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## Virtual oral abstract book

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## V100

**Towards handover: Shifting roles and responsibilities to integrate academic literacy development****Dr Lucy Macnaught<sup>1</sup>, Dr Mark Bassett**<sup>1</sup>*Auckland University of Technology, Auckland Central, New Zealand*

**Background/context.** Many universities position academic literacy development as peripheral to the curriculum (Arkoudis & Harris, 2019). However, scholars have long argued that such development should be integrated into courses and programs (Wingate, 2018). This approach often involves interdisciplinary collaborations between learning advisors and lecturers. However, the gradual 'handover' of academic literacy teaching to lecturers is under-researched.

**The initiative/practice.** This study reports on a four-year project to teach academic literacy within one course of a Bachelor of Education. It examines the process of learning advisors gradually handing over the teaching of academic literacy to lecturers, and specific ways in which their roles and responsibilities shift over time. It also reflects on the impact of handover on students' assessment outcomes.

**Methods of evaluative data collection and analysis.** Data includes audio recordings of meetings between learning advisors and lecturers and corresponding meeting notes. The discourse analysis of this data draws on Systemic Functional Linguistics to identify the shifting contributions of the collaborators. The distribution of grades provides an indication of whether what was taught and who taught it corresponds to changes in student achievement, including assessment resubmission rates.

**Evidence of outcomes and effectiveness.** Findings about shifting roles and responsibilities are represented in a topology of embedded teaching practices to highlight how steps towards handover are intensive but flexible. The inclusion of lectures and videos about reading and writing critically corresponded to a reduction in assessment task resubmissions and fewer students achieving minimal passing grades. The finding that these changes were sustained at the point of handover is significant in relation to universities typically having few literacy specialists but expecting graduates to have strong communication skills.

**References.** Arkoudis, S., & Harris, A. (2019). EALD students at university level: Strengthening the evidence base for programmatic initiatives. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 1–20). Springer. [https://doi.org/10.1007/978-3-319-58542-0\\_18-1](https://doi.org/10.1007/978-3-319-58542-0_18-1)

Wingate, U. (2018). Academic literacy across the curriculum: Towards a collaborative instructional approach. *Language Teaching*, 51(3), 349–364. <http://dx.doi.org/10.1017/S0261444816000264>

## V101

**A pilot project to create and implement online vivas to improve assessment of higher order skills in a capstone medical sonography course****Mrs Sandhya Maranna<sup>1</sup>**<sup>1</sup>*University of South Australia, Adelaide, Australia*

**Background/context.** This project was funded by the Early Career 2021 Teaching and Learning grant. The capstone course in General Medical Sonography, assesses the clinical competency skills in students during their transition from trainee to accredited sonographer through high stakes assessments. Assessments are described as high stakes if results can have a serious impact on an examinee, such as gaining accreditation, graduation, or a professional job (Yudkowsky et al., 2020). The pre-COVID format of on-campus Objective Structured Clinical Examination was impacted due to COVID-19 interstate travel restrictions. Student competencies still had to be assessed objectively to support timely completion of their degrees.

**The initiative/practice.** To improve assessment of higher order skills, online vivas were introduced as a summative authentic assessment (Scott & Unsworth, 2018). Structured online vivas (Sotiriadou et al., 2019) were created and implemented as a summative assessment for 71 students. The methodology, creation, implementation, challenges, and evaluation outcomes of online vivas as a summative authentic assessment will be presented.

**Methods of evaluative data collection and analysis.** Evaluation of the vivas was conducted through a combination of online survey questionnaires and observation of grade outcomes. Data was analysed with mixed methods, consisting of descriptive statistics and qualitative analysis of free text responses.

**Evidence of outcomes and effectiveness.** Summative assessment learning outcomes, feedback evaluation survey from students (50.7% response rate) and external examiners (100% response rate) will be presented.

**References.** Scott, M., & Unsworth, J. (2018). Matching final assessment to employability: developing a digital viva as an end of programme assessment. *Higher Education Pedagogies*, 3(1), 373–384. <https://doi.org/10.1080/23752696.2018.1510294>

Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2019). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 45(11), 1–17. <https://doi.org/10.1080/03075079.2019.1582015>

Yudkowsky, R., Yoon-Soo Park, & Downing, S. M. (2020). *Assessment in health professions education*. Routledge.

## V102

**Exploring the use of Open Education Practices (OEP) in undergraduate, interprofessional collaborative learning**

Dr Yolande Heymans<sup>1</sup>, [Dr Jessica Pool](#)<sup>1</sup>, Dr Christo Bisschoff<sup>1</sup>, Dr Christmal Christmals<sup>1</sup>, Mrs Baaqira Ebrahim<sup>1</sup>, Mrs Rhea Koch<sup>1</sup>, Prof Jako Olivier<sup>1</sup>

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**Background/context.** Advancement in information and communication technology (ICT) laid the foundation for open education practices (OEP). The open educational resources (OER) movement has been high on the accessibility and inclusivity agenda, however, the OPAL report: Beyond OER – Shifting Focus to Open Educational Practices (OPAL, 2011) suggests extending the focus beyond the use of OER in higher education to innovative OEP. OEP is defined as “a broad description of collaborative practices that include the creation, use, and reuse of OER, as well as pedagogical practices employing participatory technologies and social networks for interaction, peer-learning, knowledge creation, and empowerment of learners” (Cronin, 2017, p. 18).

**The initiative/practice.** Lecturers introduced OEP into a second-year module. Working in interprofessional teams, health and social care students (N:1743) conducted research and used open technologies to design a learning object. Learning objects were assessed, and with students’ consent, shared as OER. Within the evolving OEP domain, this Scholarship of Teaching and Learning (SoTL) research project explored students’ perceptions of the use of OEP in undergraduate, interprofessional education (IPE). Ethics approval was granted. Voluntary non-probability sampling was used. The study population comprised all students registered for the module (N:1734) with 1145 (n) students giving written consent.

**Methods of evaluative data collection and analysis.** This qualitative study was anchored in a constructivist-interpretivist paradigm. A scoping review provided the theoretical foundation and empirical data was collected through an online reflection activity. Data were thematically analysed.

**Evidence of outcomes and effectiveness.** Participants perceived the introduction of OEP as very positive. Participants valued working collaboratively, gaining insight into diverse disciplinary approaches, and learning with, from, and about their peers. OEP allowed for increased engagement with the subject matter, better understanding, and knowledge retention. Participants valued learning new skills, being creative, co-constructing knowledge, and developing a learning object that can be used for more than just assessment purposes. Students recommended the inclusion of OEP in other modules.

## V103

**Finding the ‘why’: Consolidating qualitative student feedback from 305 courses to improve design and delivery**

[Dr Jennifer Scott](#)<sup>1</sup>

<sup>1</sup>Massey University, Palmerston North, New Zealand

**Background/context.** At the end of each teaching period, the School of Management (SoM) in Massey Business School requests all students complete evaluations for each course in which they have studied. Students provide six-point Likert scale responses of satisfaction or agreement for 10 questions, with the opportunity to support each rating with qualitative comments. The questions, identical for all courses, focus on the content and structure of courses, including materials, assessments, and online environment. Two open-ended qualitative questions ask students to comment on course aspects that most helped their learning and provide suggestions for changes to improve student learning.

**The initiative.** For each course evaluation, only the academic staff member responsible for delivery receives the full report. While the Head of School receives a consolidated report of all courses, this is limited to quantitative results; any comments are received and interpreted (positively and negatively) in isolation. Recognising an opportunity to consider potential themes that might never be observed or recorded at School-level, this initiative sought to draw together the qualitative student feedback from all courses across SoM across three calendar years. The purpose was to unpack the *why* regarding students’ quantitative scores and generate suggestions for quality improvement.

**Methods of evaluative data collection and analysis.** The University’s Office of Academic Quality, Reporting and Assurance supported consolidation of all course evaluations from 2019 – 2021 for SoM. Data was managed in accordance with the Privacy Act 2020 and all identifying information removed prior to analysis. 6842 individual lines of data, spanning 305 unique course offerings, were input into NVivo prior to commencing coding. Thematic analysis was undertaken on data sets comprising the qualitative comments for each of the 10 quantitative questions as well as the two open-ended questions as well as broad thematic analysis comprising the entire data set.

**Evidence of outcomes and effectiveness.** The results provide a clear picture of student perceptions toward course design and delivery. A non-exhaustive list of elements that benefit students includes non-graded quizzes, practical homework tasks, synchronous dialogue for assessment expectations, and short audio-visual content clips. In contrast, vague and broad assessments tasks, feedback too close to subsequent submission, or highly formal, unenthusiastic lecturers are examples of student-articulated barriers to success. The results highlight themes across many courses; students are not simply excited about or dissatisfied with one element of one course. By highlighting themes from multiple courses, staff can look beyond their own course and leverage rich feedback for course improvement.

## V104

**“Grades had more importance than understanding at that point in time”: How grades and time influence discussions in Team-Based Learning****Mr Fun Siong Lim<sup>1</sup>**, Dr Yen Leng Chye<sup>1</sup>, Dr Anders Gustaffson<sup>1</sup><sup>1</sup>*National Technological University Singapore, Singapore, Singapore*

**Background.** Grading incentives have been reported to encourage students to adopt monologic discourses when discussing on answers as a team. However, in Team-Based Learning, grading is a recommended approach to ensure individual and team accountability for high quality discussions during the team readiness assurance process or tRAT. This view is supported by studies that show a lack of engagement with pre-reading and poorer individual performance when individual readiness assurance tests are not assessed.

**The initiative/practice.** An existing research gap is the influence of grading on team discussions during the tRAT. This qualitative study follows eight groups in two Calculus classes taught by the same faculty to understand how grading might affect the types of talk employed for decision-making.

**Methods of evaluative data collection and analysis.** Using Wegerif’s dialogic framework for analysing peer talk, we analyse video transcripts for the types of talk teams used for decision-making during their second and final tRAT sessions. The types of talk include the more monologic cumulative talk and more dialogic exploratory talk. Following Stake’s multiple case study approach, we triangulate the discourse analysis with student interviews and test scores.

**Evidence of outcomes and effectiveness.** The discourse analysis suggests that over time, more teams adopted cumulative talk. This include accepting the answer of the knowledgeable peer and majority view as the team’s answer without much discussion. Some teams even consulted other teams for answers.

The interviews suggest that teams adopt cumulative talk because of pressure to complete the tRAT within the given time and a shared belief about the importance of maximising scores even when the weighting of each tRAT is miniscule. The study suggests the need to alleviate students’ concerns about grades, afford sufficient time for exploratory talk and invite other TBL practitioners to discuss if these recommendations would apply for their own contexts.

## V105

**Feedback vs. feedforward: which matters more to students?****Dr Jeffrey Lim<sup>1</sup>**<sup>1</sup>*The University of Sydney, Sydney, Australia*

**Background/context.** Love or loathe it, as much as it is time-consuming, giving effective feedback enhances student learning and leads to their improvement (Hattie et al., 2021; Brookhart, 2017). Without a doubt, its benefits can be achieved through both formative (e.g. in-progress tracking with opportunities for improvement) and summative (e.g. performance evaluation against an established benchmark) assessments. While the latter takes on a conventional feedback approach, the former adopts the widely acclaimed concept of feedforward (Hirsch, 2017; Vardi, 2013; Duncan, 2007). Challenges remain, however, in terms of how feed-back/forward is used by educators and perceived subsequently by students.

**The initiative/practice.** Many will attest that both feedback and/or feedforward have their merits, and educators have embraced these mechanisms albeit in varying forms (e.g. individual vs. group-based) and without (e.g. verbal vs. written) or with technology use (e.g. Turnitin Studio, Speed Grader in Canvas LMS) in their teaching. However, during current disruptive times where students are more anxious and requiring more support, the impact of feed-back/forward in student learning leading to performance improvement becomes even more crucial.

**Methods of evaluative data collection and analysis.** This study involves 2 different elective units of study within the same major, semester and degree level. Unit A focuses on feedback that is based around a summative formal group assessment, whereas Unit B utilises feedforward via 4 formative low-stake tasks that feed into a formal group assessment. End of semester formal student evaluations from both units (quantitative and qualitative data) are then used to better understand students’ response towards the implemented feedback or feedforward mechanism. **Evidence of outcomes and effectiveness.** Students from both units appear to respond equally well (mean = 4.44) to their respective feedback (approx. 89% agreement for Unit A, and approx. 88% agreement for Unit B) question. Despite its inherent limitations, the provision of feedback only with no opportunity to improve did not appear to be inferior against the future-oriented (Sadler, 2010) nature of feedforward. While both feedback and feedforward have their own merits, they complement each other to help improve students’ overall learning.

**References.** Brookhart, S. M. (2017). How to Give Effective Feedback to Your Students. ASCD. Duncan, N. (2007). “Feed-forward”: improving students’ use of tutors’ comments. *Assessment and Evaluation in Higher Education*, 32(3), 271–283.

<https://doi.org/10.1080/02602930600896498>. Hattie, J., Crivelli, J., Van Gompel, K., West-Smith, Patti & Wike, K. (2021). Feedback That Leads to Improvement in Student Essays: Testing the Hypothesis that “Where to Next” Feedback is Most Powerful. *Frontiers in Education*, 6, 1–9. <https://doi.org/10.3389/educ.2021.645758>. Hirsch, J. (2017). The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change. Rowman & Littlefield. Sadler, D. R. (2010). Beyond feedback: developing student capability in complex appraisal. *Assessment and Evaluation in Higher Education*, 35(5), 535–550. <https://doi.org/10.1080/02602930903541015>. Vardi, I. (2013). Effectively feeding forward from one written assessment task to the next. *Assessment and Evaluation in Higher Education*, 38(5), 599–610. <https://doi.org/10.1080/02602938.2012.670197>.

## V106

**Tweeting the thesis statement: Using Twitter to improve reading and analysis****Dr Claire Timperley<sup>1</sup>**<sup>1</sup>*Te Herenga Waka-Victoria University of Wellington, Wellington, New Zealand*

Studies in higher education show that low numbers of students complete course readings (Kerr and Frese 2017) and, even when they do read, many students have a poor understanding of what they have read (Hoeft 2012). Yet we know that reading is fundamental to students' learning, both in terms of accessing content and in acclimating them to how to analyse and communicate ideas well. While existing research extols the value of Slack (Sabin and Olive 2018), Twitter (Sweet-Cushman 2019), Facebook (Dragseth 2020) and Wikipedia (Timperley 2020) as tools that 'meet students where they are', stimulate their learning and curiosity, and give them an opportunity to share their learning with a wider audience, my approach is novel in focusing on improving reading outcomes and analysis, rather than aiming to increase student engagement with the subject or simulating interactions with a public audience. Moreover, my approach addresses concerns about student privacy (Watters 2019), utilising the concept of tweets in a structured workshop model without requiring students to publicly post their tweets. In this presentation I first theorise how Twitter can be used to support improved reading skills and generate robust, analytical class discussion. Second, using anonymous student evaluations, I show that asking students to 'tweet the thesis' of required reading supports the development of core academic skills. My analysis contributes to theorising about the use of Twitter or related social media platforms for pedagogical benefit, as well as showing how tweeting can improve students' reading and understanding of texts.

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<https://doi.org/10.1080/15512169.2018.1550421>

Hoeft, M. (2021). Why University Students Don't Read: What Professors Can Do To Increase Compliance. *International Journal for the Scholarship of Teaching and Learning* 6(2). <https://doi.org/10.20429/ijstl.2012.060212>

Kerr, M. M., & Frese K.M. (2017). Reading to Learn or Learning to Read? Engaging College Students in Course Readings. *College Teaching* 65(1), 28-31. <https://doi.org/10.1080/87567555.2016.1222577>

Sabin, J., & Olive, A. (2018). Slack: Adopting Social-Networking Platforms for Active Learning. *PS: Political Science & Politics* 51(1), 183-189. <https://doi.org/10.1017/S1049096517001913>

Sweet-Cushman, J. (2019). Social Media Learning as a Pedagogical Tool: Twitter and Engagement in Civic Dialogue and Public Policy. *PS: Political Science & Politics* 52(4). <https://doi.org/10.1017/S1049096519000933>

Timperley, C. (2020). The Subversive Potential of Wikipedia: A Resource for Diversifying Political Science Content. *PS: Political Science & Politics* 53(3), 556-560. <https://doi.org/10.1017/S1049096520000013>

Watters, A. (2019). The Web We Need To Give To Students. *Bright Magazine*. <https://brightthemag.com/the-web-we-need-to-give-students-311d97713713>

## V107

**Disciplinary core concepts – a means to connect diverse student cohorts in an introductory physiology unit****Dr Sarah Etherington<sup>1</sup>**<sup>1</sup>*Murdoch University, Murdoch, Australia*

**Background/context.** Students in an introductory physiology unit (BMS107) at Murdoch University have ATARs between 70 and > 95, with diverse career aspirations (clinical/non-clinical, animal/human). This diversity has historically produced challenges in engaging, and creating valuable learning experience for, each student.

**The initiative/practice.** Michael<sup>1</sup> and colleagues have led the international physiology education community to develop Core Concepts in Physiology. Core Concepts emerged in response to widespread concerns that expanding detail in science units was distracting students from developing an understanding of major principles. Despite widespread support for the Core Concepts internationally, physiology educators have not yet provided models that effectively incorporate Core Concepts into undergraduate physiology units. The presentation will showcase how BMS107 was re-created to promote student mastery of Core Concepts. Six core concepts were selected for their suitability in an introductory physiology unit and their ability to scaffold the learning of students going on to complete more advanced physiology units. Strategies to be documented include structuring a unit around core concepts, convincing students of their value and iteratively signposting and engaging students with core concepts in teaching of major body systems. Assessments were developed to provide ongoing measurement of basic core concept understanding and an to demonstrate higher-level mastery and integration of core concepts, in an open-ended poster assessment. All innovations were designed to be feasible and valuable in an online-only context. Sufficient detail will be provided to enable educators to apply these strategies in their own teaching context.

**Methods of evaluative data collection and analysis.** The impact of this approach on student learning (using student work samples), experience (from student surveys) and performance metrics (unit results). Challenges that emerged for staff and students and the impact on staff satisfaction with unit content will be considered.

**Evidence of outcomes and effectiveness.** Results suggest that, while challenging for students, introducing a strong core concepts emphasis to introductory physiology units provides a "disciplinary passport", better preparing students to progress in many different directions in their courses.

**References.** Michael, J., Cliff, W., McFarland, J., Modell, H., & Wright, A. (2017). What are the core concepts of physiology?. In *The core concepts of physiology* (pp. 27-36). Springer, New York, NY.

## V108

## Does the offer of extra credit improve completion rates?

**Dr Russell McPhee<sup>1</sup>**<sup>1</sup>*Bond University, Robina, Australia*

**Background/context.** Students who perform poorly in early assessment can feel inadequate and doubt their ability to succeed in their studies, enhancing the risk of attrition and disengagement (Hill et al., 2021; Shields, 2015). The exploratory study reported here concerned a large, first-semester, university-wide compulsory subject. The study was prompted by the observation that many students who struggled in an early assessment task went on to fail the subject, not due to inability but because they did not submit their final assessment piece. It was hypothesised that offering an opportunity for extra credit to at-risk students would increase the number of students who continued to engage and submitted the final assessment.

**The initiative/practice.** Students who had performed poorly in an early assessment task were offered the opportunity to submit additional assessment worth up to 10% of the final grade alongside their final assessment. Students were advised to discuss their current marks and prospects with their tutors to determine whether they needed the extra credit or whether they could achieve a pass with the marks from their final assessment alone.

**Methods of evaluative data collection and analysis.** Student submission- and success-rates were analysed to determine uptake and changes to outcomes. Data was also gathered through semi-structured interviews with subject tutors to determine their experiences of administering the extra credit opportunity.

**Evidence of outcomes and effectiveness.** The offer of extra credit led to more students submitting their final assessment and the overall pass-rate increased, thus confirming the hypothesis. However, further analysis showed that few students actually completed the assessment offered for extra credit. Rather, it was found that the students' discussions with tutors led to greater engagement in the final assessment. Students were not only more likely to submit their final assessment, they also worked harder on it in order to avoid the extra work associated with the extra credit opportunity. The explanation for this appears to be the provision of a targeted, 'safe' conversation with teaching staff, which heightened students' understanding of what was required, both to pass and to avoid the additional task. Implications include new ways of engaging at-risk students in formative discussions and incentivising engagement.

**References.** Hill, J., Berlin, K., Choate, J., Cravens-Brown, L., McKendrick-Calder, L., & Smith, S. (2021). Exploring the emotional responses of undergraduate students to assessment feedback: Implications for instructors. *Teaching and Learning Inquiry*, 9(1), 294–318.

Shields, S. (2015). 'My work is bleeding': Exploring students' emotional responses to first-year assignment feedback. *Teaching in Higher Education*, 20(6), 614–624

## V109

## Academics struggles of fulfilling their ethical and moral duties to land, people, spirit, and treaty

Ms Piki Diamond<sup>1</sup><sup>1</sup>Auckland University of Technology, Auckland/Manukau, Aotearoa New Zealand

**Background/context.** In Aotearoa-New Zealand the movements of decolonisation, indigenisation and critical pedagogies (Darlaston-Jones et al., 2014; Freire, 2005; Hall, 2019; Santos, 2017) challenge tertiary education institutions' understandings and enacting of two governing documents. These documents are Te Tiriti o Waitangi and, the Education Act 1989.

**The initiative/practice.** This presentation is drawn from my doctoral research - an autoethnography exploring the effect of implementing indigenous wisdom into my role as an academic developer, to design a Te Tiriti-honouring curriculum. One indigenous wisdom came from tohunga (ancient wisdom keeper) Hohepa Delamere, who advocated, "Evolution will go towards minimizing the gap found between the value system and its presence" (Loesel, 2006, p. 146). This one statement enticed me to explore the values espoused by our university. My study engaged the tensions held between the two cultures within Te Tiriti o Waitangi: the expanding industrial ambition of the British Crown and the indigenous Māori pursuit to return to a deeper connection to land, people, and spirit.

**Methods of evaluative data collection and analysis. Evidence of outcomes and effectiveness.** The final act of my research called for wānanga (co-creating exploration) to be facilitated within our university's whare-tūpuna (Māori ancestral house). Here, staff, indigenous and non-indigenous to Aotearoa-New Zealand, were guided through tikanga (Māori ethical rituals) to heal and cocreate solutions of justice and peace. This presentation draws from these wānanga. It will focus on the question: how can universities be the "critic and conscience of society" (New Zealand Legislation, 1989, p. 198) if we have not established a consensus around morals, ethics and justice inherent within the relationship of Te Tiriti between the Crown and Māori?

**References.** Darlaston-Jones, D., Herbert, J., Ryan, K., Darlaston-Jones, W., Harris, J., & Dudgeon, P. (2014). Are we asking the right questions? Why we should have a decolonizing discourse based on conscientization rather than indigenizing the curriculum. *Canadian Journal of Native Education*, 37, 86–104. Freire, P. (2005). *Teachers as cultural workers: Letter to those who dare teach* (D. Macedo, D. Koike, & A. Oliveira, Trans.). Westview Press. Hall, M. (2019, July 4). *I ngā rā o mua: Challenges, changes and opportunities of indigenising university teaching and research* [Keynote]. HERDSA 2019 – Next generation, Higher Education: Challenges, Changes, Opportunities, Auckland, NZ. [https://cpb-ap-se2.wpmucdn.com/blogs.auckland.ac.nz/dist/2/372/files/2019/07/Programme\\_HERDSA-2019\\_v19\\_03-7-19.pdf](https://cpb-ap-se2.wpmucdn.com/blogs.auckland.ac.nz/dist/2/372/files/2019/07/Programme_HERDSA-2019_v19_03-7-19.pdf). Loesel, I. (2006). *Returning to the Void: Papa Joe, Maori Healing & Sacred Teachings*. iUniverse. <https://books.google.co.nz/books?hl=en&lr=&id=8JRuh-f-kJEC&oi=fnd&pg=PR7&dq=returning+to+the+void+papa+joe&ots=WAFNivYbJK&sig=nRsJ-D7qS3qkNEr77E2GKQ655Zs> New Zealand Legislation. (1989). *Education Act 1989 No 80 (as at 21 December 2018)*, Public Act 162 Establishment of institutions. [http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM183668.html?search=sw\\_096be8ed81826902\\_universities\\_25\\_se&p=1](http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM183668.html?search=sw_096be8ed81826902_universities_25_se&p=1) Santos, B. de S. (2017). *Decolonising the University: The Challenge of Deep Cognitive Justice*. Cambridge Scholars Publisher. <http://ebookcentral.proquest.com/lib/aut/detail.action?docID=5351382>

## V110

**Anti-Racism as a critical graduate competency: Developing students' capacity to recognise the mechanism of structural racism in applied context**

**Ms Jessica Genauer<sup>1</sup>**, Mr Errol Amerasekera<sup>1</sup>

<sup>1</sup>Flinders University, Bedford Park, Australia

**Background/context.** Scholarly attention to the importance of anti-racism education has been revived in recent years (Boscardin, 2015; Dei and McDermott, 2013). Anti-racism is recognised as a critical competency for today's graduates (Ahmad and Shi, 2017). However, we lack a coherent anti-racism education model for the tertiary sector that is widely applicable across disciplines. To date, anti-racism education in higher education is limited and has tended to focus on shifting implicit biases of one group towards another group in a specific discipline context (Ash et al., 2020). The paper therefore asks: *how can we design a widely-applicable anti-racism educational model for the higher education sector?*

**The initiative/practice.** This paper outlines the design and implementation of a widely-applicable anti-racism education model at the tertiary level. The paper suggests that such a model needs to focus on the mechanism of structural racism to increase generalizability and applicability. Driven by this focus, and drawing on key principles of adult learning, the paper outlines four design elements of the model: facilitation, conceptualization, applied understanding, and reflection, and details a pilot implementation of the model.

**Methods of evaluative data collection and analysis.** The study reports on data collection from a pre and post-survey of participants in the pilot anti-racism educational model in a tertiary context. Descriptive statistics and thematic analysis are used to analyse the survey data.

**Evidence of outcomes and effectiveness.** Data from the pilot implementation of the educational model suggest that the pilot achieved its central objectives.

**References.** Ahmad, J., & Shi, M. (2017). The Need for Anti-Racism Training in Medical School Curricula. *Academic Medicine* 92 (8): 1073.

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## V111

**Best practice in teaching safety science: Instilling pragmatism as a teaching philosophy****Dr Karen Klockner<sup>1</sup>**<sup>1</sup>Central Queensland University, Clagiraba, Australia

**Background/context.** The education of Safety Science professionals is acknowledged as a key requirement to ensuring the ongoing recognition of Occupational Health and Safety (OHS) as a growing ‘profession’ (Pryor, 2006; Provan & Pryor 2019). However, undergraduate first year *Introduction of OHS* students often come to this profession with a limited view and understanding of what the practice of the profession entails. My pedagogical commitment therefore extends to teaching the unit *Introduction to OHS* as a burgeoning field of enquiry using the 4P’s of Pragmatism as a teaching philosophy (Pillay 2018, Klockner, Shields, Pillay, Ames, 2020).

**The initiative/practice.** I take students into a deep dive into the skills and knowledge required for the professional practice of OHS. Pragmatism links OHS student learning to the notions that their profession is *Practical* (scientific inquiry should be useful and practical), *Pluralistic* (the study of phenomena should be multi- and inter- disciplinary), *Participatory* (learning includes multiple stakeholder knowledge and different perspectives) and *Provisional* (experience is advanced by theory, flexibility, exploration, and revision).

**Methods of evaluative data collection and analysis.** Evaluation of teaching through this lens is obtained from both students ‘Have Your Say’ surveys as quantitative feedback scores and via qualitative self-reflection on their learning journey across the unit.

**Evidence of outcomes and effectiveness.** My teaching of *Introduction to OHS* has seen it awarded many Student Voice Awards over the years culminating in being awarded the 2020 Student Voice Award for Distance Educator of the Year based on student’s quantitative survey scores. Furthermore, an extensive collection of students’ reflective feedback attests to the excitement this unit brings to early career OHS students.

**References.** Klockner, K., Shields, P., Pillay, M., & Ames, K. (2020). Pragmatism as a teaching philosophy in the safety sciences: A higher education pedagogy perspective. *Safety Science*. <https://doi.org/10.1016/j.ssci.2020.105095>  
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## V112

**Do entrepreneurship students really want to be entrepreneurs? Examining the impact of entrepreneurship education in universities****Dr Frances Chang<sup>1</sup>**, Dr Jennifer Lai<sup>1</sup><sup>1</sup>Macquarie University, North Ryde, New South Wales, Australia

**Introduction.** Governments around the world continues to actively invest in programs, policies and incentives to drive entrepreneurial new businesses. Numerous institutions, including universities have taken the cue by introducing entrepreneurship courses and entrepreneurial-related studies in their curricula. The growing body of conceptual and empirical studies on entrepreneurship education (EE) provide much needed data on the phenomenon of EE but empirical studies so far yield mixed and inconclusive findings.

**Aims.** Examine the relationship of EE to students perceived inspiration and entrepreneurial intention and to explore pedagogy methods that inspire, or not inspire, entrepreneurship students.

**Methods.** We surveyed 439 undergraduate students. With 148 valid responses, 103 (70%) were entrepreneurship students (study sample) while 45 (30%) were marketing students (comparison sample). Likert-scale responses were used. We included open-ended questions to capture qualitative findings for analysis. We also analysed responses to the open-ended questions to capture additional explanatory power to our quantitative results.

**Results.** Students’ responses were encouraging and mostly positive. Examining the intensity of Inspiration, 54% Agree and 11% Totally Agree that the Course inspired them about entrepreneurship while 43% Agree and 18% Totally Agree that they are inspired to become an entrepreneur. On the Entrepreneurial Intention variable, 37% Agree and 43% Totally Agree that they would love to start their own business venture, while just 18% Agree and 23% Totally Agree that they would do anything to become an entrepreneur. Two core themes of Contents and In-class activities emerged in our qualitative data analysis.

**Discussion.** Results from the survey indicate a higher percentage of students who felt inspired by their EE and inspired to start their own business venture. By applying a practice-based experiential approach to delivering in-class activities, students’ engagement is increased, providing them motivation and opportunities to practise making decisions and in doing so, construct their own knowledge. Going beyond books and lectures gives real-world business experience to enhance constructive learning.

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## V113

**Artefacts as an elicitation technique to exemplify nursing students' engagement in learning****Dr Samantha Edwards<sup>1</sup>**<sup>1</sup>University of the Sunshine Coast, Sunshine Coast, Australia

**Background/context.** Elicitation techniques refer to research that uses visual, verbal or written stimuli to encourage people to share their ideas. These techniques enhance a participant's ability to share their story and perspective and give meaning and context to their experiences (Barton 2015). Originally used in sociology, anthropology and psychology in the 1950's to elicit information, artefacts and visual images have become more widely used in qualitative research in disciplines such as health and education.

**The initiative/practice.** This study used artefacts as an elicitation technique to explore undergraduate nursing students' perspectives of engagement, achievement and success in their learning.

**Methods of evaluative data collection and analysis.** In-depth interviews were conducted with 27 undergraduate nursing students who were at different points of progression in their study program to explore their learning and engagement experiences and perspectives. Each participant was invited to bring to their interview an artefact that represented engagement in learning to them. In the interview, the significance of the artefact was shared in the context of their storied accounts, giving rich meaning from the participant's perspective.

**Evidence of outcomes and effectiveness.** Sharing artefacts enabled participants to exemplify learning engagement, achievement and success and added depth to the students account, enhancing their partnership in the research process. Physical artefacts shared by the participants included photos, a piece of artwork, an assessment task, and a diary. Non-physical artefacts were concepts discussed by the participant such as a tutorial activity, a course and peers. The artefacts provided concrete examples of learning, their motivation, how they manage their work-life balance and the importance of peer support in their learning journey. In this research, participants contributing an artefact to the data collection gave rich meaning to how they were engaging in their learning in the nursing program and what they valued in their learning experience. Artefacts are a useful elicitation technique that can enhance shared meaning when conducting qualitative interviews.

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## V114

**Hitting closer to home: Reducing plagiarism in assessments for quantitative units****Mr Jonathan Moss<sup>1</sup>**<sup>1</sup>University of New England, Armidale, Australia

**Background/context.** The numerical nature of quantitative units allows students to easily copy traditional assignments as "maths is either correct or incorrect" and "plagiarism detection is difficult". Palazzo *et al.* (2010), however, showed evidence that students who adopt this technique experience lower passing rates. Their study of Massachusetts Institute of Technology students found that copying resulted in a two-standard deviation decline in performance throughout a semester, with repeat copiers more than three times likely to fail their units.

**The initiative/practice.** To address this issue, a novel approach of personalising assignments using an automated and scaleable system that draws on real-world and spatially explicit datasets was developed. Capturing postcode data from students, along with individual areas of interest, allowed students a personalised assignment experience while simultaneously reducing the probability of copying. This technique also ensures students grasp the underlying concept rather than just "changing the numbers".

**Methods of evaluative data collection and analysis.** To evaluate the effectiveness of this initiative, a mixed-methods approach was undertaken to analyse qualitative and quantitative feedback from students, student engagement metrics and plagiarism detection rates.

**Evidence of outcomes and effectiveness.** This initiative was applied to several quantitative units where students had traditionally done well in the assignments but then struggled with similar questions in the final exams. Three years after implementation, analyses confirm improved student engagement, an average 11.3% increase in the number of students passing the final exam, and a reduction in plagiarism detection. Qualitative feedback also demonstrates that students appreciate the personalised assignment experience.

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## V117

## Culture norm in academic integrity

**Dr Jennifer Sun<sup>1</sup>**<sup>1</sup>*The University of Queensland, St Lucia, Australia***Format of the roundtable.** Birds of a Feather**Context/background.** Since the pandemic, the number of collusion and contract cheating cases has dramatically increased since we shifted to online course delivery. This calls for educators to redesign assessments to mitigate the opportunities for students to collude. In the meantime, effectively educating EAL/CALD students about academic integrity is equally important as cultural difference drives the individual's academic experience.**Point for debate/focus of the work-in-progress/topic for discussion.** To address the cultural difference while finding a good way to maintain academic integrity is one of the main issues educators need to deal with. Chen and Macfarlane (2016) identified that the issue of research misconduct in China is driven by incentives such as salary, promotion and personal relationships. If academics are more prone to academic misconduct, students also receive wrong messages and would not understand the importance of academic integrity. EAL/CALD students may not realise academic integrity is more than just an ethical issue, and they are not taking it seriously enough. Although many universities have extra curriculum – “academic integrity modules” as a compulsory task for students, the cultural norm was not emphasised. As educators, we also need to understand the vulnerability of these students for not knowing how to hold up with academic integrity. Therefore, as we have set expectations, we also need to provide assistance. Therefore, one of the questions worth discussing is whether educators should embed academic integrity as a part of the curriculum for students to learn (e.g., shift the design of the assessment to reflect on academic integrity). And it is also worth thinking about whether academic integrity should become a major graduate attribute.**Intended outcome.** Identify practical ways to reduce academic misconduct with CALD/EAL students.**References.** Chen, S., & Macfarlane, B. (2016). Academic integrity in China. In T. Bretag (Ed.), *Handbook of academic integrity* (pp. 99-105). SpringerReference.

## V119

**The impact on students learning and skills gained when working with charities, learnings beyond the degree****Mrs Patricia Perlman-Dee<sup>1</sup>**<sup>1</sup>*University of Manchester, Manchester, United Kingdom***Format of the roundtable.** Birds of feather

**Context/background.** The world is a challenging place; pandemics, poverty, warzones, child abuse, violence etc. Charities play a huge role in helping people all over the world. Many students have had very little exposure to charities. In their first week of arriving on campus, the students on the MBA program start off with their first real life consultancy project; The Not-for-Profit Consultancy project, where the MBA students help charities with a business problem. The consultancy projects are all of “commercial” nature. The Not-for-Profit project can provide a huge amount of value to the charitable organisations that often are cash strapped and have limited resources. However, working with charities also gives the business students huge learnings and new skills.

**Point for debate/focus of the work-in-progress/topic for discussion.** A survey was conducted over two years, with the purpose of understanding the key skill the students acquired from working with charities. The students claim to gain some “regular” business school skills such as business analytics, modelling, project management, organisation skills, and stakeholder management. The students also mentioned interpersonal skills such as empathy, patience and trust. There was a particular realisation regarding constrained resources and the need for being “resourceful”. The topics of discussion for this round table are; are/should business schools be focusing on teaching content-related skills or interpersonal skills.? How can educators enhance learning assisting students in acquiring interpersonal skills, without compromising on content? Or should interpersonal skills be part of the curriculum? How can working with charities assist in developing the interpersonal skills? How does working with charities “fit” within an MBA program?

**Intended outcome.** The overall purpose is trying to identify the benefits, skills and value that students can extract in addition to their “traditional” MBA business skills, particularly when having the opportunity of working with charitable organisations.

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## V120

**Uncertainty in doctoral programs****Mrs Jayne Carruthers<sup>1</sup>**<sup>1</sup>*The University of Newcastle, Newcastle, Australia***Format of the roundtable.** Work-in-progress

**Context/background.** The doctoral learning and development journey involves the navigation of two pathways; the focus of one is intra-personal cognitive skills and the other the research skills required of the doctoral graduate (Elliot, 2021). Both pathways involve the potential for negative experiences that can cause disruption to individual engagement or lead to the candidate’s decision to withdraw from the doctoral program. Whilst the impact of negative experiences, in relation to a candidate’s wellbeing and continued engagement and progress, are well documented, little is noted about the epistemic and ontological uncertainties that are encountered and the positive action that enables the doctoral learner to favourably manage them.

**Point for debate/focus of the work-in-progress/topic for discussion.** The focus of this work-in-progress roundtable is to identify and discuss doctoral epistemic and ontological uncertainties and what positive action can lead to favourable management of uncertainty in the doctoral learning and development journey.

**Intended outcome.** There is a twofold intended outcome from this work-in-progress round table. Firstly, participant empowerment; gained through group discussion highlighting positive lived experiences of managing epistemic and ontological uncertainty associated with doctoral learning and development. Secondly, the opportunity to further develop insight into positive and constructive ways that doctoral candidates can be supported in preparing for different trajectories of uncertainty.

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## V200

## A programme-wide model for academic literacy development: Doctoral research findings

Dr Mark Bassett<sup>1</sup><sup>1</sup>Auckland University of Technology, Auckland, New Zealand

**Background/context.** Disciplinary knowledge and related literacies are learned best when taught metacognitively in-context and practised over time (Hattie, 2015). While curricula are designed cumulatively, institutions often classify literacy development as remedial support outside of students' study programmes (Murray & Nallaya, 2016). In contrast, embedding literacy development in all years of degree programmes can enable students to accumulate literacy knowledge that is relevant to the increasing complexity of assessment tasks and their future professional contexts.

**The initiative/practice.** This research took place at a university in Aotearoa New Zealand with the aim of identifying a sustainable collaborative model for programme-level embedded literacy development. Examples of programme-level embedding are rare, so a cross-departmental collaboration presented a unique opportunity to investigate collaborative processes of leadership staff, learning advisors and lecturers to embed literacy development cumulatively.

**Methods of evaluative data collection and analysis.** A sequential mixed-methods design comprised an initial questionnaire for lecturers and a focus group for learning advisors about learning, teaching and literacy development. Case studies of six courses across a three-year Bachelor of Education programme using interviews, a focus group, and thematic analysis of teaching materials and curriculum documents then rendered accounts of interdisciplinary collaborations to embed literacy development in unprecedented detail. Because programme-level embedding is under-researched, constructivist grounded theory methods enabled robust analysis of the practices captured in the data.

**Evidence of outcomes and effectiveness.** The main finding of the research is the Programme-wide Collaborative Model of Embedding Literacies Development, which comprises six processes: leading, mapping, co-designing, team-teaching, evaluating, and handing over. The practices and perspectives of staff involved in the collaborations provide a clear articulation of replicable procedures for the provision of cumulative literacy development that is relevant to students' assessments and future professions.

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## V201

## Why do students use digital technologies that are beyond institutional offerings?

Dr Qian Liu<sup>1</sup>, Dr Tehmina Gladman<sup>1</sup>, Christina Grove<sup>1</sup>, Mrs Sally Eberhard<sup>2</sup>, Prof Susan Geertshuis<sup>3</sup>, Anthony Ali<sup>1</sup>, Dr Phil Blyth<sup>1</sup>, Prof Rebecca Grainger<sup>1</sup><sup>1</sup>University of Otago, Dunedin, New Zealand, <sup>2</sup>AUT University, Auckland, New Zealand, <sup>3</sup>University of Auckland, Auckland, New Zealand

**Background/context.** Research has explored the efficacy of a range of digital technologies on student learning. The 'technologies' being explored, however, have predominantly been those that are implemented by institutions or staff. There has been limited investigation into the use of technologies that are initiated by students. By overlooking self-initiated technology use, research leaves students as passive recipients of technologies. The agentic role of students in choosing the preferred technologies, and thereby shaping their own learning is neglected. Recent studies show that, despite the lack of guidance and institutional recognition, students prefer and even deliberately use technologies that are not offered by institutions (Berry, 2019; Flavin, 2016). Nevertheless, little is known in terms of why students use them and how they use them.

**The initiative/practice.** To address this knowledge gap and better support students, we set out a project to capture student use of digital technologies that are not implemented by institutions or staff. Our project is funded by 2020 Otago Medical School Medical Education Research Grant and 2021 HERDSA-NZ Grant Scheme.

**Methods of evaluative data collection and analysis.** We conducted semi-structured interviews with 22 undergraduates from three NZ universities. In the interview, we explored the digital technologies students use, and why and how they use them. We analysed the data using a reflexive thematic analysis method.

**Evidence of outcomes and effectiveness.** Our analysis showed that students were highly engaged with the technologies they chose to use, which contrasts with the problem of lack of student engagement that research into institutional technologies tends to report. It appears that non-institutional digital technologies were particularly important in helping students make sense of new knowledge, construct their own knowledge representation, and accelerate learning. We also identified the pattern between students' technology use and their self-reported academic performance.

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## V202

**Don't stress, I'm stressed too: Learning as an off-shore on-line international student.**

**Ms Wuwei Gong**<sup>1</sup>, Ms Susan Geertshuis<sup>2</sup>

<sup>1</sup>The University of Auckland, Auckland, New Zealand, <sup>2</sup>The University of Auckland, Auckland, New Zealand

**Background/context.** The outbreak of COVID-19 prevents many international students from studying on campus, forcing them to continue their studies via remote-learning (Wilczewski et al., 2021). Despite a proliferation of published work on the impact of COVID-19 on enrolled students' well-being and stress, few articles differentiate international students although their experiences are likely to be distinguished by distance, isolation and technical challenges.

**The research.** The research investigated the stress and stressors experienced by international postgraduate students enrolled with a NZ university but studying from China.

**Method.** Using the Challenging and Hindrance Framework (Podsakoff et al., 2007) and the Holistic Stress Model (Simmons & Nelson, 2007) as our theoretical framework we interviewed 10 postgraduate students. Recordings of semi-structured interviews were translated, transcribed and thematically analysed to isolate sources of eustress (positive energising outcome of stress), and distress (negative depleting outcome of stress). Additionally we sought to identify strategies to maintain eustress and minimise distress.

**Evidence of outcomes.** Three common contextually defined stressors were identified: classes, assignments and research. Additionally, three motivational themes were identified which were associated with both eustress and distress, namely: adaptation, engagement and security. Additionally, students reported goal-setting and seeking positive reinforcement as ways to maintain eustress. For distress reduction, strategies included emotional venting, relaxation and support-seeking. In our presentation we will describe how each of the motivational themes manifests within each of the contextually bound stressors and consider the theoretical and practical implications for university teaching, support and supervision.

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## V203

**Unpacking online teaching presence via social network metrics and sociograms**

**Mr Siu Kit Yeung**<sup>1</sup>

<sup>1</sup>University of Auckland, Auckland, New Zealand

**Background/context.** Asynchronous online discussion (AOD) has been widely used in universities and becomes more important for collaborative learning when face-to-face teachings are limited during the COVID-19 pandemic (Lee et al., 2021). Many studies adopt social network analysis (SNA) to understand the interactions in AODs but most articles focus on a few exemplar courses (e.g. Shu & Gu, 2018) or the same course offered in multiple years (e.g. Lee et al., 2021). Moreover, teaching presence of lecturers (design and facilitation) in AODs are usually not the focus of studies (Carrillo & Flores, 2020).

**The initiative/practice.** Discussion forums of 12 postgraduate courses offered in 2020 at a New Zealand university were captured to generate an overview of how various teaching presence affects patterns of online interactions. **Methods of evaluative data collection and analysis.** SNA visual analytics (sociograms), together with quantitative metrics, provide a tool to unpack and compare the effect of teaching presence towards the AODs in the 12 courses.

**Evidence of outcomes and effectiveness.** Various typical patterns of interaction are distinguished and results suggest that lecturers' pre-course design of AODs is more influential than their facilitation during the course.

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## V204

**Available but not accessible: HDR student experiences with university COVID-19 support initiatives****Mx Kate Manlik<sup>1</sup>**<sup>1</sup>Macquarie University, North Ryde, Australia

**Background/context.** The COVID-19 pandemic has impacted higher degree research (HDR) students' thesis progress and experience (Donohue et al. 2021). HDR students have had limited access to research materials and laboratories, and endured social isolation from their colleagues and peers (Wang and DeLaquil 2020).

**The initiative/practice.** In response to the ongoing pandemic, many Australian universities have offered COVID-specific provisions to HDR students, such as leave or extensions to candidature. However, the uptake of these provisions often requires students to self-evaluate their eligibility or merit for receiving support. Given previous knowledge that there is a lack of support for women and other minorities to remain in academia (Windsor and Crawford 2021), it is unclear whether these procedures allow equitable access to support.

**Methods of evaluative data collection and analysis.** 485 HDR students completed a self-report survey, which gathered qualitative and quantitative data regarding their experiences during the pandemic. Various prevalence statistics were calculated using quantitative data and specific student experiences were identified in inductive analyses of the qualitative data.

**Evidence of outcomes and effectiveness.** This project draws attention to the potential inequalities that inhere in application-based COVID-19 provisions. Notably, women and international students were more likely to have ever resisted applying for support because they thought others needed it more or were more deserving. Data further indicated that there was often no clear recognition from universities that personal factors, such as caring responsibilities, can be disruptive and a potential reason that students might require additional support.

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## V205

**Research ethics in the Scholarship of Teaching and Learning (SoTL): Perspectives from the participant community****Ms Amanda Lees<sup>1</sup>, Dr Simon Walters<sup>1</sup>, Dr Rosemary Godbold<sup>2</sup>**<sup>1</sup>Auckland University of Technology, Auckland, New Zealand, <sup>2</sup>University of Hertfordshire, Hatfield, UK

**Background/context.** Within broader scholarly responsibilities to discover, connect, apply, and teach is a need for sustained inquiry into teaching practices and student learning experiences (Shulman, 2001). Higher education institutions globally require an ethics review process to approve human participant research to protect participants while safeguarding the researcher and the institution. However, there are varying perceptions of what constitutes research resulting in inter-institution and inter-country variation in the ethics review process, with some SoTL projects exempt (Lees et al., 2021).

**The initiative/practice.** Our research takes this variation as a starting point to explore ethical conduct for research in tertiary learning and teaching settings. The study also coincides with a call for greater critical analysis of ethics review, including greater involvement of participants in shaping research ethics (Lynch et al., 2019).

**Methods of evaluative data collection and analysis.** Within an international multi-site case study, vignettes, based on examples of published learning and teaching research, formed the basis of student focus group discussions to gauge their perspectives of ethical conduct. Data were analysed using reflexive thematic analysis (Braun & Clarke, 2021).

**Evidence of outcomes and effectiveness.** Sharing findings from students in a health faculty in Aotearoa New Zealand, we discuss three themes: enabling student agency, caring for relationships, and growing the learning environment. Our findings are particularly notable as many students' perspectives differ from current principles underpinning ethics review. Seeking and making public students' perspectives of ethical research conduct contributes to broader scrutiny of ethics review whilst reflecting SoTL's ternary of being "public, reviewed and exchanged" (Shulman, 2001, p. 3).

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## V206

**Making use of engagement data analytics: An exploratory study of data visualisation and its influence on student motivation and performance****Ms Irene Lee<sup>1</sup>, Dr Alyssa Van Dreumel<sup>1</sup>**<sup>1</sup>*The University of Western Australia, Perth, Australia*

**Background/context.** Research has shown that active engagement in a flipped classroom approach affects student performance in class and ultimately, in their assessments. Students who both prepared for and attended classes performed significantly better in exams as corroborated by research done by Holmes (2018) and Edwards (2019). What is not so evident is the effect of providing students with their engagement metric data and comparing it with their cohort using data visualisation platform like Power BI.

**The initiative/practice.** In this pilot study, participants are enrolled in the second-year undergraduate unit that is taught by three academics featuring four themes of biochemistry and molecular biology content. The unit will adopt a flipped classroom approach where students are expected to complete online learning activities before attending face-to-face workshop. During workshops students will be encouraged to engage with polls, and other interactive learning activities. Learning of theoretical thematic content is assessed in low-stakes quizzes during the 12-week semester. Based on the data that will be made available to the students, the exploratory study hopes to analyse the effect of data visualisation on student motivation and their subsequent engagement and performance in future low-stakes quizzes.

**Methods of evaluative data collection and analysis.** Student engagement will be measured using the Echo360 analytics platform through flipped learning activities and in-class workshop interactive polling questions. Data from Echo360 platform will be ingested using the institutional Power BI platform where it turns unrelated sources of data into coherent, visually immersive, and interactive insights. These reports will be then made available to the students during class and before their low-stakes quizzes. Analysis of data would be done via a mixed of quantitative and qualitative methods vis-a-viz focus groups interviews and using the Pearson correlation reliability indices of various indicators that have been used in similar studies done by Anderson et al. (2014), Gerber et al. (2013), Lauría et al. (2012) and Suskie (2010).

**Evidence of outcomes and effectiveness.** The exploratory study hopes to analyse the behavioural impact on students when they are presented with their engagement data.

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## V207

**To be or not to be (in academia)? Inward calling and academic hazards in aspiring academics' career prospects****Ms Pham Ai Tam Le<sup>1</sup>**<sup>1</sup>Melbourne Graduate School of Education, Carlton, Australia

**Background/context.** Retaining and improving the attractiveness of the academic profession in Australia has been a concern in higher education for some time (Coates et al., 2015). This concern applies not only to academics but also to those aspiring for an academic career, or aspiring academics (Burford, 2018; Dufty-Jones, 2018).

**The initiative/practice.** This presentation discusses academic career prospects of aspiring academics using semi-structured interviews with 32 doctoral candidates from four disciplines at a research-intensive university in Australia. The data are part of PhD project examining the academic profession from aspiring academics' perspectives.

**Methods of evaluative data collection and analysis.** Interviews were transcribed, coded and analysed thematically, with attention paid to disciplinary differences.

**Evidence of outcomes and effectiveness.** Using the Weberian notions of "inward calling" and "academic hazard," the presentation discusses challenges and hopes associated with aspiring academics' career prospects. It considers their views of the present state of academia in relation to the past and future, particularly by examining whether the notion of the "golden age" – an idealised state of affairs in the past – had any bearing on academic aspirations. Overall, the presentation shows that aspiring academics' prospects are ambivalent and conflicted, entangled in both hopes and fears, ideals and flaws. The presentation offers some implications and insights into improving the attractiveness of the academic profession.

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## V209

**Reimagining our relationship with scholarship of teaching and learning: The T-Shaped model****Dr Corinne Green<sup>1</sup>, Dr Lisa J. Hatfield<sup>2</sup>, Dr Mayi Arcellana-Panlilio<sup>3</sup>, Mr Earle Abrahamson<sup>4</sup>, Dr Michelle J. Eady<sup>5</sup>, Dr Nina Namaste<sup>6</sup>**<sup>1</sup>University of South Australia, Adelaide, Australia, <sup>2</sup>Oregon Health & Science University, Portland, USA, <sup>3</sup>University of Calgary, Calgary, Canada, <sup>4</sup>University of Hertfordshire, Hatfield, UK, <sup>5</sup>University of Wollongong, Wollongong, Australia, <sup>6</sup>Elon University, Elon, USA**Format of the roundtable.** Work-in-progress

**Context/background.** Amongst a range of changes that have taken place within tertiary education, perhaps the most revolutionary has been a shift to student-centred approaches focused on lifelong learning. Accompanying this approach to holistic higher education (HE) has been a growing interest in, and understanding of, the Scholarship of Teaching and Learning (SoTL). SoTL has, at its core, a deep concern with student learning, and is therefore well-aligned with HE's renewed focus on the whole student.

**Point for debate/focus of the work-in-progress/topic for discussion.** The focus of this work-in-progress session is our proposed model (Eady et al., 2021) which repositions SoTL to complement and support the concept of the T-shaped person (Guest, 1991). Our model views SoTL as both the fulcrum and the fluid multiple threads of discourse that are intricately entwined around both the discipline knowledge (vertical stroke) and cross-domain non-academic skills and knowledge (horizontal bar) of the T-shaped person. The session will elucidate our experience of using the T-shaped model to support a discussion around holistic and lifelong education and learning.

**Intended outcome.** We intend to introduce the model, discuss its features, and converse with roundtable participants how the model can be implemented to motivate and nourish staff as they empathetically and enthusiastically guide students through their HE journey and beyond. We anticipate that the discussion with participants will generate deeper understanding for us regarding how the model can be interpreted and used. We will invite participants to contribute their insights and experiences as part of our ongoing research.

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## V210

## Apply active learning strategies and authentic assessment principles to professional learning practices

**Dr Maxine Mitchell<sup>1</sup>**<sup>1</sup>University of the Sunshine Coast, Sippy Downs, Australia

**Format of the roundtable.** This work-in-progress roundtable positions the dialogue on professional learning within the learning-centred pedagogical principles of active learning (Chickering & Gamson, 1987; Michael, 2006; Brame, 2016) and authentic assessment (Wiggins, 2014; Brown & Race, 2021) to cultivate agency and identity within one's academic practice (Kolomitro et al., 2020).

**Context/background.** The longtail of COVID related disruption to the breadth of higher education provision has provided unintended opportunities for academics and professional staff to experience ownership of their professional learning. This roundtable will discuss how academic developers (and others) are designing for meaningful and lasting professional learning using active learning and authentic assessment pedagogical principles to give currency to academic practice.

**Point of the discussion.** As an academic developer responsible for facilitating a range of CPD initiatives, I have experienced my colleagues reclaiming their scholarly identity to master learning and teaching provision within the unpredictable nature of a pandemic. Educators have realised learning about teaching is not a spectator sport (Chickering & Gamson, 1987), becoming active participants in solving their own discipline-based educational problems. Within the 'need to know' principle of adult learning (Knowles, 1980), educators by default are self-regulated learners able to monitor and evaluate the quality and impact of their own work and that of others (Nicol, 2010). Such a shift calls for professional learning events to embrace the characteristics of authentic assessment that simulate real-life practices and embrace the messy, complex real-world situations and related constraints (Brown & Race, 2021; Wiggins, 2014).

**Intended outcome.** The intended outcome of the roundtable is to share and discuss alternative viewpoints on:

- How can active learning and authentic assessment pedagogical principles be interpreted and applied within a range of professional learning contexts?
- How can active learning and authentic assessment pedagogical principles design for academic agency within professional learning scenarios?

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## V211

## Reimagining your scholarship and professional learning in an age of disruption

Ms Marie Fisher<sup>1</sup><sup>1</sup>Australian Catholic University, Dickson, Australia**Birds of a Feather**

**Context/background:** Over the last two years, academics have been required to reimagine their teaching, research and leadership due to the Covid 19 global crisis. Reimagining practice has taken the form of academics being able to make a rapid transition using new technology, from face-to-face teaching to fully online delivery and engagement of pedagogy. The full impact of these changes in response to this health crisis will not be evident for years to come. The Covid-19 'disorienting dilemma' has been a catalyst for changes to improve student engagement and academic advancement, that were long overdue in the University sector such as: social engagement, updated academic teaching, utilising virtual spaces, and technology to enable learning.

Scholarship can be described as engaging in new or improved understanding and insights into a field of knowledge, advances in professional practice and disciplinary knowledge through reflection and research (TEQSA, 2021). Scholarship of teaching should engage with the latest ideas, debates and issues. Academics should make contributions to professional bodies, active involvement in academic societies, communities of practice and produce peer reviewed scholarly output. There are some examples of the activities that constitute evidence of renewal of teaching practice (Renwick et al., 2020).

Scholarship of teaching and professional learning is often neglected by academics due to the high demands on their time and lack of financial support from universities (Renwick et al., 2020). Recent changes in regulation and compliance required by the Tertiary Education Quality and Standards Agency (TEQSA), in the Australian Higher education sector now requires universities to provide evidence of scholarship to meet Higher Education Standards (HES).

**Intended outcome:** The intended outcome of the roundtable is to explore ideas for developing and evidencing scholarship through community discussion and support participants reimagining the way they engage, select and profile evidence of scholarship for their academic practice.

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## V212

**A process for curriculum review and development to deliver graduate attributes for social justice****Mr Daniel Brennan<sup>1</sup>**<sup>1</sup>*Bond University, Robina, Australia*

**Background/context.** There is a disconnect between the promissory ambition of graduate attributes in Australian Universities, and the advice on development of curriculum to authentically deliver them – especially those that focus on moral, or social justice education – such as global citizenship. That is, despite the prominence of such graduate attributes in most Australian universities, there is still debate on how to use them for authentic curriculum development, and even if moral character attributes, such as those promised in graduate attributes, such as global citizenship are ‘teachable’ or the question of their attainment are measurable (Oliver 2013; Oliver, Jorre de St Jorre, 2018). There is much insight from the philosophical literature about curriculum development and pedagogy that can apply to answering that question in a way that can inform curriculum development for moral aspects of graduate development towards these attributes (Gannon 2011; Estad, Harney, & Thomas, 2014; Murray 2017).

**The initiative/practice.** This paper bridges that gap by employing a philosophical lens to the curriculum development of a university core curriculum subject to align with the development of graduate attributes – especially the notions of global citizenship, integrity, and responsibility (major components of Bond Universities Graduate Attributes). The paper demonstrates how insight from scholarship from a key selection of existing literature in the field of applied ethics and virtue ethics applies to the existing literature on curriculum design and graduate attributes. The paper outlines a process for curriculum development for social justice that focuses on and aligns with the delivery of graduate attributes—that is an authentic curriculum focused on character development towards integrity, responsibility, social justice, and global citizenship.

**Evidence of Outcomes and Effectiveness.** The analysis of the curriculum development of a core curriculum ethics subject shows a strong alignment with both the literature from the field of philosophy on how to teach for character development towards integrity, and the aims of graduate attributes. This is further supported with a sustained increase in student evaluations over the period of the curriculum development – and through student comments.

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## V213

**Cinderella on the path at midnight: Regional campus students and equity****Prof Robyn Eversole**<sup>1</sup>, Dr Merete Schmidt<sup>2</sup>, Dr Colleen Carlon<sup>3</sup>, Dr Lucinda Aberdeen<sup>4</sup><sup>1</sup>Centre For Social Impact, Swinburne University of Technology, Burnie, Australia, <sup>2</sup>University of Tasmania, Burnie, Australia, <sup>3</sup>Edith Cowan University, Bunbury, Australia, <sup>4</sup>La Trobe University, Shepparton, Australia

The access and equity agenda in higher education aims to make higher education available to people no matter where they live (Zacharias & Brett, 2019). People from Australia's non-metropolitan regions are a recognised equity group, much less likely than capital-city counterparts to attend university and only half as likely to hold a university degree (O'Shea, 2019). While Australia's higher education institutions are concentrated in coastal cities, prior research points to a role for regional campuses in supporting educational access for equity students in regional areas (Nelson et. al, 2017). Our research project, funded by a grant from the US-based Spencer Foundation, seeks to understand the experiences of students on Australian regional campuses and what they reveal about equity and inequity in Australian higher education. In late 2021, we conducted five focus groups with undergraduate students based on regional campuses in Western Australia (Bunbury), Victoria (Shepparton) and Tasmania (Burnie). These included Social Work, Health, Education, Arts and Business students, across year levels. Qualitative data were coded and analysed to identify themes. Findings highlight that many students on regional campuses face intersecting structural disadvantages linked to rurality, gender, caring responsibilities, disability, and socio-economic status. These students are disadvantaged but proactive: they choose to study to improve their futures and to make a positive difference in their communities. Regional campuses play a key role in making higher education accessible for these students; like Cinderella's coach, small regional campuses are the vehicle these students use to travel from disadvantage to a better future. Yet students highlight a certain pumpkinness about their vehicle, which is disappearing around them mid-journey as course options and support services are withdrawn from regional campuses. Students bear the costs, with their hardships exacerbated by COVID conditions. Our findings indicate the potential of regional campuses to address intersectional disadvantage in regional Australia, yet also reveal how current university practices are reinforcing and exacerbating inequities. Nelson, K., Picton, C., McMillan, J., Edwards, D., & Devlin, M. (2017). *Understanding the completion patterns of equity students in regional universities*. National Centre for Student Equity in Higher Education (NCSEHE).

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## V214

**Ethics of care: developing an authentic partnership in duoethnography research****Dr Amabel Hunting**<sup>1</sup>, **Dr Kay Hammond**<sup>1</sup><sup>1</sup>Auckland University of Technology, Auckland, New Zealand

**Background/context.** There is growing interest in duoethnography as a methodology in higher education for exploring academic identities, teaching pedagogies and institutional power. In duoethnography, two researchers deliberately work together to explore how their differences, such as demographics or life experience, can influence the meanings they make from a commonly shared experience.

**The initiative/practice.** The comparison of two stories is a deeply personal method of critical dialogue and reflection on personal beliefs and practices, requiring researchers to be open, trusting and courageous. As the researchers are also the researched, traditional ethical review board approval is often not sought; however, we argue that there are essential ethical issues to consider about researcher vulnerability, topic sensitivity, and potential reputational risks when publishing findings. Based on current literature and our own experience with duoethnography, we share our exploration of the ethical issues that researchers need to be aware of before embarking on this type of research. We present the need for a relational ethics approach.

**Methods of evaluative data collection and analysis.** In our first duoethnographic project, we were advised to undergo a formal ethical review process. However, we found that the ethical process was insufficient for the needs of a duoethnography method. Subsequently we performed an analysis of our divergent views and experiences of the formal ethics process and have developed a framework of relational care for duoethnographers.

**Evidence of outcomes and effectiveness.** Critical exploration of our stories revealed insights into the different world views around ethical approval from our different disciplines. Furthermore, the lived relational ethics between us revealed important insights into the ethical practice of duoethnography. We share our experience of duoethnography, and ethical considerations including understanding the relationship dynamics, commitment to the project, vulnerabilities, consent and confidentiality, and working with differences. We offer guidelines for building a relationship of care when using duoethnography in higher education.

## V215

**“Becoming the learner I am”: Transforming the linguistically diverse postgraduate students with postmonolingual critical thinking****Dr Qianwen Deng<sup>1</sup>**<sup>1</sup>Hillsong College, Castle Hill, Australia

**Background/context.** Despite the influence of covid19, the increased global mobility in the past decades has resulted in the growing population of linguistically diverse postgraduate students in universities in the global Western countries such as Australia (Dovchin, 2020). Yet, the deeply embedded English-monolingual superiority in higher education pedagogies and policies in these contexts (Alogali, 2018) disregards the contribution of the students’ bi/multilingual capacity to their learning through critical thinking practices. The entirety of their intellectuality and funds of knowledge accessed through bi/multilingual ability is neglected.

**The initiative/practice.** This study explores the linguistically diverse postgraduate students’ postmonolingual critical thinking practice in their Master of Arts degree study by asking the question, “how can postmonolingual critical thinking facilitate linguistically diverse learners’ progress in postgraduate education.” The term ‘postmonolingual’ is defined as the learners’ translanguaging practices of translating, adapting, and appropriating knowledge (Liu, 1995) to create an in-between intellectual space that challenges the dominant English-monolingual education and knowledge production (Singh, 2017). This research focuses on examining the impact of postmonolinguality on the students’ critical thinking.

**Methods of evaluative data collection and analysis.** A qualitative case study of seven bi/multilingual postgraduate students from a Master of Arts degree program in an Australian higher education institute was conducted. These postgraduate students’ critical thinking practice in completing an Independent Guided Research (IGR) subject was examined. Each participant was involved in a thirty-minute semi-structured interview. The recorded interview data were analysed through a postmonolingual lens.

**Evidence of outcomes and effectiveness.** The research found that by attempting or applying postmonolingual critical thinking as a practical research and learning method, the postmonolingual learners widen their understanding of the subject content and experience personal transformation. This article also argues that learners’ postmonolingual capacity does not occur as a surmise result of their language capacities but needs intentional facilitation.

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## V216

**What attributes do doctoral graduates possess? Domains identified in a systematic review****Mrs Janine Senekal<sup>1</sup>**, Dr Erica Munnik<sup>1</sup>, Prof José Frantz<sup>1</sup><sup>1</sup>University of the Western Cape, Cape Town, South Africa

**Background/context.** Doctoral graduate attributes are the qualities, skills, and competencies that graduates possess, having completed their doctorate degree. Graduate attributes, in general, lack conceptual clarity, making quality assurance investigation of doctoral outcomes and relevance challenging. Lists of graduate attributes are typically aspirational, and do not reflect the attributes graduates actually possess on completion. There are concerns for the relevance of the doctorate, with perceptions that doctoral graduates are overly specialised, with limited transferable skills. As many graduate attributes are ‘unseen’ or implicit in the process, the full range of doctoral graduate attributes needs to be synthesized, so that they may be recognized and utilized by stakeholders in the educational process. There is a gap in the literature synthesising evidence of the attributes that doctoral graduates possess once they graduate.

**The initiative/practice.** The perceived lack of relevance of the doctorate may be due to a lack of awareness among stakeholders (students, graduates and employers), as to the scope of attributes doctoral graduates possess. A clear conceptualisation of doctoral graduate attributes may assist with increasing awareness and understanding among stakeholders, that in turn may improve educational outcomes and doctoral employability.

**Methods of evaluative data collection and analysis.** A systematic review was conducted, with the aim to establish and describe what attributes graduates from doctoral degrees possess. A search of peer-reviewed, primary literature published between January 2016 and June 2021 was conducted, yielding 1668 unique articles. PRISMA reporting was followed, with a dual review process for title and abstract screening, followed by full text screening and critical appraisal. 35 articles remained for summation through thematic synthesis.

**Evidence of outcomes and effectiveness.** A range of doctoral graduate attributes were identified, including knowledge, research, communication, and inter- and intra-personal domains. The review findings were well aligned with existing models, with good evidence of the ‘seen’ graduate attributes clearly related to the degree, such as knowledge and research skills. However, the review extended the findings of other models, with a simultaneous focus on various ‘unseen’ attributes that reflect more intrinsic, personal qualities, such as personal resourcefulness and reputation. Many of the domains were conceptualised as transferable or interdisciplinary, highlighting the relevance of the attributes doctoral graduates possess for diverse pathways.

## V217

**Informing student-centric teaching approaches through a student health and socio-demographic survey**

**Assoc Prof Katherine Baldock**<sup>1</sup>, Ms Rhianna Pritchard<sup>1</sup>, Dr Dannielle Post<sup>1</sup>

<sup>1</sup>University of South Australia, Adelaide, Australia

**Background/context.** Understanding a university cohort's health and sociodemographic profile facilitates student-centric teaching and provides valuable data to aid students' learning of concepts such as the social determinants of health.

**The initiative/practice.** This analysis sought to describe trends in the health and sociodemographic profiles of six successive first-year cohorts of an undergraduate public health course, including the early impact of the COVID-19 pandemic on various aspects of students' lives and learning experiences.

**Methods of evaluative data collection and analysis.** First-year students enrolled in the course between 2015-2020 were invited to complete an online survey collecting sociodemographic and health-related information. Surveys modelled on previous state and national surveys addressed health behaviours, conditions and social circumstances. Data were collected at two time-points from the 2020 cohort, to assess the impacts of COVID. Ethical approval for this study was obtained from the institutional HREC.

**Evidence of outcomes and effectiveness.** Across the six cohorts 1815 students completed the survey (2015: n=322; 2016: n=337; 2017: n=322; 2018: n=275; 2019: n=206; 2020a: n=229; and 2020b: n=124). Response rates exceeded 90% for all but the second round of responses from the 2020 cohort (50.2%). A high proportion of participants consented for their data to be used in future research, ranging from 83.8% (2020a) to 92.7% (2020b). Preliminary analyses indicate that approximately one third of students live out of home, half are in paid employment, and 23.5% of those lost employment due to COVID-19 in 2020. In 2020, 21.8% of students had a current diagnosed mental health condition, compared to 14.3% in 2015. Collecting and describing university students' sociodemographic and health profiles, including real-life commitments (e.g., employment and family responsibilities) and health status (e.g., presence of chronic health conditions) provides a basis for informing the architecture of learning arrangements and a rich source of learning resources. Potential application by students may involve comparison with similarly aged national and international samples to aid learning.

## V218

**Self-report and observational evidence of students' self-regulated learning experience in blended course designs: To what extent are they consistent?**

**Dr Feifei Han**<sup>1</sup>, **Prof Robert Ellis**

<sup>1</sup>Griffith University, Macgregor, Australia

**Background.** Traditionally, research into student learning experiences and academic performance in higher education has largely adopted self-reported measures. Recently, using learning analytics to provide observational evidence of student learning has gradually gained popularity.

**The initiative.** This study investigated the extent to which the self-report and observational evidence of students' self-regulated learning experience in blended course designs are consistent with each other.

**Methods of evaluative data collection and analysis.** The research was conducted with 145 first year computer science students in one of their blended courses using a quantitative method. A Motivated Strategies for Learning Questionnaire was used to collect students' self-reported self-efficacy, intrinsic value, test anxiety, and use of self-regulated learning strategies. Students' frequencies of interactions with six different online learning activities were recorded as observational evidence of their online learning behaviors. Their final course marks were used to represent their academic performance.

**Evidence of outcomes.** Using self-reported measures, a hierarchical cluster analysis identified two clusters of students. Based on the cluster membership, t-tests showed that students who reported better self-regulated learning also interacted with three different online learning activities more frequently than those reporting poorer self-regulated learning. Similarly, a hierarchical cluster analysis using observational variables also identified two clusters of students. Those who interacted with online learning activities more frequently also reported higher self-efficacy, intrinsic motivation, and use of positive self-regulated strategies in learning. A cross-tabulation, which was performed using the clusters derived from the two separated analyses, showed a significant and moderate association between them, demonstrating the self-report and observational evidence of students' learning experience are consistent to a certain extent. The results of the study suggested that the teaching staff may attend to the negative aspects of students' experience, such as test anxiety, while foster positive aspects, such as self-efficacy and intrinsic value, to improve students' online learning participation and engagement.

## V219

**Factors promoting students' cognitive and behavioral engagement in intercultural group work****Dr Irene Poort**<sup>1</sup>, Dr Ellen Jansen<sup>1</sup>, Prof Dr Adriaan Hofman<sup>1</sup><sup>1</sup>University of Groningen, Groningen, Netherlands

**Background/context.** Intercultural group work (IGW) —a collaborative approach to learning in which students from diverse cultural/national backgrounds work together on a set task— holds promise as a pedagogical tool to enhance university students' learning and to develop competences that enable them to adapt to a globalized world (De Hei et al., 2020). However, the presence of multiple cultures does not automatically result in active intercultural collaboration (Reid & Garson, 2017). Therefore, more insights are needed regarding which factors hinder or encourage students to engage actively in IGW, both behaviorally and cognitively.

**The initiative/practice.** For this research project, we investigated to what extent student-related factors (language proficiency, intercultural competence, self-efficacy, perceived costs and benefits) and group-related factors (trust in the group, group formation, group diversity) promote students' behavioral and cognitive engagement in IGW.

**Methods of evaluative data collection and analysis.** A questionnaire was completed by 846 students of 70 nationalities. Students were enrolled in internationally oriented, English-taught bachelor's programs at six universities in the Netherlands and Canada. We applied structural equation modeling techniques to test models that included both direct and indirect effects of the different factors on behavioral and cognitive engagement.

**Evidence of outcomes and effectiveness.** For both cognitive and behavioral engagement, the student-related factors are by far stronger predictors than group-related factors; emotional cost being the strongest (negative) predictor of cognitive engagement and self-efficacy for IGW the strongest (positive) predictor of behavioral engagement.

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## V220

**Disruption as a catalyst for change? Effects of COVID-19 on the perceptions and approaches of teaching academics****Dr Elisa Bone**<sup>1</sup>, **Dr Sarah French**<sup>1</sup>, Assoc Prof Chris Deneen<sup>1</sup>, Prof Mike Prosser<sup>1</sup><sup>1</sup>Melbourne Centre for the Study of Higher Education, The University of Melbourne, Parkville, Australia

**Background/context.** Generating widespread, meaningful changes to higher education curricula is notoriously difficult in institutions where disciplinary ties and signature pedagogies are strong (Blackmore and Kandiko 2012). The disruption to the sector owing to the COVID-19 pandemic has forced many teaching academics to adopt new, often unfamiliar, practices. Although opportunities for sustained curriculum change have emerged, it is critically important to understand the nature of, and variation between, the specific experiences and responses of these academics.

**The initiative/practice.** We examined the experiences of academics and their approaches to teaching during early 2021. Utilising the relational 3P model of Trigwell and Prosser (2020) as a guiding framework, we analysed how the disruption may have impacted each part of the model across our study cohort.

**Methods of evaluative data collection and analysis.** We held semi-structured interviews with 19 academics at a research-intensive metropolitan university, to gain insights into their experiences within their working context, their perceptions of changes to that context, and their approaches to teaching and learning. Employing a phenomenographic approach, we defined three broad dimensions of variation in academics' perceptions and experiences of: (a) teaching and learning; (b) the nature and sources of support, and (c) their role and identity, including their sense of security, wellbeing and leadership. Thematic analyses of the dataset are uncovering complementary issues arising from academics' experiences, including their perceptions of how higher education teaching and learning is evolving.

**Evidence of outcomes and effectiveness.** Teaching academics experienced the disruptive phase of the pandemic in a variety of ways and their perceptions of support mediated the nature of these experiences. Unique to recent studies on the effects of COVID, our multidimensional approach emphasises the interrelationships between the different factors influencing teachers' approaches and shows the diversity of impacts, and concomitant variation in responses. These findings have implications well beyond the pandemic and illustrate the need for higher education institutions to better understand the nature, and diversity, of academics' experiences and approaches to best support them through disruptive, but potentially transformative, periods.

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Trigwell, K. and Prosser, M. (2020). *Exploring Teaching and Learning*. Cham, Palgrave Pivot.

## V221

**What makes a 'high-quality' course? A scoping review of course quality instruments**

**Ms Kerry Johnson<sup>1</sup>**, Mr Richard McInnes<sup>1</sup>, Dr James Hobson<sup>1</sup>, Mr Joshua Cramp<sup>1</sup>

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**Background/context.** An intensifying spotlight on course quality in Higher Education and the inconsistent integration of research-informed quality characteristics into course design, even by experienced academics and learning designers (Lenert & Janes, 2017), has led institutions to employ standardised course quality instruments to evaluate and improve courses (e.g., Kathuria & Becker, 2021).

**The initiative/practice.** Surprisingly, no large-scale review of these instruments has occurred to date. Thus, our research aimed to systematically evaluate the course quality instruments used in higher education institutions, guided by two research questions: 1) what conceptions of quality are being promoted by course quality improvement instruments, and 2) what educational theories, pedagogies, or methodologies are articulated by the authors?

**Methods of evaluative data collection and analysis.** Employing a scoping review methodology (Khalil et al., 2016), 87 course quality instruments were identified and charted. Criteria from the instruments were then thematically and recursively coded and analysed by the research team both individually and collectively (Auerbach and Silverstein, 2003).

**Evidence of outcomes and effectiveness.** This showcase will share findings about course quality instruments that summarises their key attributes, explicates their conceptions of quality (from learning design to technology to user design), and explores commonalities between instruments to abstract a shared definition and criteria for measuring quality. Critically, we highlight that the majority of instruments are not explicitly grounded in research-informed practices and fail to provide capacity building support resources to upskill academic staff, raising questions about whether these instruments are used to improve teaching and learning or are a focus point for managerial universities.

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## V222

**Engaging faculty in internationalization of the curriculum in the post-pandemic era: A review and evaluation of resources**

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**Background/context.** Engaging faculty in internationalization in the post-pandemic era is important than ever before. The reduced physical mobility points to a stronger need of harnessing the transformative potential of diverse intercultural perspectives at home—the essence of internationalisation of the curriculum (IoC). Leask's (2013) five-stage process (i.e. Review and reflect, Imagine, Revise and plan, Act, and Evaluate) serves as a useful framework to support faculty who often struggles to practise IoC. However, there was little effort to evaluate the resources used in the IoC process, leaving a missing opportunity to fully leverage the existing resources across contexts.

**The initiative/practice.** This study aims to identify, evaluate and collate resources used in different national and institutional contexts to support *all* stages of the IoC process and also explore tools to enhance the Imagine stage.

**Methods of evaluative data collection and analysis.** We reviewed the literature, including journal papers, book chapters, and reports, identified resources and tools used to support IoC, and evaluated these resources and tools.

**Evidence of outcomes and effectiveness.** The findings showed that Leask's (2013) IoC process has been adapted in multiple contexts at institutional, faculty, and program levels across countries. Adaptations were made according to disciplinary natures, national and institutional contexts, and social and cultural influences. The Review and reflect stage was most comprehensively undertaken often through aligning the graduate attributes with institutional aims and stakeholders' expectations. Noteworthy was that the crucial Imagine stage was less imaginative with unrealized possibilities (Whitsed & Green, 2015) as the fundamental assumptions underpinning the curriculum were not often challenged. The evaluation stage was also less developed and even missing in some cases. Based on the review, we provide a resource compilation together with recommendations to deepen faculty's engagement in IoC.

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## V223

**The impact of COVID-19 on the mobility and early careers of doctoral graduates in Aotearoa New Zealand**

**Prof Rachel Spronken-Smith<sup>1</sup>**, Dr Kim Brown<sup>1</sup>, Assoc Prof Claire Cameron<sup>1</sup>

<sup>1</sup>*University of Otago, Dunedin, New Zealand*

**Background/context.** Doctoral graduates face uncertain futures, but the pandemic has exacerbated the situation. In the growing literature regarding COVID-19 impacts on doctoral education and careers, the prevailing themes include contraction of academic jobs, restricted mobility to undertake research and take up job offers, and increased anxiety and fear over career prospects. The only positive impacts reported include networking opportunities through online platforms, and jobs in a flourishing biopharma industry.

**The initiative/practice.** New Zealand provides an interesting case to view the impacts of COVID-19 on doctoral graduates given its severe border response. We aimed to investigate how the pandemic may have impacted the early career and mobility of doctoral graduates.

**Methods of evaluative data collection and analysis.** An online survey was used to capture employment plans (and their disruption due to COVID-19) of doctoral graduates from 2019–early 2021 from six of New Zealand’s eight universities. We used descriptive statistics to analyse 406 responses (23% response rate) and drew on Cognitive Information Processing theory (CIP) in an inductive analysis of freeform responses.

**Evidence of outcomes and effectiveness.** Most respondents aspired to academic careers, but almost one fifth (19.2%) had suffered loss of job offers and many altered career plans (60.6%). Border and visa restrictions has negatively impacted graduate mobility and created challenging family circumstances with impacts significantly greater for international graduates. The main themes identified by the qualitative analysis were uncertainty, complications, pragmatism and academia. Using CIP, it was apparent that COVID-19 has led to a more complex career environment. Increased stress and anxiety over career and mobility options have affected graduates’ capacity to make career decisions. The implications are that universities must better prepare students for possible careers, making them aware of their skills, supporting their wellbeing and helping them navigate the pandemic job environment.

## V224

**Building a stronger evidence base to support effective outreach strategies for Indigenous students: Increasing impact and university participation**

**Dr Katelyn Barney<sup>1</sup>**, **Ms Hayley Williams<sup>1</sup>**

<sup>1</sup>*University of Queensland, St Lucia, Australia*

**Introduction.** There are numerous outreach initiatives being run by universities for Indigenous school students that attempt to elevate aspirations of Indigenous students to go to university. The theoretical case for these initiatives is strong as much data exists about the barriers Indigenous students face in entering university. However, the research and evidence base for these equity programs remains largely underdeveloped and limited (Bennett et al., 2015).

**Aims.** Drawing on findings from a National Centre for Student Equity in Higher Education Equity Fellowship, this paper aims to identify the range of strategies used in Indigenous specific intensive outreach programs across Australia and explore ways to build the evidence base of effective outreach intensive activities for Indigenous students.

**Methods.** Using a case study methodology, we will discuss two intensive outreach camp programs specifically for Indigenous students at universities across Australia. We draw on thematic analysis to identify common themes using NVivo from interviews with Indigenous university students and Indigenous outreach to explore their perspectives on ‘what works’ and what can be improved in outreach activities.

**Results.** The paper will share findings from the fellowship which include the strengths of the programs: the connections students make with their peers, the importance of cultural aspects in outreach programs and the role of student mentors. We also discuss findings which point to areas to strengthen outreach initiatives including more post-engagement with students beyond the program, further Indigenous perspectives in the curriculum and more evaluation.

**Discussion.** We will discuss the development of resources to strengthen Indigenous outreach programs to assist universities across Australia in enhancing their programs which in turn could inform policy design and to contribute to building a stronger outreach strategies targeting Indigenous students.

Bennet et al (2015) Equity in Australian Higher Education Initiative Features: A Review of Evidence of Impact, Canberra, Australian Government Department of Education and Training.

## V225

**Engagement and wellbeing - at the core of the student experience, although learning can generally occur anyway.****Prof Adrienne Torda**<sup>1</sup>, Prof Boaz Shulruf<sup>1</sup><sup>1</sup>University of New South Wales, Sydney, Kensington, Australia

**Background.** There were major disruptions imposed on tertiary education by the COVID-19 pandemic and a rapid shift to online teaching in most university programs. This necessitated the need for evaluation of this format<sup>1</sup>.

**The initiative/practice.** In this study we directly compared knowledge outcomes and social outcomes of first-year student small group teaching, in either face-to-face (f2f) or online format in a medical program.

**Methods of evaluative data collection and analysis.** At the end of the first course of our medical program run in 2021, students were invited to participate in an online questionnaire with 10 quantitative items and 1 qualitative item. These were analysed using Factor Analysis Pattern Matrix and linear regression to group items and assess relatedness. Qualitative responses were thematized using Qualtrics software (Qualtrics, Provo, UT, USA). Summative assessment results were also compared.

**Evidence of outcomes and effectiveness.** From a cohort of 298 students there was a 77% response rate. The questionnaire assessed self-perceived learning outcomes, social outcomes and wellbeing. Independent T tests showed that format for teaching (online versus f2f) had an impact on social outcomes but no direct impact on learning outcomes. Linear regression revealed that the social outcomes also have a direct impact on wellbeing and almost the double the impact on learning outcomes that the mode of learning had i.e., F2f or online ( $\beta=.448$  and  $\beta=.232$  respectively).

We found that social outcomes such as engagement with peers and facilitator and making friends have a direct impact on both learning outcomes and wellbeing, much more than mode of teaching. The data from this study supports the notion that it is vital that student engagement and connection, are a focus of design and delivery of tertiary education in all formats<sup>2</sup>.

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## V226

**Exploring benefits and challenges of online work integrated learning for equity students****Assoc Prof Amani Bell**<sup>1</sup>, Dr Kathryn Bartimote<sup>1</sup>, Dr Lucy Mercer-Mapstone<sup>1</sup>, Ms Gulwanyang Moran<sup>1</sup>, Prof James Tognolini<sup>1</sup>, Ms Nora Dempsey<sup>2</sup><sup>1</sup>The University of Sydney, The University of Sydney, Australia, <sup>2</sup>US Department of State, Washington DC, USA

**Background/context.** The Universities Australia 2019 audit of work integrated learning (WIL) revealed alarming discrepancies in access to WIL for students from Remote, Low and Middle socioeconomic status, and Indigenous backgrounds: all are more than five per cent below the average participation rate. In this project we investigated whether online WIL might be one way of overcoming barriers to participating in WIL.

**The initiative/practice.** Our research questions were:

- What are the benefits and challenges of online WIL reported by students from equity groups?
- What are the benefits and challenges of online WIL reported by educators and community / industry partners?
- How might online WIL be enhanced and systematically supported to better meet the needs of equity students, educators, and community / industry partners?

**Methods of evaluative data collection and analysis.** We conducted a survey of students who had participated in online WIL at any time over the past ten years in Australia and the USA (n=289), and also interviewed students (n=32) and educators (n=15). The survey data was analysed using standard statistical methods using SPSS v25 software, and the interview data was analysed thematically (Braun & Clarke 2006).

**Evidence of outcomes and effectiveness.** Benefits of online WIL for students included employability skills, meaningful work, affordability, and flexibility when coping with physical and mental health issues. Overall, equity students reported a greater number of gains than non-equity students. Challenges for students included missing out on workplace experiences, digital access and finding a private space in which to work. Benefits for educators included better meeting the needs of diverse communities / clients, flexibility and that it was a rewarding experience. Challenges for educators included giving feedback, and a high workload. The workload has been compounded by the pressures of COVID-19, with Australian educators having to rapidly redesign in-person WIL due to the pandemic. We will discuss our recommendations for universities, educators, students, and workplaces.

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## V300

**Multifaceted collaboration in delivering an academic literacy course**

**Dr Ming Cherk Lee**<sup>1</sup>, Dr Chammika Udalagama<sup>1</sup>, Ms Brenda Yuen<sup>1</sup>, Ms Happy Goh<sup>1</sup>

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**Background/context.** In many academic literacy courses, language and communication skills are “embedded” and taught alongside discipline-specific subjects. The purpose is to help students develop communicative abilities within their discourse communities, as well as to initiate them to the epistemological processes and culture of their target discipline (Li, 2018; Wingate, 2018). However, given the content-language gap that is inherent in most academic literacy courses, collaboration among stakeholders is often fraught with difficulties.

**The initiative/practice.** This presentation reports on how the multifaceted model was adopted to facilitate collaboration among various stakeholders in delivering an academic literacy course for first-year university science majors. The report shows how learning activities and assessments can be aligned to intended learning outcomes (Biggs, 2014) and it highlights the employment of student mentors to bridge the content-language gap.

**Methods of evaluative data collection and analysis.** The objective of this research was to study the efficacy of the multifaceted model in delivering an academic literacy course. The main findings were obtained through a student questionnaire. Statistical details including internal consistency, mean and correlation were analyzed. This was followed by a focus group interview. The information was then corroborated with the views of student mentors and academic staff obtained through a separate questionnaire and two focus group interviews.

**Evidence of outcomes and effectiveness.** For most aspects of academic literacy acquisition, 80% of respondents have rated the course to be “very useful” or “useful”. However, students reported the need for more guidance in evaluating their own writing and those of their peers. This feedback is consistent with the views given by student mentors and academic staff. On the whole, the model has been successful in delivering a course that has largely met the intended learning outcomes.

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## V301

**Strategies for success for indigenous higher degree by research students and early career researchers**

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**Background/context.** Improving Indigenous HDR completions and growing the Indigenous academic workforce are priorities for universities, and ambitious institutional and national targets have been set (Universities Australia, 2020). Despite a significant growth in Indigenous HDR commencements, Indigenous Australians comprise only 0.55 percent of HDR completions (McGagh et al., 2016), and make up only 1.2 percent of the workforce at Australian universities, with only one third in academic roles (Universities Australia, 2020). This disparity is a critical educational and social inequity. While there is a body of literature that identifies barriers to participation (Moodie et al. 2018), and valuable research on the need for improved support services and importance of quality supervision (Trudgett, 2014), the pedagogical strategies that advance Indigenous student success at HDR and ECR level are less well understood.

**The initiative/practice.** This research examines as case studies two award-courses offered by a research-intensive Australian university that aim to provide enhanced support to Indigenous researchers at crucial stages in HDR candidature, while building Indigenous research and leadership capability.

**Methods of evaluative data collection and analysis.** A mixed methods approach was employed comprising a literature review, quantitative analysis of student enrolment data, results and student satisfaction survey responses, and thematic analysis of surveys and yarning circles that sought to privilege the voices and experiences of Indigenous students.

**Evidence of outcomes and effectiveness.** Evaluation data shows that the strategies employed within the case study programs have had positive impacts on HDR completion and career development and have enhanced students’ understanding of research and leadership underpinned by Indigenous values and epistemologies. Findings offer an evidence-base to understand the strategies that are most effective for Indigenous researchers to thrive and provide critical insights to help inform institutional support strategies.

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## V302

**Using interactive H5P activities to support enabling pedagogies: findings and reflections**

**Dr Heidi Hetz<sup>1</sup>, Ms Monica Thai<sup>1</sup>, Dr Alice Betteridge<sup>1</sup>**, Dr Wahid Murad<sup>1</sup>, Assoc Prof Negin Mirriahi<sup>1</sup>

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**Background/context.** The global pandemic and related physical distancing restrictions have accelerated the transition to blended and online learning across the higher education sector (Bartolic et al., 2021; Bond, Bedenlier, Marín, & Händel, 2021). This presents unique challenges for educators who teach a diverse cohort of students, including low-SES, Aboriginal, first-in-family, and culturally and linguistically diverse (CALD) students. Educators need to find new ways of applying enabling pedagogies (Bennett et al., 2016; Stokes, 2014) to support student learning and engagement in the context of digital learning and teaching.

**The initiative/practice.** Digital tools, such as interactive online activities (i.e. H5P) can facilitate enabling approaches, including scaffolding, to supporting students through its provision of instant feedback, user-friendly interface, and range of activity types. We piloted the use of H5P activities in three sub-bachelor courses for external students in the enabling pathway programs at UniSA College at the University of South Australia. The three courses included an academic writing course, literacy course, and science course. The overall aim was to explore the effectiveness of this tool in providing additional scaffolding and improving student engagement with weekly activities.

**Methods of evaluative data collection and analysis.** Drawing on analytics, peer review and self-reflection, we evaluate the effectiveness of the H5P activities in this pilot. Our analysis explores the impact of H5P activities on student engagement as measured by learning analytics, and on assignment submission rates and grades.

**Evidence of outcomes and effectiveness.** H5P is a useful tool supportive of enabling pedagogies in the context of blended and online learning, and our presentation shares key findings and reflections. Effective use of these interactive activities is relevant beyond enabling pathway programs as they can improve student engagement and learning for all students engaged in blended and online learning.

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## V303

**Implementation of the Electronic Medical Record in the Bachelor of Nursing program: A descriptive study**

**Dr Linda Ng<sup>1</sup>**, Prof Sonya Osborne<sup>1</sup>, Mrs Jan Walker<sup>1</sup>

<sup>1</sup>University of Southern Queensland, Brisbane, Australia

**Background/context.** Electronic Medical Record (EMR) is a digital system aimed at enhancing patient documentation, leading to reduced medication-related errors, improving communication, enhanced critical thinking and supportive patient care (Wisner et al., 2019).

Replacing traditional paper-based patient documentation, EMR improves accessibility to interdisciplinary documentation, provides guidelines and protocols, supports medication knowledge, provides alerts, and identifies clinical tasks (Chung & Cho, 2017). To prepare nursing students for the clinical environment, educators and the academic curricula needs to reflect current information technology practices and advancements including EMR.

**The initiative/practice.** The primary author designed and developed the Electronic Medical Record using OneNote Class Notebook platform which is available to all Microsoft Office users. It was implemented in one clinical course in the Bachelor of Nursing program. The integration of the EMR in nursing education through simulation introduces the students to digital healthcare that is current in Australia and globally, but it also helps build their skills in analysing and interpreting data to provide good evidence and recording measurements with accuracy and precision.

**Methods of evaluative data collection and analysis.** This cross-sectional study enrolled second-year nursing students enrolled in a course in the Bachelor of Nursing program. A self-developed survey was administered. The survey comprised questions on general information about nursing students and their experience accessing with the Electronic Medical Record system used in the simulated laboratory session on campus.

**Evidence of outcomes and effectiveness.** Of the 270 students enrolled in this course, 237 (88%) responded to the survey with 34 returning incomplete surveys and 203 completed the survey overall, for a response rate of 75%. The majority of students (n=186, 78.5%) had a positive experience using the Electronic Medical Record during their laboratory sessions. Nearly three quarter of the students (n= 175, 73.4%) reported challenges with the equipment in the lab, specifically the computers in the lab and internet connectivity

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## V304

**An organic model informed by student experience for learners with statistics anxiety**

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**Background/context.** Whilst statistics anxiety is prevalent in tertiary settings (Decesare, 2007; Thompson et al., 2019; Welch et al., 2015; Zanakis & Valenzi, 1997), research into addressing statistics anxiety has been focused on interventions (Chiou et al., 2014; Decesare, 2007; Watson et al., 2003) without input from the learners themselves. Research has illustrated that instructor-centred interventions are less effective than learner-focused approaches such as implementing a community of practice (COP) through its 'social process of learning' (Wenger, 1998) in addressing the learners' statistics anxiety. This presentation explores statistics anxiety experienced by learners and examines the organic development of the COP for learners with statistics anxiety (LSA).

**The initiative/practice.** This project is an action research attempting to understand the common challenges affecting LSA and the essential feature(s) of a COP model needed by these LSA.

**Methods of evaluative data collection and analysis.** Participants completed an online survey of the validated Statistical Anxiety Rating Scale that examines aspects of worth of statistics, interpretation anxiety, test and class anxiety, computational self-concept, fear of asking for help, and fear of statistics teachers (Hanna et al., 2008). Participants also reflected on their experience and strategy dealing with statistics anxiety during interviews. In order to identify common aspects of statistics anxiety, descriptive statistics of the survey data were reported and common themes from the interviews were revealed using thematic analyses.

**Evidence of outcomes and effectiveness.** The participants came from two different faculties with age varied from 23 to 65 years old, ratifying that statistics anxiety affects learners of various background. Interpretation anxiety, especially in trying to "decide which analysis is appropriate for my research project" and "understand analyses described in the abstract of a journal article", was self-reported by all the participants. Whilst most had assessment-related anxiety and low computational self-concept, they appreciated statistics is worthy of learning yet feared asking for help from teachers (67%) albeit disagreeing that teachers were inhuman. Evidence highlighted that a model that encourages discussions and 'making sense' of statistical analyses among learners (without teachers) would be beneficial for LSA.

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## V305

**Mapping employability: Encouraging pre-service teachers to think as teachers****Dr Pauline Roberts<sup>1</sup>**<sup>1</sup>*Edith Cowan University, Mt Lawley, Australia*

**Background/context.** Initial teacher education (ITE) courses in Australia are under increased pressure to produce quality teachers who have a positive impact on student learning once employed in the classroom. The focus of this research was a WA-based ECS Bachelor of Education course, to identify when employability is made explicit and identify where pre-service teachers (PSTs) are encouraged to think and act as teachers within the program.

**The initiative/practice.** The aim of this research was to map employability skills throughout an early childhood ITE program to identify when employability skills were included and made explicit to the PSTs. Given the requirements of the APST (AITSL, 2017) that are used for registration purposes, an additional aim was to explore which employability skills were focused on and at what points during the course duration.

**Methods of evaluative data collection and analysis.** The methodology utilised was document analysis which provided a “systematic procedure for reviewing or evaluating documents” (Bowen, 2009, p. 27). University Handbook outlines and unit plans were examined against pre-determined criteria to identify when employability skills were introduced or made explicit, as well as whether the document’s contents related explicitly to school or early learning contexts. **Evidence of outcomes and effectiveness.** Through the examination of the documents, it was identified that employability skills are introduced in many units across the initial teaching degree for the PSTs to begin to think of themselves as teachers. The explicit nature of these employability contact points did increase across the timeframe of the degree as PSTs progressed towards graduation. Throughout the degree, PSTs are scaffolded towards employability skills and to engage with discourse of being teachers, however, as this focus increases in the later years of the course, there was greater emphasis on the school-based education context. These results provide an important starting point for further research in this area to explore the impact of this on employability skills and workforce issues facing the early years sector across Australia.

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## V306

**Global university rankings: What are they good for (in the global south)?****Dr Stephen Darwin<sup>1</sup>**, Dr Malba Barahona<sup>1</sup>*Universidad Alberto Hurtado, Chile, Santiago, Chile*

**Background/context.** The design of global university rankings (GUR) is inherently reflective of the histories, values and relational expectations of the most powerful institutions of the global north (and particularly the United States). GUR have increasingly shaped understandings of what constitutes system and institutional quality (Hazelkorn, 2011; Stack, 2020). Moreover, under the guise of transparency and the need for accountability, GUR are performing greater work in demarcating local institutional value—relative to international and national institutions—in terms of reputation and research performativity, rather than evaluating social outcomes, educational quality or institutional performance (Marginson, 2017). So, how useful are regionalised applications of GUR in the global south?

**The initiative/practice.** This paper reports on a critical meta-synthesis of research related to the effect of regionalised GUR in Latin America, designed to understand contemporary impacts on social perceptions of higher education quality.

**Methods of evaluative data collection and analysis.** Data were analysed using the affordances of the *glonacal agency heuristic* (Marginson & Rhoades, 2002) to identify key themes and core tensions across the data. This meant identifying in the data the key manifestations of global, national and or local agencies and agents, as a means of making sense of the levels of reciprocity, reflexivity, and antagonisms between these different levels of agency.

**Evidence of outcomes and effectiveness.** The meta-synthesis identified three primary tensions around regionally applied GUR: how regional higher education quality is most effectively developed, how the local university is imagined and the relative value of local agency in assessing quality outcomes. The findings suggest that GUR have created strong fissures in Latin American higher education around the local role of institutions, the hegemony of global north epistemologies and internationalising (and potential homogenising) of Latin American higher education.

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## V307

**Teaching quality, student evaluations of teaching and peer review: global perspectives of academic leaders****Dr John P Egan<sup>1</sup>**<sup>1</sup>University of Auckland/FMHS Learning and Teaching Unit, Grafton/Auckland, New Zealand

**Background/context.** Student evaluations of teaching (SET) and peer review of teaching (PRT) are both important indicators of teaching quality in a university context. However, how these mechanisms are understood by academic leaders has heretofore not been examined.

**The initiative/practice.** This international exploratory qualitative study of academic leaders (appointed as Dean of faculty; associate/Assistant/Deputy Dean; or Head of unit/department/school) examined their perspectives and experiences on the evidence SET and PRT provide. A total of 140 leaders from a range of globally ranked anglophone universities in Australia, New Zealand, Canada, Ireland, the United Kingdom, and South Africa were directly invited to participate in a one hour, semi-structured interview. Of these 25 agreed to be interviewed.

**Methods of evaluative data collection and analysis.** Data were collected via key informant interviews: domains of the interviews included teaching quality; student evaluations of teaching; various modes of peer review of teaching; staff development; and, staff performance management. All but two interviews were conducted via Zoom. Interviews were transcribed; member-checked, and analysed naturally (Strauss & Corbin, 1998) using Atlas.ti qualitative analysis software (Scientific Software, 2021). Bourdieu's concept of fields of power (1998) was the theoretical framework for this study.

**Evidence of outcomes and effectiveness.** Multiple fields of power operate in this space. Participants broadly saw SET data as problematic in terms of rigour and reliability. However, in the absence of an equally efficient mechanism for integrating student voice in consideration of teaching quality, most supported ameliorating SET rather than replacing it. Participants most often saw the benefits of PRT in terms of formative, staff development. Many saw PRT reports as being desirable in terms of applications for academic promotion, re-appointment or continuation, though only two reported PRT reports as required part of academic staff portfolios. A minority of participants had used PRT for performance management purposes, though the documentation generated was minimal and largely followed the conventions of formative PRT.

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## V308

**What's the Evidence: Developing indicators of teacher quality to investigate the predictive validity of Teaching Performance Assessments (TPA)****Prof Alyson Simpson<sup>1</sup>, Ass Prof Wayne Cotton<sup>1</sup>, Assoc Prof Jennifer Rowley<sup>1</sup>**<sup>1</sup>University of Sydney, Campderdown, Australia

**Background/context.** Teaching Performance Assessments (TPA) were introduced by the Australian Institute for Teaching and School Leadership in 2015 as a way of assessing graduates 'classroom readiness' (TEMAG, 2015). We conceptualise the work involved in becoming an effective teacher as a continuum of connected learning that commences in Initial Teacher Education (ITE) and continues through teachers' professional engagement in the classroom (Darling-Hammond, 2012).

**The initiative/practice.** All ITE providers in Australia must now include a valid and reliable Teaching Performance Assessment (TPA) as part of their program design. However, currently no evidence base exists to measure the predictive validity of TPAs as 'fit for purpose'. Our project in collaboration with the NSW Department of Education aims to correlate the predictive validity of one particular model of TPA, the Assessment for Graduate Teachers [AfGT], against indicators of quality teaching in the early years post-graduation. Results could inform much needed support for early career teachers to enable them to thrive in the profession, support the credibility of TPAs and could also support ITE provider accountability and improve public perception by giving credible assurance of graduate quality.

**Methods of evaluative data collection and analysis.** Extensive literature review identifying potential indicators; Delphi process with key stakeholders including teachers to gain consensus of indicators; Measurement development; Measurement testing; Verification of AfGT predictive validity.

**Evidence of outcomes and effectiveness.** The presentation will outline results of a scoping review of 30,000 items of research literature, the resulting items on the indicator list and potential methods of measurement of teaching quality. We will invite audience discussion of the Delphi process.

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## V309

**Any unit can be Indigenised!****Dr Rosetta Romano**<sup>1</sup>, Dr Blooma John<sup>1</sup>*University of Canberra, Bruce, Australia*

**Format of the roundtable.** A roundtable can take different forms. In this roundtable, the Aboriginal way of discussing a topic, or ‘yarning’ would be adopted. Yarning involves an artefact that is passed around the table to indicate that which speaker has the floor. If the conference is virtual, the group list is used to indicate who has the right to speak. Each speaker only speaks once. The Yarn should follow the presentation of how Yunkaporta’s 8 ways of Aboriginal learning were implemented in an IT unit at the University of Canberra, and how some or all learning ways can be applied in other non-traditional units that are candidates for Indigenisation.

**Context/background.** All courses at the University of Canberra are to be Indigenised by 2023. While courses in Art, Science, Literature, Land Planning, and Health may already contain Indigenous concepts (Radoll, et al., 2019), others such as IT and Accounting may not. This yarn provides participants to imagine how they might use the 8 ways of learning to Indigenise their own non-traditional courses.

**Point for debate/focus of the work-in-progress/topic for discussion.** Any unit can be Indigenised. After hearing about how the 8 ways were used in the IT unit at University of Canberra (Romano, et al., 2021) yarners can raise the comments they themselves have made, or that their peers have given to justify not Indigenising the curriculum. The reason why it is too hard, or why it cannot work in their case. They may choose to share the ways they would be willing to try in their own units/courses.

**Intended outcome.** By the end of the yarning circle, the participants should have heard from others, and be clearer in the way they themselves would be willing to experiment with Indigenisation of non-traditional courses.

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## V310

**Developing graduate employability opportunities for creative and performing arts students - a case study****Assoc Prof Jennifer Rowley**<sup>1</sup><sup>1</sup>*The University of Sydney, Sydney, Australia***Birds of a Feather.**

Creative and performing arts (CAPA) graduates encounter complex and precarious working lives that feature multiple transitions, complex employment arrangements and do-it-yourself career management. Australia’s annual 20,000 CAPA graduates aspire to engage in work related to their creative discipline but this is rarely the outcome with Cunningham and Higgs (2010) reporting 41% of musicians, singers or composers work mostly outside the creative industries. Fitzgerald, Rainnie & Bennett, (2011) found that creative workers encounter both ‘good and bad’ work typically with small firms and on an ad-hoc basis.

What are the trends in CAPA and music graduates’ portfolio work as teachers, performers and administrators in relation to other disciplines? Although they continue to juggle portfolio careers, they also frequently return to higher education to do further study with the most common choice being a Master of Teaching degree to transition from studio practitioner into school CAPA/music teachers.

As an example and informed by their school-based and community music making experiences, music students in higher education are usually not aware of the broader possible career outcomes available. Students who do not engage in socio-economic and vocational contexts may not see potential employability and nuanced roles as professionals. So, an argument for expanding opportunities for CAPA disciplines, including musicians’ future careers, is established as the topic for discussion. The roundtable leader will provide outcomes of one Work Integrated Learning (WIL) program at an urban university that saw tertiary music students report development of cognitive dispositions, social citizenship and leadership skills. Acknowledging impact and the rich contributions of artists and music in society through socially engaged and culturally mindful practices has encouraged the expansion of this program into other CAPA disciplines. Participants are encouraged to share thoughts/experiences of the complexity and professional possibilities for CAPA graduate employability.

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## V311

**Straddling in hybridity: Digital dexterity in higher arts education****Dr Rebecca Kan<sup>1</sup>, Dr Joyce Hwee Ling Koh<sup>2</sup>**<sup>1</sup>Nanyang Academy of Fine Arts, Singapore, <sup>2</sup>University of Otago (Higher Education Development Centre), Dunedin, New Zealand

**Format of the roundtable.** This roundtable discussion will be facilitated virtually. It will begin with an 5-8-minute introduction to the concept of hybridity in teaching and learning by drawing upon vignettes published in a recent book publication *Teaching and Learning the Arts in Higher Education: Vignettes from Practice* (Koh & Kan, 2021). This will be followed by collaborative brainstorming through with the session participants with ideas recorded via Padlet. The presenters will summarize the discussions and participants will be provided with the Padlet link as a takeaway for their personal ideation.

**Context/background.** In higher arts education, COVID-19 has heightened the need for artist educators to develop digital dexterity. While the precept of artists remain – to create, make, and add value to life and society, the pandemic has radically challenged artists' normalised assumptions about technology and their artistic practices and also shaken deep-seated traditions of studio-based pedagogies of higher arts programmes. Artist educators need digital dexterity to design and straddle learning experiences that need to be increasingly hybridised among the physical and digital. This need is even more pressing, considering that technology will become an indispensable pivot to connect more artists to potential audience and markets that hitherto have been unreachable in the new normal.

**Focus of the work-in-progress/topic for discussion.** Hybridity defines the creative pedagogical possibilities that artist-educators embrace for better integration of the physical and digital. This concept is drawn from Bhabha's (1994) definition of the Third Space as a space between the "here" and "there". COVID-19 has propelled higher arts programmes into a Third Space – one with immense potential to re-frame the traditionally deterministic binaries between physical and digital with respect to the methodologies, modalities, and spaces of learning (Schuck *et al*, 2017). In the different vignettes of practice documented in the book publication (Koh & Kan, 2021), we observe that 'hybridising' before and during COVID-19 is a complex process that does not just involve the mere addition of digital, but also the artful appropriation of the best of physical and digital pedagogies towards new possibilities. The digital dexterities needed to support this process are not simply technical in nature. In fact, the artist educators in the book point to how a sense of collaborative empathy among them and their students during the pandemic drove them to different degrees of hybridisation as they used online tools, digital spaces, and learning activities to support thinking and personalised learning, formative evaluation, and artful demonstration. Yet, as higher education institutions gradually move back to on-campus teaching, what might be the role of hybridisation in post COVID-19 practices and what are the dexterities needed? What models of hybridisation might be relevant to improve higher education experiences, post COVID-19?

**Intended outcome.** It is expected that the session will generate critical discussion about the definition of 'hybridity' and its applicability to higher education teaching both currently and post COVID-19. Through collaborative brainstorming aided by practice vignettes from higher arts education, we aim to generate inquiry about possible perspectives of hybridity and ideas of how physical and digital pedagogies could be more deeply hybridised in different higher education disciplines. It also seeks to inquire about the kinds of digital dexterities that teachers will need to support different forms of hybridity.

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## V312

## Re-imagining referencing with interactivity

Dr Monica Kam<sup>1</sup>, Dr Bettina Schwenger<sup>1</sup>, Mrs Audrea Warner<sup>1</sup>

<sup>1</sup>University of Auckland, Auckland, New Zealand

**Background/context.** As educators we have grappled with strategies to teach referencing, a fundamental of digital information fluency. Despite a myriad of resources, errors are common and recurring (Jorgensen & Marek, 2013).

**The initiative/practice.** Students frequently receive static information on referencing and no immediate feedback. This study's aim is to develop and evaluate online resources for explicitly teaching APA referencing in the Faculties of Arts, Business and Science. We designed H5P resources that integrate into individual courses to encourage interactivity (Singleton & Charlton, 2019) and provide feedback for self-assessment (Nicol & Mcfarlane-Dick, 2006).

**Methods of evaluative data collection and analysis.** Teaching staff were interviewed to identify expectations, support and students' issues in referencing. Students completed a questionnaire about their experiences. LMS and H5P analytics data was used to quantitatively gauge engagement. Participant focus groups and interviews to ascertain the effectiveness and suggest changes. Feedback was analysed in an open-coding approach (Saldana, 2013).

**Evidence of outcomes and effectiveness.** The outcomes of the project were two-fold. It revealed the status of APA referencing use at tertiary level. Staff insights about the challenges of teaching referencing were in line with our results that show that students within a course come with variable experience. Secondly, our resources were evaluated for effectiveness. LMS analytics showed good engagement and students completed the module in about 27 minutes. Early feedback highlighted the benefits of interactivity and immediate feedback, leading to amendment of the online resources. Further feedback was collected in Semester 1 and revealed themes of relevance, consistency, practicality, and effectiveness. Students requested more examples and practice questions, suggesting they found the resources useful. The evidence of effectiveness is summed up in that all participants would recommend the tool to their peers. We will continue to develop the tool and will present the most up-to-date data in our presentation.

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## V313

## A transformative experience for students learning mathematics in an innovative 6-week delivery model

Dr Kerrie Stimpson<sup>1</sup>, Assoc Prof Suzi Syme<sup>1</sup>, Dr Elizabeth Goode<sup>1</sup>

<sup>1</sup>Southern Cross University, Lismore, Australia

**Background/context.** Mathematics anxiety and the negative emotions attached to this anxiety are well-known (Samuel & Warner, 2019). This anxiety can impede students' learning experiences and academic success, leading to high fail rates which are of worldwide concern (Baik et al., 2019).

**The initiative/practice.** An innovative new 6-week delivery model was used to redesign a foundational mathematics unit using a strengths-based, interactive curriculum. This is the first time a 6-week teaching model has been used in an Australian enabling program. The study aimed to find out the impact of the shorter delivery model and the strengths-based curriculum on students' beliefs about their mathematical ability and academic success.

**Methods of evaluative data collection and analysis.** This study used a mixed-methods approach involving online surveys over two study terms (n=48 and n=20), as well as focus groups and unit performance data. Analysis was conducted through SPSS 27 and NVivo 12.

**Evidence of outcomes and effectiveness.** The initial findings indicate that the innovative 6-week delivery model had a transformational impact on students' level of anxiety, ability to solve real-life problems, and confidence in learning mathematics. These findings may be useful to others in mathematics courses at all levels and disciplines in higher education. The study demonstrates how to use an interactive, 6-week model and a strengths-based curriculum to empower students and transform limiting beliefs about mathematical capabilities.

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## V314

**The limits and distortions of systematic reviewing of equity programs in higher education****Dr Jean Parker<sup>1</sup>, Dr Matthew Bunn**<sup>1</sup>*University of Newcastle, Enmore, Australia*

**Background/context.** Systematic reviews have become a popular means of gathering evidence of effectiveness in equity programs. With their measures to remove researcher bias and efforts to provide replicability, systematic reviews have been seen, particularly by policy-makers, as producing a clear and sound basis for the allocation of scarce equity funds.

**The initiative/practice.** In this paper, we offer a critique of systematic reviewing and question its suitability for understanding problems of equity and inequality. We argue that the ingredients of a systematic review in fact bias the kinds of research that is evaluated towards quantitative studies that may tell us very little about the nature of inequality in higher education and programs that impact on this. Especially when studying a large literature, the reliance systematic reviewing places on database algorithms to provide the 'best' evidence selects papers from the geopolitical centre, at the expense of research from less well-funded institutions and more marginalised regions. Indeed, we argue that systematic review techniques tend to reinforce an epistemic violence that centres 'legitimate knowledge' in the global north.

**Methods of evaluative data collection and analysis.** Systematic review consisting of development of keyword database searches, manual refining of results against selection criteria, coding and organisation of results, synthesis and analysis drawing on a panel of experts from the field.

**Evidence of outcomes and effectiveness.** Systematic reviews help researchers to leave the 'bubbles' of their own expertise; theoretical perspective, national context, and allow them to synthesise international evidence about an area of research. While there are real strengths to casting a wide net to capture what we may not know, there are a series of implicit methodological assumptions behind systematic reviewing which, we argue, bend the results in very distinct directions. This was our experience when we conducted our own review. Every link of the systematic review chain is embedded in the prevailing political economy of academic publishing houses, corporate databases, and public and private funding sources. No matter how thoroughly we test our search terms, the system will continue to produce results that favour research produced in richer nations, quantitative over qualitative research methods, better funded Higher Education institutions, research published in English etc. Highlighting and overcoming these distortions demands critical theoretical engagement and giving weight to academic expertise.

## V315

**Proactively promoting university students' resilience – Who's responsible?****Dr Irene Poort<sup>1</sup>, Dr Marjon Fokkens-Bruinsma<sup>1</sup>**<sup>1</sup>*University of Groningen, Groningen, Netherlands***Format of the roundtable.** Birds of a Feather.

**Context/background.** Already before the COVID-19 pandemic, educational research has been emphasizing the importance of students' well-being, as it has been found to relate to outcomes such as motivation and academic achievement, as well as the ability to deal with the challenges and stressors that students face (Baik et al., 2017). According to Baik et al. (2017) enhancing positive well-being mainly concerns balancing the challenges with an individual's psychological and contextual resources. Resilience is an important concept here, as it describes the capacity to use and strengthen these psychological and contextual resources (Beltman et al., 2011). For this roundtable, we argue that a) a proactive approach to promoting students' resilience is needed – that is, also working on resilience before possible problems arise, and b) the responsibility for becoming resilient is not solely that of the student, i.e. a variety of stakeholders on different institutional levels (teachers, students, curriculum developers, program leaders, management, department/university boards) need to be considered.

**Point for debate/focus of the work-in-progress/topic for discussion.** It is not our responsibility to keep our students resilient...or is it?

**Intended outcome.** Participants will (1) have a clearer understanding of resilience and its importance for well-being (2) have more deeply considered who and in what way different stakeholders are responsible for proactively supporting/working on students' resilience, and (3) reflect on their own responsibility and possible role in proactively promoting students' resilience.

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Beltman, S., Mansfield, C. F., & Price, A. (2011). Thriving Not Just Surviving: A Review of Research on Teacher Resilience. *Educational Research Review*, 6, 185-207.

## V316

**Diversity in Numbers: Supporting students to connect with their discipline and their world through quantitative skills****Dr Sarah Etherington**<sup>1</sup>, Assoc Prof Natalie Warburton<sup>1</sup>, Assoc Prof Garth Maker<sup>1</sup><sup>1</sup>Murdoch University, Murdoch, Australia**Format of the roundtable.** Work-in-progress**Context/background.** Student underperformance on quantitative skills (mathematics, statistics, basic numeracy) is a well-established challenge in the tertiary education sector globally. A range of factors contribute to poor quantitative skills development, including widespread mathematics anxiety and avoidance (Dowker et al., 2016) and declining high school numeracy standards (Thomson et al., 2018). Diversity in Numbers (DiN) aims to address this problem, using online, self-paced, feedback-rich quantitative skills modules.**Focus of the work-in-progress.** DiN modules will be designed by discipline staff, embedded in discipline units, scaffolded through discipline courses, and utilise core numeracy skills to explore key disciplinary concepts, through a diversity lens. It is hoped that this approach will improve student engagement with, and achievement of, quantitative skills, compared to generic online numeracy modules provided by universities. Additionally, DiN modules provide an opportunity for the discipline to incorporate more diversity throughout their curriculum. DiN modules will be designed around exploring the numeracy concepts within in discipline related peer-reviewed studies. Supporting students to explore global diversity through numbers is central to the projects' intention of addressing the ongoing lack of diversity among STEM graduates and within the STEM workforce, by enabling a greater proportion of students to "see themselves" in the science they study.**Intended outcome.** DiN represents an innovative approach to scaffolding quantitative skills development in a course and many of these skills (e.g., measures of central tendency, key statistical tests, graphing, unit conversions and probability) would be relevant to other disciplines. This project is at its inception and the project team seek feedback from group participants on the design, research question and research methodology to be employed in the project, to optimise its impact and chances of success.**References.** Dowker, A., Sarkar, A., & Looi, C.Y. (2016). Mathematics anxiety: What have we learned in 60 years? *Frontiers in Psychology*, 7: 508. <https://dx.doi.org/10.3389%2Ffpsyg.2016.00508>

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## V317

**Supporting teaching academics through COVID-19 and beyond****Dr Elisa Bone**<sup>1</sup>, **Dr Sarah French**<sup>1</sup>, Assoc Prof Chris Deneen<sup>1</sup>, Prof Mike Prosser<sup>1</sup><sup>1</sup>The University of Melbourne, Parkville, Australia**Format of the roundtable.** Our 'Birds of a Feather' roundtable will provide a forum to discuss the experiences of academics during the pandemic, focusing on their perceptions on the changing nature and future of their roles, and of the nature and source of supports, at their institutions.**Context/background.** Universities are defined by tightly knit relationships, often within disciplines, that can contribute to a sense of collegiality and common purpose (Krause, 2014). Whilst the pandemic has led to some instances of social isolation for academic staff (Leal Filho et al., 2021), it has also highlighted the importance of collegial relationships, in some cases strengthening local connections and in others motivating academics to seek out others with similar experiences across disciplinary boundaries. Throughout this period, teaching academics have taken on new and challenging responsibilities and navigated a continually changing set of expectations from their institutions, settling in 2022 into largely blended and dual delivery modes as the pandemic continues (Singh et al., 2021). Such changes have impacted upon perceptions of the future of academic roles and identities (Variyan and Reimer 2021).**Topic for discussion.** Our work in progress on the experiences of teaching academics during the pandemic has uncovered a strong association between their perceptions of support and of their academic identity. Most participants also identified collegiate support as critical to their experience. We will present questions derived from these early research findings as provocations to guide a discussion with teaching academics and academic developers, to explore how perceptions of support and academic identity vary, how these perceptions intersect with institutions' teaching approaches and practices, and to identify possible implications for institutional approaches to professional development. We will encourage interaction through polling, and use Padlet to record participants' responses to these provocations.**Intended outcome.** This discussion will provide a starting point for generating guidelines for institutions in supporting their teaching academics in their efforts at online, blended and dual delivery, and in designing approaches to professional development and support programs.**References.** Krause, K.L. (2014). *Studies in Higher Education*, 39 (1), 2–19. <https://doi.org/10.1080/03075079.2012.690730>Leal Filho, W., Wall, T., Rayman-Bacchus, L. et al. (2021). BMC Public Health 21, 1213. <https://doi.org/10.1186/s12889-021-11040-z>Singh, J., Steele, K., & Singh, L. (2021). *Journal of Educational Technology Systems*. <https://doi.org/10.1177/00472395211047865>Variyan, G., & Reimer, K. (2021). *Studies in Continuing Education*, 1–20. <https://doi.org/10.1080/0158037X.2021.1950670>

## V318

## Professional learning from a reflective practice community in computer science

**Dr Fariza Sabrina<sup>1</sup>**, Dr Salahuddin Azad<sup>1</sup>, Dr Sweta Thakur<sup>2</sup>, **Dr Shaleeza Sohail<sup>3</sup>**, **Dr Gesa Ruge<sup>1</sup>**

<sup>1</sup>Central Queensland University, Perth, Australia, <sup>2</sup>Kings Own College, Sydney, Australia, <sup>3</sup>The University of Newcastle, Sydney, Australia

**Background/context.** Current research on reflective practice and peer review of assessment tends to focus on institutional and formal processes for quality assurance. This offers limited connection to individual development and guided collegial conversations for changing educational practice (Barton & Ryan, 2014).

**The initiative/practice.** Within one semester, four computer science academics and an educational facilitator developed a cross-institutional community of reflective practice to strengthen educational confidence. This study maps the guided learning journey through reflective writing, collaborative discussions and deepening educational insights.

**Methods of evaluative data collection and analysis.** This qualitative case study, with ethical research approval, is grounded in narrative inquiry and action research. Participants analysed each other's reflective writing on learning and teaching related to 'reflection on action' of existing professional practice, 'reflection in action' through collaborative practice, and 'reflection for improved practice' and development of students' reflective practice (Fontaine, 2018).

**Evidence of outcomes and effectiveness.** Findings confirm deepening personal and collegial reflective practice, here with focus on improving assessments for learning (Bruno & Dell'Aversana, 2018). Based on the HERDSA TATAL philosophy (Schonell et al., 2016) this study offers a model for professional learning in reflective practice communities.

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## V319

## A wicked problem: Re-envisioning the education of health professionals in Aotearoa New Zealand

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**Background/context.** Inequitable health outcomes, especially for Māori, are evidenced in New Zealand (Came, Kidd, Heke & McCreanor, 2021). Enabling health care professions to be responsive to all users starts with undergraduate education that prepares students for registration under the Health Professionals Competency Act. Currently health programmes follow set pathways to graduation and practice. We believe health professionals may need greater flexibility to practise in more than one discipline, especially with several common competencies and attributes across Health Regulatory Authorities (Shaw & Tudor, 2021). Currently, a collective approach to the delivery of these competencies does not extend beyond the first semester of education. An extension of shared curriculum pathways could enhance flexibility to practice in more than one discipline.

**The initiative/practice.** This project investigates the lived experience of services users, especially Māori and also examines current pedagogy in health care disciplines with the view to creating greater responsiveness and flexibility. This wide-ranging project involves investigators, service users with lived experience, academics (researchers and lecturers) and policy makers in the Health Regulatory Authorities.

**Methods of evaluative data collection and analysis.** An action research project as part of a 'Health Futures' initiative pursues practical solutions to issues concerning people. Our collaborative problem-solving partnership focuses on 'research-in-action' (Coghlan, 2019) involving our stakeholders. Iterative cycles of collective planning, action and evaluation, lead into further planning and action, with curriculum development as the goal. One group of stakeholders is service users, with whom we held in-depth discussions/interviews.

**Evidence of outcomes and effectiveness.** Early findings examine the contribution of the lived experience of service users to curriculum development. Through exploration of their healthcare experience, service users were able to inform important aspects in the training of healthcare professionals, in conjunction with analysis of competencies.

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## V320

## Using hyper-videos to foster greater student engagement

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**Background/context.** Over the past few decades, Australian universities have significantly increased their online presence. However, the COVID-19 pandemic forced universities to quickly migrate all their teaching activities online, ushering in and consolidating a new “digital normalcy” in higher education. However, producing quality educational media is not enough to keep students engaged in their learning process. In fact, research posits that while traditional lecture videos have several benefits, they also risk providing a linear and passive, television-like experience. The main challenge for faculty is how to integrate active learning strategies that promote student engagement and learning when developing and producing online video content. Faculty are increasingly turning to hyper-videos – that is, Interactive Video Lectures (IVLs) – to transform online videos from passive to active learning materials.

**The initiative/practice.** This paper details and discusses the development and implementation of hyper-videos in undergraduate and graduate Political Science courses. More precisely, it details how hyper-videos were used to address the institutional and educational challenges posed by the greater use of hybrid and blended strategies and increase the level of student engagement with the online video content.

**Methods of evaluative data collection and analysis.** The study relies on data collected through end-of-semester student surveys regarding their experience using hyper-videos and is complemented with data retrieved from the system analytics on the use of the hyper-videos in each course.

**Evidence of outcomes and effectiveness.** End of semester surveys reveal high marks in students responded satisfaction and the contribution of the hyper-videos to their learning experience. The success in fostering greater student engagement and learning also spurred the college to organize several hands-on training workshops to further disseminate the use of hyper-videos in other courses and programs.

## V321

## The missing link: developing employability in undergraduate business curriculum to maximise graduate employability

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**Background/context.** Universities are under mounting pressure from industry and governments to deliver work-ready graduates. Developing professional relationships and networks at the undergraduate stage is highlighted for graduates from lower socio-economic backgrounds as access to professional networks through family and friends is limited (Gilani 2019). Such students lack confidence in their capabilities to network and to secure a professional role.

**The initiative/practice.** A curriculum response was to embed highly engaged employability experiences in mandatory careers units in the Bachelor of Business. The main assessment is a 1,000 word reflection based on learning from professional networking activities and employability content across the semester. These initiatives draw on emerging research on employability models, experiential learning and reflective practice (Cottrell, 2015; Jackson et al., 2017).

**Methods of evaluative data collection and analysis.** An iterative action research process with partnership pedagogy, reflective practice and peer review inform the teaching approach. Explorative research evaluated the effectiveness of compulsory employability event attendance to improve student employability. A conventional content analysis of student reflections in combination with stakeholder focus groups served to gain insight (Veal, 2017).

**Evidence of outcomes and effectiveness.** Student attendance and feedback has been phenomenal serving to substantiate the appetite students have for developing their employability skills and professional networks. Key benefits identified through research relate to: strengthening of soft skills, enhanced motivation and self-confidence to network and also encouraged students to have more self-awareness through self-reflection on their skills and progression in their academic and career plans. The events have become a pinnacle experience in the degree and a valuable opportunity for industry engagement unparalleled to anything else created within the school of business.

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## V322

**Re-defining feedback literate students: Feedback barriers and students' strategies for overcoming them**Mr Bradley Parfremment<sup>1</sup>, **Dr Judit Kibedi**<sup>1</sup>, Dr Kay Colthorpe<sup>1</sup><sup>1</sup>The University of Queensland, St Lucia, Australia

**Background/Context.** Managing affect, one of four features of feedback literacy (Carless & Boud, 2018), describes a student's ability to engage in emotional self-regulation when seeking and receiving critical feedback (Carless, 2007; Robinson et al, 2013; Winstone et al, 2017; Carless & Boud 2018). However, this definition may be too narrow since it doesn't consider other types of feedback barriers students likely encounter, or those that might arise when students are engaging with or applying feedback. As well, the current framework doesn't identify specific strategies to overcome these barriers, but which a feedback literate student ought to possess.

**Initiative/Practice.** Evaluate and justify an extension to current definitions of managing affect, using the feedback barrier experiences of a cohort of science students.

**Methods.** Second-year biology undergraduates (n=446) were asked to describe the barriers they encountered when receiving and using feedback on the first of two laboratory reports, and the strategies they used to overcome these barriers. Responses were thematically analysed to characterise feedback barriers contributing to feedback literacy.

**Evidence of outcomes and effectiveness.** Students reported 16 types of barriers, most relating to extrinsic factors like feedback construction (lack of detail, 26.5% of students; not understanding feedback, 20.9%), accessibility (15.6%) and transferability of feedback (10.9%). Just 3% of students reported an emotional barrier and other intrinsic issues (task understanding, motivation) were similarly infrequently reported. Students overcame barriers by adopting consolidation strategies like dialogue (64.5%) or research (20.9%), or self-reflection about their work (10%) and the feedback received (9%). In light of these findings, we suggest a reconceptualization of the managing affect feature of feedback literacy. Moreover, the framework should consider a feedback literate student as one who recognises a variety of barriers both within and outside their control, and who develops a repertoire of strategies to overcome barriers to feedback.

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## V323

**Where do new ideas come from? The problem with problem-solving****Dr Fiona Campbell**<sup>1,2</sup><sup>1</sup>University of Technology Sydney, Turner, Australia, <sup>2</sup>Metavision Institute, Burradoo, Australia

**Background/context.** Problem solving is one of the most marketable abilities the modern graduate can aspire to. It demonstrates you have the critical thinking abilities to adapt to the context of the problem and you have control over it. It has been suggested, however, seeking control and resolution limits problem solving to relying on existing knowledge, so can be self-limiting for creating new knowledge. It may also lead to habitual thought patterns that further compromise problem solving's ability to meet uncertainty in disrupted times and engender creative solutions.

**The initiative/practice.** This paper addresses the limits of problem solving for cognitive flexibility and the generation of new ideas. It considers the implications for how critical thinking is currently understood and taught in higher education, drawing on the findings of a phenomenological study of information processing during creative activity.

**Methods of evaluative data collection and analysis.** The *visual thinking* technique was used to elicit participant responses for the study; data collection methods included field notes and semi-structured interviews. The lived experience of adults exploring their potential to meet challenges when faced with uncertainty and lack of existing knowledge provided experiential material for analysis using Merleau-Ponty's existential phenomenology.

**Evidence of outcomes and effectiveness.** The analysis found creative ideation requires some appreciable form of constraint against which to press so mental re-modeling of cognitive patterns can occur but too much constraint can lead to falling back on procedural thinking. A key finding questioned reliance on existing mental models and stage processes in problem-solving approaches and their effect on the generation of new ideas. This paper provides insights into how new ideas emerge and the conditions for their emergence. It proposes problem finding enables a less constrictive understanding of critical thinking and how to foster it than problem solving.

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