collection and analysis. Underpinned by Deardorff's (2006) intercultural competence model, interviews, video recordings, reflections and stimulated verbal recall sessions were used to analyse how the program influenced students' communication, interaction with others and developing intercultural understandings. A talk-in-interactional analysis was also employed to explore how students interacted with each other during the forums.

Evidence of outcomes and effectiveness. The program was found to stimulate students to reflect about their identity, diverse others, and their future role in internationalised contexts. The thematic analysis reported shifts in students' views, attitudes, knowledge, skills and comprehension around other cultures. Analysis of interactional moments in the forums witnessed students using a range of rhetorical and discursive devices to establish connections and shared understandings. This showcase promotes using a dialogic approach as a potentially effective way to stimulate new understandings in university students. Since the Covid-19 pandemic has forced many universities to reduce face-to-face delivery, it is critical for educators to understand the impact of student interactions and dialogic practice.

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Peer support as a catalyst for improving student engagement and learning in higher education: a qualitative study

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Background/context. Higher education institutions are built on the foundation of peer learning, an approach where peers support each other in learning processes in an educational setting (Gogus, 2012). Using peers as a support network is recognised as an efficient resource for enriching learning as it facilitates acquiring knowledge through active help and support among peers (Vignery & Laurier, 2020). However, there is limited evidence on the extent to which peer support improves student engagement and learning among those pursuing higher education in Australia.

The initiative/practice. Peer/buddy support groups were implemented to provide additional academic and learning support to students enrolled in the Autumn 2021 session of the 401372 Social Determinants of Health unit at Western Sydney University. All students were allocated to and encouraged to engage in a peer support group of 4-5 students.

Methods of evaluative data collection and analysis. Between 22 June and 1 July 2021, four focus groups were conducted in English, Hindi, and Nepali languages with a total of 22 students to gain an in-depth insight into students' experiences of being in a peer support group. Focus groups were conducted via Zoom for approximately two hours, audio-recorded, translated to English, transcribed verbatim, and subsequently analysed using thematic analysis.

Evidence of outcomes and effectiveness. Five major themes emerged: (1) university acculturation; (2) peer learning and academic help; (3) assignment specific support; (4) facilitators and barriers to engagement; (5) psychological and social support. This study found that peer support is a useful strategy to help students transition into university, and benefit from additional academic, learning and assignment specific support. While most students were motivated to engage in peer support groups, barriers such as online mode of study or other commitments were also identified. Nonetheless, peer support was key to providing psychological and social support amidst the COVID pandemic. This study generates an evidence base for the development of peer learning in an Australian tertiary education setting.

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What's a classroom anyway? Planning for presence in blended synchronous learning environments using the Community of Inquiry framework

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Background/context. This study reports on preliminary results of a pilot to implement blended synchronous environments at a multi-campus regional university. The need to cater for remote and rural students and teachers with ongoing uncertainties from the pandemic requires solutions to enable 'presence' regardless of physical location. Additionally, teaching staff require guidance to pedagogically shift away from predominantly direct instruction to active learning (Raes et al., 2020).

The initiative/practice. In mid-2021 the University began trialling blended synchronous environments through the Connected Classroom initiative. This presented the opportunity for multi-campus synchronous delivery and the potential for increased flexibility and efficiency to gather online and face-to-face students in unified spaces. A 'Test and See Phase' comprised of multi-disciplinary academics and department staff began the pilot to review teaching spaces with Garrison, Anderson, and Archer's (2000) Community of Inquiry (CoI) framework selected as a heuristic to plan for teaching, social and cognitive 'presence' and design for active learning.

Methods of evaluative data collection and analysis. A participatory research approach was used to collect insights towards change during the 'Test and See Phase' allowing an iterative flexible process of inquiry, reflection, and action (McIntyre, 2008) as the study progresses. Further qualitative data will be gathered during the pilot and implementation phases using interviews, evaluation tools, and peer reviews and reflections.

Evidence of outcomes and effectiveness. The 'Test and See Phase' has been instrumental in gathering insights on academics' pedagogical and technical support needs. Preliminary results gathered during the pilot show predominance of concern with effective use of technologies and the need for strong pedagogical planning support. The next phase of the study will gather further insights from teaching and students in the Implementation phase.

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Aligning pedagogy and learning space in higher education

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Background/context. Universities are investing billions of dollars in building infrastructure, with the design of learning spaces driven by technological developments and long-standing changes in pedagogical theory and practice. Despite these huge investments, there appears to be a lack of research carried out on the design of physical spaces (Boys, 2011) and little evidence that such infrastructure planning are informed by an understanding of the relationships between space and the teaching and learning within it (Barnett & Temple 2006).

The initiative/practice. The aim of the study is to investigate the alignment between pedagogy and space by responding to a single research question: *What is the relationship between the purpose, process, place, and product of student learning in higher education?*

Methods of evaluative data collection and analysis. This study employs an online photo elicitation method to gather perspectives from educators and students in one Australian university. A hybrid approach consisting of inductive and deductive coding to thematic analysis was employed to find repeated patterns of meaning.

Evidence of outcomes and effectiveness. 25 images of learning spaces were received from eight educators and 17 students. Thematic analysis of the images and responses by participants highlight the importance of the *pedagogical affordances* of the learning environment. Defined as the "possible uses of an element of the learning environment to facilitate the learning of another individual" (Villafranca, 2019, p. 192), results show that certain pedagogical affordances need to be present before students can achieve their learning outcomes. This study concludes by advancing a conceptual framework for understanding the relationships between pedagogy and space that can have a potential impact on student outcomes and design practices.

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Designing professional learning to support institutional change: A participatory evaluation**Dr Gayani Samarawickrema¹, Ms Kaye Cleary¹**, Dr Sally Gauci¹, Mr Bruce Herbert¹, Ms Miriam Bennett¹¹Victoria University, Footscray, Australia

Context. Anonymous University introduced an institution-wide Curriculum Innovation; students study one subject at a time over four-weeks. Key Innovation Mode features include active learning replacing lectures, and scaffolded assessments (McCluskey et al., 2020).

The initiative. We evaluate a professional learning (PL) experience designed to develop capabilities to effectively teach in the Innovation, and to sensitise participants (academics) to the changed student ecosystem. The PL, a re-framed *Graduate Certificate of Tertiary Education* (GCTE) immerses participants in an authentic experience of Innovation study (Hennessy et al., 2014). The program and subject convenors initiated a collective approach to reflect shared accountabilities in evaluating this immersive PL.

Method. After one year we engaged in structured critical reflections to capture insights gained from teaching. We first individually responded to six reflective questions in writing (Innovation principles convenors deliberately modelled, examples of when they were successful and not successful, lessons learned from teaching, thoughts on assessment efficiency and rigour), followed by a focus group to discuss our reflections, differences and consistencies.

Results. Results indicate shared conversations emphasised our shared stakeholder-perspectives and refined our thinking on immersive PL. Most importantly, this collaborative knowledge generation process contributed to our own professional growth.

Discussion. With few evidence-based studies in PL for this Innovation Mode teaching, the current study contributes to understandings related to immersive PL, a catalyst to motivate effective, confident Innovation Mode educators.

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Design | Deliver | Enable | Lead: The design and implementation of an integrated and contextualised Teaching Capability framework**Assoc Prof Barbie Panther¹**¹Deakin University, Burwood, Australia

Background/context. Teaching capability frameworks have been adopted by universities as a basis for recognition and reward, and to guide professional learning for higher educators. Since its release in 2006, the Professional Standards Framework (PSF) has been adopted around the world to guide teaching practice and forms the basis for HEA fellowships. Many such frameworks have been designed specifically for academic staff and articulate progression in teaching practice from novice to expert. This Teaching Capability Framework (TCF) is unique in that it recognises the variety of roles that contribute to learning and teaching in higher education, and is designed to support teaching academics, learning designers, digital designers, student support staff, academic developers and others who contribute to the student experience in higher education, regardless of their level of expertise or experience.

The initiative/practice. The development of the TCF was multi-staged and collaborative to ensure that it was evidence-based, integrated to both the PSF and internal principles for teaching and learning and, importantly, functional across multiple contexts. Typical activities, core knowledge and professional values were mapped across four domains that articulate the central capacities demonstrated by teaching teams: design learning opportunities; deliver teaching interactions; enable student learning experiences; and lead teaching teams. Each of the domains were contextualised to a variety of professional, academic and leadership roles which contribute to learning and teaching. The TCF recognises the diverse, complex, and collaborative work of teaching and learning professionals.

Methods of evaluative data collection and analysis User testing of the framework has been undertaken in a range of contexts through workshops and surveys. Analysis of this data has informed the framework and the way it is used.

Evidence of outcomes and effectiveness The TCF has been used to support both academic and professional staff in teaching and learning to gain recognition and reward, and to guide their professional learning. It has been used as a tool for HEA fellowships, as the basis for the development of a Graduate Certificate in Higher Education, as inspiration for student mentor framework, and in a portfolio format as a reflective tool for staff to self-assess their capability and identify professional learning opportunities. The presentation will showcase how this framework was developed and how it is being used at Deakin to support our staff in their professional learning, recognition, and reward.

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