



Higher Education Research and Development Society of Australasia

Annual Conference
27 – 30 June 2022

Melbourne Convention
& Exhibition Centre
Melbourne, Australia

A nighttime photograph of the Melbourne city skyline, showing several illuminated skyscrapers and a bridge over a river in the foreground. The image is partially obscured by a large green diagonal graphic on the right side.

Poster abstract book

> www.conference.herdsa.org.au/2022/
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P100

Mental distress during adolescence and participation in higher education

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Background/context. Recent evidence indicates that adolescents experiencing mental distress might be more likely to go on to attend university than those with no symptoms of distress (Lewis et al., 2021). One explanation for this is that future university students might experience greater academic pressures than their peers, which results in heightened mental distress (Lewis et al., 2021; Luthar et al., 2020). However, the mechanisms behind such pressures are unclear.

The initiative/practice. In this study, we anticipated that mental distress (consisting of anxiety/depressive symptoms, social dysfunction, and loss of confidence) experienced by future university students might be specifically due to the high-stakes qualifications needed for university admission. Drawing on social comparison theory (Festinger, 1954), we theorised that future university students might make upward social comparisons with peers who they anticipate will perform better than them, and that this causes mental distress.

Methods of evaluative data collection and analysis. We conducted logistic regression analyses of longitudinal panel survey data from a population-representative cohort of approximately 8000 young people.

Evidence of outcomes and effectiveness. Our analyses confirmed that high-stakes qualifications appeared to be the underlying mechanism causing mental distress. Adolescents with greater mental distress were more likely to attend university in general, as well as attend a more academically selective university. Mental distress symptoms were also greater for those who planned to apply for university, but did not actually attend. By age 25, symptoms were, on the most part, no longer elevated for those who attended, or had planned to attend, university. We argue for a need to target interventions at times when adolescents undertake high-stakes qualifications at school and university.

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<https://doi.org/10.1037/amp000055>

P101

University assessment policies: Are they a hindrance or help to the academic?

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Background/context. The purpose of a policy around assessment is to support and elaborate universities expectations of the Universities learning and teaching policies as well as shape the intent and direction of assessment. A recent Federal Government policy focus on performance-based funding, specifically employment status post-graduation (Australian Government, 2019). There has been a shift to more holistic degree planning to change assessment practice (Tomas & Jessop, 2019), however, a review of policy associated with assessment across several universities in Australia indicated a focus on the modular approach to assessment not at the degree level. Consequently, the interpretation of policy is up to individual academics to use their best judgement.

The initiative/practice. The study aimed to identify how assessment and associated learning and teaching policies guided academics in planning a degree program and the constraints and enablers to their processes.

Methods of evaluative data collection and analysis. Semi-structured interviews were conducted with 19 academics from 7 Australian Universities. Participants recruited were those who plan programs of study or those with management responsibility who oversee the process. Interview transcripts were analysed to identify approaches to degree planning.

Evidence of outcomes and effectiveness. The research revealed that supportive policies facilitate effective degree planning and need to be hortatory to enable clear processes for collaboration and administration. Conversely, academics have identified that the assessment policies can often inhibit degree planning, especially when coordinating assessments. Traditional policy perspectives on grading, assessment types and weighting hinder the planning processes. If degree planning requires a holistic approach to assessment to ensure quality learning and teaching, then policies need to provide more guidance to faculty and academics in assessment planning to support university funding requirements.

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P102

Unpacking university faculty-student consensual sexual relationships

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Background/context. For decades, dual or multiple relationships between faculty members and students have been a common phenomenon on university campuses (Kipnis, 2017). These faculty-student relationships can include group activities, social drinking, mentoring, joint business ventures, or intimacy, amongst other forms. Consensual Sexual Relationships (CSRs) between faculty members and students are not uncommon on university campuses and, until recently, have not been viewed as problematic (Kipnis, 2017).

The initiative/practice. The multi-faceted issues of CSRs between faculty and students on North American university campuses will be explored. Major issues addressed on this topic include sexual harassment, legislation, power, freedom, and conflict of interest.

Methods of evaluative data collection and analysis. The majority of the literature search for this presentation was conducted in fall 2019 with a review of the literature performed in summer 2021. The primary databases used for the initial search were ERIC (Ovid) and Education Database. Other databases were utilized include PsycINFO psychology database, HeinOnline Law database, JSTOR philosophy database, and ABI/INFORM Collection business database.

Evidence of outcomes and effectiveness. The current and seminal literature does not support CSR bans, as these faculty-student relationships are highly nuanced. Additionally, CSR bans have been shown to have negative institutional impacts on administrative resources, finances, and culture (Carlson, 2001; Kipnis, 2017; McArthur, 2017; Secunda, 2004). Recommendations on how to limit the risks associated with CSRs, while maintaining the rights and liberty of individuals will be presented.

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Kipnis, L. (2017). *Unwanted advances: Sexual paranoia comes to campus*. New York, USA: HarperCollins Publishers.

McArthur, N. (2017). Relationships between university professors and students: Should they be banned? *Ethics and Education*, 12(22), 129-140. doi: 10.1080/17449642.2017.1293922.

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P103

Developing scholarly teaching through peer review of teaching

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Background/context. Over recent decades, peer review of teaching has become an important mechanism for improving the quality of teaching in higher education. While there is considerable international research on peer review of teaching outcomes, these are not widely reported in Australian universities.

The initiative/practice. This study explores 31 academics' experiences of a peer review of teaching program across seven faculties in a large Australian research-intensive university.

Methods of evaluative data collection and analysis. A systematic review of 19 studies examined peer review of teaching processes that contribute to teaching development in Australian higher education. The thematic synthesis revealed teaching development outcomes span organisational factors (including context, collegiality, and leadership), program factors (including framework, program design, and teaching practices), and individual factors (including prior experience and individual requirements). Improved reporting of program design and tools to assess outcomes are required to better understand how peer review of teaching supports teaching development. A case study of one university's peer review of teaching program was undertaken to address the research question How does engagement in peer review of teaching influence academics' scholarly teaching? Using constructivist grounded theory and design thinking methodologies, data from semi-structured interviews were analysed using a Vygotskian theoretical perspective. A post-thematic analysis supported the unearthing of scholarly teaching archetypes.

Evidence of outcomes and effectiveness. From this, three enabling processes were developed: identifying opportunities to develop scholarly teaching; engaging in scholarly teaching discourse; and applying adjustments to teaching. These enabling processes are used to frame understandings of how scholarly teaching capabilities are developed. A central recommendation is that leaders of peer review of teaching ensure programs are designed to scaffold meaningful conversations about scholarly teaching. Over time these conversations become transformative to teaching quality. The result is a vestige of evidence-based knowledge, skills, and behaviours – or scholarly teaching capabilities. This strategy is foundational to our shared understanding of teaching quality.

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P104

Using data to identify and track non-participating enrolments in higher education

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Background/context. In this paper, we put forward a data-driven strategy to identify and manage non-participating enrolments (NPE) within student cohorts. The prevalence of students who do not engage with their studies has been an ongoing issue in the literature in the higher education for the past two decades (Stephenson, Cakitaki, & Luckman, 2021). The cost associated with NPE is significant, and the identification and tracking of NPE is obfuscated by the complexity of accessing and interpreting large student data sets. Often, the literature in this field addresses student engagement, first year transition, and academic literacy. However, there is more to the issue of student disengagement, and simply attributing the NPE literature to engagement issues and first year transition may not accurately define, address, or provide governance frameworks for NPE. Students that disengage or struggle with engagement often enrol with different motives from students who do not intend to participate in their studies (National Association of State Boards of Education, 2015). The results of our study confirm that the student lifecycle for NPE is different from students that disengage and that different processes can be used to effectively manage NPE.

The initiative/practice. Here, we put forward the results of an initiative that was designed to identify and manage NPE.

Methods of evaluative data collection and analysis. This study draws upon the analysis of data sets that have been extracted from School Student and Learning Management Systems.

Evidence of outcomes and effectiveness. The study has implications for institutional governance frameworks. We have found that by using a range of auditing and tracking processes that NPE students can be identified within the first few weeks of unit commencement.

References. National Association of State Boards of Education (NASBE) (2015). *A State of Engagement NASBE Study Group on Student Engagement*. Retrieved from: <https://www.nasbe.org/a-state-of-engagement-nasbe-study-group-on-student-engagement>

Stephenson, B., Cakitaki, B., & Luckman, M. (2021). "Ghost student" failure among equity cohorts: Towards understanding Non-Participating Enrolments (NPE). Latrobe University. Retrieved from:

https://www.ncsehe.edu.au/wpcontent/uploads/2021/03/Stephenson_LaTrobe_GhostStudentFailure_2021_FINAL.pdf

P105

Using curriculum architectures to create a shared language of curriculum change

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⁴Charles Sturt University, Bathurst, Australia

Background. Curriculum architectures are the structural elements of curriculum, defining the volume and scope of learning (Bovill & Woolmer, 2018). They provide a basis for practice, and more specifically, the language, materials, and socially shared rules and routines that 'hang together', assuring shared understandings (Goodyear et al, 2017).

The initiative. In this poster we focus on development of a curriculum architecture emerging from curriculum renewal and curriculum management system changes in one University. The first stage of this work addressed principles at the course level, facilitating curriculum conversations with a focus on enabling agency during change (Annala, 2021).

Methods of evaluative data collection and analysis. Using an action research methodology (Kemmis et al, 2014; Bulten, 2021), current course structures were explored with a future focus on sustainable, streamlined structures aligned with requirements. Analysis of benchmarked examples, regulatory requirements, policy and strategy informed development of the principles supported by visual representations. Cycles of consultation and feedback informed the refinement of the principles over time and in relation to application.

Evidence of outcomes and effectiveness. The purpose of this work was to focus on curriculum, provide guidance in course design and enable governance oversight. The principles guided implementation of new systems, drawing on clear requirements, enabling course structures to be articulated, while maintaining flexibility allowing for changing market needs. Action research provided a way to navigate change with a shared language, an informed understanding emerging from robust conversation that assure sustainable approaches to curriculum and academic governance.

References. Annala, J., Lindén, J., Mäkinen, M. & Henriksson, J. (2021). Understanding academic agency in curriculum change in higher education, *Teaching in Higher Education*, [online]

Bovill C. & Woolmer, C. (2018). How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. *Higher Education*. 78:407–422.

Bulten, E., Hessels, L.K, Hordijk, M. & Segrave, A.J. (2021). Conflicting roles of researchers in sustainability transitions: Balancing action and reflection. *Sustainability Science* 16:1269–1283

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Kemmis, S., McTaggart, R. & Nixon, B. (2014) *The action research planner*. Singapore: Springer.

P106

Progressing an institutional-wide academic integrity approach at a large metropolitan research-intensive university**Assoc Prof Christine Slade¹**¹*The Institute for Teaching and Learning Innovation, The University of Queensland, St Lucia, Australia*

Background/context. The national TEQSA-funded academic integrity workshops and toolkit development in 2019-20 confirmed that higher education institutions face similar academic integrity issues and representatives are eager to contribute to peer discussions and to share potential responses.

The initiative/practice. This case study offers insights into the thought leadership and learnings from one university's whole-of-institution response to strengthening academic integrity and addressing student misconduct over the past few years. It is presented as a contribution to the sector's collective knowledge base and to stimulate further discussion about implementation strategies.

Methods of evaluative data collection and analysis. Implementation is based on empirical scholarship from the sector. The policies went out to consultation across the University during the revision process. Students provide feedback about their perspectives and learnings from the educative academic integrity modules using embedded survey questions. Feedback is also obtained from the ongoing professional learning opportunities for academics and integrity officers.

Evidence of outcomes and effectiveness. The scope of this academic integrity work included governance considerations, such as revision of policies and procedures; assessment re-design principles and support; the provision of new customised educative modules for students and staff; a suite of new resources; and additional detection software provision and professional development for school academic integrity officers.

While taking a holistic approach had significant benefits it also highlighted the challenges of undertaking such an initiative. Examples included the facilitation of engagement and communication amongst all stakeholder groups while keeping track of accountabilities, the decision-making processes involved in establishing compulsory educative student modules that have a consequence, and conversations around identity verified assessment with hurdles, for some assurance of authentic student authorship. The learnings gained continue to inform university-wide academic integrity initiatives.

P107

Physically distant yet digitally connected: bottom-up collaboration to reimagine learning and teaching strategy**Ms Darci Taylor¹**¹*Deakin University, Waurin Ponds, Australia*

Background/context. COVID-19 has had a once-in-a-lifetime impact on higher education, challenging prevailing models of learning and teaching and necessitating reflection on whether our existing strategies are suited to a COVID-Normal world. In developing new educational strategy, while institutional leadership is essential (Graham, Woodfield & Harrison, 2013), a sense of agency, opportunity for consultation and dialogue with staff are also imperative, suggesting the importance of a bottom-up approach that values individual experiences (Huang, Matthews & Lodge, 2021). Opportunities for such dialogue and consultation were hampered by COVID as our normal ways of working were disrupted - physical distancing and lockdowns made onsite synchronous collaboration impossible, while carer responsibilities, illness and time differences for those stranded overseas also made synchronous online collaboration difficult. With blended working touted as the new norm, and pandemics likely to occur in the future, new methods of physically distant consultation are needed to meaningfully collaborate with the university community in bottom-up strategy development.

The initiative/practice. The staff-student project team co-designed a suite of inclusive, digital collaboration methods that supported a university-wide consultation process aimed at establishing our future model of digital education. The suite of methods allowed anywhere, anytime engagement through purposefully designed activities that captured individual experiences and aspirations for the future.

Methods of evaluative data collection and analysis. Ideas for the future of learning and teaching from the university community were synthesised by the project team into key themes and combined with scholarly literature to form draft principles that were shared with the university community for feedback and further refinement.

Evidence of outcomes and effectiveness. The suite of consultation methods, including a hackathon, enabled over 1,000 Live and OnDemand interactions and the development of a new set of learning and teaching principles. This project demonstrates that through inclusive, digital collaboration methods you can effectively achieve a consultative, bottom-up approach to strategy development despite being physically distant.

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<https://doi.org/10.1080/07294360.2021.191596>

P108

Inputs and outputs: Real-time compliance monitoring against multiple standards**Dr Tim Weir¹**¹*Acknowledge Education, Melbourne, Australia*

Background/context. Most Higher Education providers are responsible for meeting multiple sets of standards, both legislative and industry. Managing reporting against these standards through an institution's governance process can be unwieldy and impractical. This paper demonstrates a viable solution to this issue.

The initiative/practice. A comprehensive approach to mapping all relevant standards (HESF 2021, Standards for RTOs 2015, ESOS, VSL, etc.) was undertaken to identify common areas, and outliers. This provided a platform that allowed development of a reporting framework across the sets of standards. Key Compliance Indicators were established then, using existing student and staff data along with data visualisation tools, a dashboard showing compliance against each standard was developed. These dashboards 'rolled up' into a whole-of-institute dashboard, providing a real-time view, of how the organisation is managing compliance.

Evidence of outcomes and effectiveness. While still early in its inception, this approach allows the organisation's governance to identify data trends and compliance risks. This provides an opportunity for risk mitigation by ensuring risks are managed prior to escalation. Essentially, small issues do not become large ones.

This approach also allows the organisation to have visibility of multiple data sets that are routinely scrutinised by regulators to assess potential risk and compliance. Policy and Procedure can be updated and amended, based on the dashboard results, to ensure stronger compliance with all standards.

At a governance level, the ability to report in real time against all standards provides a significant benefit to the organisation. In turn, the feedback loop that flows from the governance structure to the assessment and curriculum teams can provide meaningful and timely recommendations for improvements.

Higher Education Standards Framework (Threshold Standards) 2021 (Cth)

Standards for Registered Training Organisations (RTOs) 2015 (Cth)

National Code 2018 (Cth)

VET Student Loans Act 2016 (Cth)

P109

Key drivers for assessment change in uncertain times**Ms Tulsa Andrews¹**, Dr Lara Wakeling, Dr Danielle Wagstaff¹*Federation University, Mt Helen, Australia*

Background/context. Whilst online assessment is increasingly being used as more authentic tasks in a digital world (Rolim and Isaias, 2019), there is considerable resistance to some forms of online assessment, and that resistance is often due to personal factors associated with the individual teacher (Kilgour et al., 2019). A key impact of COVID-19 was the need to rapidly adapt all assessments to be online. The aim of this study was to evaluate factors that impacted teacher decision making when it comes to assessment choices at a regional university.

The initiative/practice. The study's initial focus was on teacher perceptions from one Faculty in 2020 but was extended to all Faculties in 2021. The study focused on four hypotheses – that teachers who... (1) have formal educational training are more willing to implement non-traditional forms of assessment, (2) have lower self-efficacy show greater resistance to assessment changes, (3) feel supported during the implementation of sustained assessment change over time, and (4) deliver accredited programs are less likely to implement sustained assessment changes.

Methods of evaluative data collection and analysis. A mixed methods study was used that included an online questionnaire of both qualitative and quantitative items, with a focus on teacher experience of rapid assessment change and other influencing characteristics such as general self-efficacy, personality aspects and perceived support. Participants were given the opportunity to elaborate via interview. Analyses have included thematic analysis and word frequency analysis on qualitative responses and regression analyses on quantitative scale data. For the interviews, the methodology involved digital recording and coding using nVIVO software to identify themes.

Evidence of outcomes and effectiveness. Results of the study to date have shown that while staff have found the need for rapid change to be challenging, they have also seen the benefits of change for future learning and assessment. All four hypotheses have been shown to be valid influences in impacting on assessment choices, support mechanisms and factors that influence assessment change.

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Rolim, C. and Isaias, P. (2019), Examining the use of e-assessment in higher education: teachers and students' viewpoints. *Br J Educ Technol*, 50: 1785-1800. doi:10.1111/bjet.12669

P110

Students' strategies to synthesise and apply feedback when learning scientific writing

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Introduction. Effective feedback should promote students' development, engagement with feedback and active role in the feedback process (Boud & Molloy, 2013; Hattie & Timperley, 2007; Stern & Solomon, 2006). Students also need skills in feedback interpretation (Carless and Boud, 2018) however, these strategies are not well-documented. Further, little is known about how students specifically action feedback or its impact on their approach to learning.

Aims. To determine how students consolidate and apply feedback when learning scientific writing.

Methods. This study involved students (n=609) undertaking a second year biology course, with 62% consenting to participate. Students completed two scientific reports of a similar nature, receiving written feedback on each. They were asked to describe how they consolidated the feedback on the first report and applied it toward their second task. Thematic analysis of responses was used to characterise students' synthesis and use of feedback in scientific writing.

Results. Students described up to four strategies to understand feedback with 76% using two or more. One third engaged in dialogue, 28% made notes, and 25% consolidated the feedback by reading it only. When preparing their second report, 78% of students applied up to three specific changes in their approach. Almost half engaged more with literature, 35% altered their writing approach, a third focused on improving content depth and relevance, and 25% described better time management. Additionally, 45% of students directly cross-referenced their work against the feedback received.

Discussion. Students' use of multiple strategies to understand feedback demonstrates it is a complex process requiring integration of external (dialogue) and internal actions. The significant changes students made in their approach to the second task and the use of feedback to self-evaluate this work suggests feedback is contributing to their conceptual understanding of the complexities of scientific writing and which they use to self-regulate their learning.

Boud D & Molloy E (2013) *Assessment & Evaluation in Higher Education* 38(6): 698-712.

Carless D & Boud D (2018) *Assessment & Evaluation in Higher Education*, 43(8): 315-1325.

Hattie J & Timperley H (2007) *Review of Educational Research* 77(1): 81-112.

Stern L & Solomon A (2006) *Assessing Writing* 11(1): 22-41.

P111

Are virtual physiology laboratories effective for student learning compared with traditional in-person laboratories?

Dr Jessica Gibbons¹, **Dr Ari Pinar¹**, **Assoc Prof Julia Choate¹**, **Mr Aric Lim¹**

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Background/context. The COVID-19 pandemic has significantly impacted higher education, including rapidly transitioning interactive, in-person laboratories to virtual settings. These transitions have forced the development of novel teaching practices to provide interactive learning opportunities for students in this virtual space. Human physiology laboratories, with their emphasis on hands-on, active learning, have been particularly impacted by these changes.

The initiative/practice. We assessed whether virtual laboratories are effective in achieving similar student learning outcomes as in-person laboratories, namely in students' conceptual understanding, research and technical skills development.

Methods of evaluative data collection and analysis. Biomedical science students (N=571) enrolled in a core physiology unit were randomly assigned to either an in-person or virtual laboratory during semester where they investigated the contraction of isolated toad ventricular muscle. The in-person laboratory provided students with hands-on experience in data collection and analysis, while the virtual laboratory format included a self-directed module, guiding students through the same series of experiments using pre-recorded videos and data. Pre- and post- surveys (MCQ/SAQ based) were used to assess differences in students' conceptual understanding, and self-reported ratings of confidence in research and technical skills, between the two groups.

Evidence of outcomes and effectiveness. Students' conceptual knowledge were reinforced through both virtual and in-person laboratories, with both groups demonstrating significantly improved performance on conceptual- and research-based multiple-choice questions, pre- vs post- laboratory. Students who attended the laboratory in-person performed significantly better on application-based short-answer questions, and rated significantly greater confidence in their technical skills, compared to their peers in the virtual laboratory. No significant differences were observed between either group on self-reported ratings of student confidence in their research skills of graphing and writing figure legends. Our findings highlight the importance in identifying pedagogical approaches that focus on developing students' ability and confidence in technical and research skills within virtual settings.

P112

Differentiating academic student support to achieve competitive advantage in higher education**Prof Chris Walsh¹, Ana Yap¹**¹Victoria University (VU) Online, Melbourne, Australia

Background/context. High attrition rates and low student satisfaction challenge online higher education providers (Moore and Greenland, 2017; Li and Wong, 2019).

The initiative/practice. We overcome these challenges through a model of highly responsive student support that addresses the lack of staff availability when students need academic support and insufficient staff-student ratios in Victoria University (VU) Online's postgraduate block model.

Methods of evaluative data collection and analysis. We adopted a mixed-methods approach to evaluate the effectiveness of our model of academic student support provided to students seven days a week and in the evenings. The project coded and analysed student evaluation of unit (SEU) and interim unit survey data on students' perceptions of academic support. The data—including extensive learning analytics collected through proprietary software to personalise student support and generate deep student-driven insights—provided deep understanding of student behaviour, issues and engagement that led to improvements in our model of responsive personalised student support.

Evidence of outcomes and effectiveness. This model of student support has proven effective as measured by increased rates of student retention and transition satisfaction, and academic success in just three years.

References. Li, K. C., & Wong, B. T. M. (2019). Factors related to student persistence in open universities: Changes over the years. *The International Review of Research in Open and Distributed Learning*, 20(4).

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P113

Investigating undergraduate research experiences across the curriculum: A collaborative staff-student inquiry**Dr Tracy X. P. Zou¹**¹The Chinese University of Hong Kong, Hong Kong, Hong Kong

Background/context. Undergraduate research (UR) is a high-impact practice that prepares students to deal with ill-defined problems in a world full of ambiguities. There are emerging calls for systematically integrating UR into the university curricula to create a closer connection among academics, students, and the community (Fung, 2017). However, such calls have encountered multiple barriers, including the traditional conceptualisation that separates teaching from research and the lack of a transparent, integrated view of the curriculum.

The initiative/practice. This multiple-case study investigates UR embedded in four degree programs in the disciplines of humanities, science, social sciences, and architecture based in two universities through collaborative staff-student inquiries. Our research design attempts to promote a stronger student voice, identify connections between teaching and research, and make the curriculum more visible.

Methods of evaluative data collection and analysis. The data were collected from document review and faculty and student interviews. Sixteen students, four from each programme, were employed as co-researchers under the students-as-partners approach (Bovill et al., 2016). Student co-researchers co-designed the interview questions and conducted 80 interviews in total with their fellow students. These student co-researchers also contributed to the document review and interview analysis.

Evidence of outcomes and effectiveness. The findings showed that UR experiences were perceived as positive by both faculty members and students although the traditional view that UR is only for high-performance students still existed. Faculty members emphasised the entire research processes while students valued particularly the real-world relevance and the utility value. Moreover, faculty members believed that they had devoted a lot of time and energy to the UR design, but many students still felt that they were not closely connected with their supervisors. The findings imply that research mentorship and a sense of community need to be strengthened in order to achieve an integrated curriculum.

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Fung, D. (2017). *A connected curriculum for higher education*. UCL Press.

P114

Designing a capstone assessment to entice academic career advancement**Assoc Prof Deborah Clarke¹**¹Charles Sturt University, Bathurst, Australia

Introduction. In the past two decades, the Australian government has enacted measures to quality assure university teaching (Bradley et al. 2008). In response, universities are requiring academic staff who are new to teaching, to participate in mandatory professional development activities, including accredited degrees such as Graduate Certificates in learning and teaching (Chalmers & Gardiner, 2015; Norton, Norton & Shannon, 2013). While the efficacy of participating in these opportunities is noted and accepted by academic staff, issues of workload, priorities, and long-term career value detract from staff engagement and completion. In order to motivate staff to actively engage in and complete one such formal degree, the Graduate Certificate in Learning and Teaching in Higher Education, a capstone assessment task was designed to strategically align with the university's academic promotion criteria and evidence.

Aims. The aim of this presentation is to showcase the design of the capstone assessment task and the resultant assessment artefacts, and illustrate the efficacy of the task from the participants' perspective.

Methods. As a qualitative study, artefacts included the university's evidence guide for promotion, the subject's formal outline, and teaching modules, and with permission the academic staff's resultant assessment products and grades. In addition, university subject evaluation data assisted to complement the artefacts to gauge the efficacy of the assessment design in supporting academics' careers.

Results. The quality of the capstone assessments, gleaned from the assigned grades and the evaluation responses, clearly indicated the worth of the capstone assessment in retaining academics in the Graduate Certificate. Staff's ability to identify and articulate the long-term career value of the task cements its' capacity to effectively capture the motivation and commitment of academic staff to engage with and complete the degree.

Discussion. While it is commendable that staff completed the degree, it remains unclear as to whether the capstone assessment will result in academic promotion success. In addition, further research is required to ascertain the ability of professional development opportunities including formal degrees to ensure enhanced teaching and quality learning outcomes for students.

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How do we fit informatics into the undergraduate curriculum? Nursing as a case study**Dr Alexis Harerimana¹**, Dr Kristin Wicking, Dr Narelle Biedermann, Dr Karen Yates¹James Cook University, Townsville, Australia

Background. Digital health is a driving force for embedding adequate informatics skills and competencies in the undergraduate nursing curriculum (ADHA, 2020; ANMF, 2015; Harerimana et al., 2021). Informatics skills would improve the quality of patient care and service delivery in a technology-rich environment (ADHA, 2020; ANMF, 2015). This abstract explores informatics competencies and approaches for developing nursing students' digital literacy.

Methodology. An holistic multiple case study approach guided this study. Participants in this first case were academic faculty from a selected metropolitan University in Australia. Five Zoom interviews were conducted, and data were analyzed using Qualitative Content Analysis.

Findings. Informatics competencies included: 'having good computer skills', 'know how to find literature', 'highest privacy and security standards', 'concept of digital health', 'importance of leadership in digital health', 'be open-minded with the introduction of the new technologies.'

Developing informatics competencies took place in the classroom, simulation labs and clinical environments. In those educational settings, students were introduced to workplace systems, health information and resource management platforms. The faculty used different approaches for students' preparation to informatics, including: 'every single course uses technology', 'creating our own in-house sort of electronic health record', 'We've got our sim labs, we've got our dummies, and 'pre-brief orientation for students to complete before they are out on clinical placements.'

Conclusion. Informatics skills, students' exposure to digital tools and digital health services require multiple educational approaches, both at school and in the clinical environment. Enhanced students' digital literacy is fundamental to quality education and practice in a digitalised world.

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P116

Investigating journal reviewer practice and development

Dr Geof Hill¹, **Assoc Prof Eva Heinrich**¹, Assoc Prof Michelle Picard¹, Dr Jo-Anne Kelder¹

¹*Massey University, Auckland, New Zealand*

Background/context. Research reviewing is foundational to scholarship authentication. While some elements of academic writing can be and are published without a quality assessment provided by a reviewer, the bulk of journals and many books rely on various peer reviewing processes. Academic writing, being in constant change, invites an agenda to question assumptions underpinning some traditional reviewing models.

The initiative/practice. A recently initiated Australian/New Zealand journal utilised a non-blind community of practice reviewing model. Reviewers worked in collaboration to review submitted articles.

Methods of evaluative data collection and analysis. Following its first year of operation, the journal invited its reviewers to write (stories) about their reviewing experiences in a practice-led inquiry (Gray, 1996, p. 3). The inquiry adopted a ‘storytelling as inquiry’ approach (Hill and Rixon, 2021), analysing the story texts for evidence of pertinent themes.

Evidence of outcomes and effectiveness. The data provided insights into questions such as ‘how does one develop reviewing?’ and ‘what contribution does article reviewing make to a repertoire of academic writing?’, both of which shed light on the often elusive (Falkenberg and Soranno, 2016) scholarship practice of journal reviewing. The data affirmed the challenges academics face in developing reviewing skills and the value of a community of practice reviewing model to develop their skills.

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Towards a purposeful professional learning model for academics to support pedagogical change

Ms Amita Krautloher¹, **Dr Denise Wood**²

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Background/context. Professional learning (PL) has become increasingly important for teaching academics as institutions seek improved student experience (Fabriz et al., 2021). Common approaches offer single PL sessions to upskill academics although these are not always effective ways to achieve change in pedagogical practices (Trowler & Cooper, 2002, as cited in Zou, 2019). Community-based PL centered on student outcomes tends to transform teaching and learning rather than transactional sessions focused on improving teachers’ skills and knowledge (Zou, 2019).

The initiative/practice. A Community of Practice (CoP) was established to implement a new assessment approach to enhance student outcomes and the pedagogical practices of academics. Participants met weekly to explore the modification of assessments, related learning activities and resources in the design of their subjects.

Methods of evaluative data collection and analysis. A mixed-method, longitudinal research project sought to discern the impact of the CoP on academic practices. In the initial data collection, participant feedback was collected through focus groups and personal reflections. Thematic analysis of transcripts was conducted to qualitatively derive the themes.

Evidence of outcomes and effectiveness. The cross-disciplinary CoP provided an opportunity to share concerns and challenges, a sense of belonging and collegiality, and influenced both subject design and teaching. The outcome of the research validates the use of a CoP model to support pedagogical change in academic practice and aligns with Zou’s (2019) findings of transforming teaching and learning practice.

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P118

Academic staff perceptions of the Graduate Certificate in Higher Education: More than just a tick box?**Dr Isabelle Lys¹**¹Australian Catholic University, Banyo, Brisbane, Australia

Background/context. Globally and in Australia, there is increased pressure towards formalisation of university teaching, with expectation that completion of the Graduate Certificate in Higher Education (GCHE) will lead to better teaching and learning practices (Kandlbinder & Peseta, 2009). This is based on the expectation that upon completion of the GCHE, this will translate to necessary leadership, competence in scholarship of teaching and learning, and successful teaching and learning practices shown by graduates possessing such a qualification. Some GCHE graduates are interrogated by their host universities regarding the efficacy and delivery of the course for audit purposes or to improve future GCHE offerings (Ginns, Kitay, & Prosser, 2008, 2010). There has been no Australian study investigating the role GCHE plays in supporting transition from biomedical/health science scientist to teaching focused academics across different Australian universities.

The initiative/practice. To investigate how health science teaching focused academics experience the GCHE at four Australian Universities.

Methods of evaluative data collection and analysis. This qualitative study serves to explore the experiences of the GCHE by academics via systematic analysis and Critical Discourse Analysis of interview transcripts using Leximancer software. Preliminary text analysis results of interview transcripts from five graduates of the GCHE at one Australian case study university will be presented thus showing the acceptance and relevance of the GCHE.

Evidence of outcomes and effectiveness. Future analysis of results from all interviews from graduates of the GCHE from remaining universities will provide an insight into the understanding of the perception and experiences of the GCHE in Australia by Health Science discipline teaching focused staff.

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P119

A scholarly writing group model that supports teaching-intensive academics in research-intensive universities**Dr Nirma Samarawickrema¹, Dr Daniel Czech², Dr Klaudia Budzyn¹**¹Monash University, Clayton, Melbourne, Australia, ²The University of Melbourne, Parkville, Melbourne, Australia

Background/context. Scholarly writing comprises a significant workload for any academic. Yet, teaching-intensive academics struggle to maintain their writing output for reasons including lack of ordered structure, dedicated time and space, and teaching duties¹. Literature identifies writing groups as an enabler for overcoming this because they promote commitment, trust, and opportunities for critical feedback and structure that in turn, contribute to writing success². Based on our prior experience of writing groups we developed our own model underpinned by peer support, accountability, licence, space and identity.

The initiative/practice. With institutional funding we formed a writing group on campus with the aim of providing participants an opportunity for scholarly writing, defined as writing for dissemination of teaching innovation, research findings and professional development. We ran 12 individual day-long writing sessions each month during 2019-2020 with the objectives of establishing and evaluating the effectiveness of this structured writing group model.

Methods of evaluative data collection and analysis. Attendees were invited to complete a hard copy anonymous entry survey at their first writing session, a hard copy goals and achievement form during each writing session, and an online exit survey at the conclusion of the study period. Using a mixed-methods approach we drew on our findings to inform individual structured interviews with participants to further interrogate how our model aligned with their expectations and experience of the writing group.

Evidence of outcomes and effectiveness. Seven participants (N=7) rated the concept of 'licence' or guilt-free permission to make scholarly writing a priority, together with 'peer support' or collegiality as key to the model's effectiveness and are suggestions for practice. Consistent with the literature² barriers to effective scholarly writing were identified, as summarised by one participant: "An overly full schedule. Interruptions at the office (and at home). Responding to emails and "urgent" tasks that frequently arise. Teaching commitments."

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“It was so stressful for so many different reasons”: casual academic women’s experiences of teaching online during the COVID-19 pandemic

Dr Erika Smith¹

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This presentation contributes new insights into the changing nature of academic work as a result of the pandemic, specifically related to the benefits, challenges and pressures experienced by women casual academic teachers in the higher education (HE) sector.

The increase in employment of casual academics is a pattern seen globally. Over the past three decades Australian universities have become the highest users of casual employees and research into the conditions and experiences of casual academics is extensive (Crimmins et al., 2017; Crimmins, 2017; Couch et al., 2020; Kantitkar et al., 2020; Kneist, 2018; McCarthy et al., 2017; McComb et al., 2021; Richardson et al., 2021; Ryan et al., 2017). Additionally, research has identified that women casual academics are overrepresented, thereby making casual academic employment a gendered issue (Baik et al., 2018; Crimmins, 2017; Kanitkar, 2020; McCarthy et al., 2017; Kneist, 2018).

In March 2020 Australian universities closed campuses as a result of COVID-19 concerns, ‘which prompted an unanticipated, sudden shift [...] to an off-campus and online mode of teaching and learning’ (Smith & Kaya, 2021, p.184). Emerging research in this area has highlighted that pre-pandemic gender disadvantages were exacerbated as a result of COVID-19 responses/actions. This conclusion comes from research that found that (heterosexual) women took on more of the parenting/caring responsibilities than their male partners, women were more likely than men to be let ‘go in a downturn’ (Wood et al., 2021, p.8), women were ‘less likely to have a dedicated workspace’ (Duncanson et al., 2020, para 27), and that women did not have the same single-authored publication output when compared to men (Duncanson et al., 2020), thereby impacting the profile of women academics and the advancement of their careers.

This presentation is based on the recent (2021) findings of a mixed-methods project into the experiences of casually employed academic women who were teaching online as a result of COVID-19. The project collected survey data (Phase 1) from 141 casual academics, of which 22 participated in a follow up interview or focus group (Phase 2). The transcribed audio data collected in Phase 2 was thematically coded in NVivo for analysis and examined from feminist perspectives and a narrative enquiry framework which gives ‘opportunity for marginalized groups to participate in knowledge construction in the academy’ (Bell, 2002, p.209). As the pandemic continues to problematise the Australian education sector, the experiences of HE teachers are part of a new and continuing area of study into the changing nature of academic work, but also for broader discussions on teacher well-being, quality teaching and a post-pandemic future.

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P121

Agility: The new business as usual**Assoc Prof Cate Thomas¹, Dr Kelly Linden¹**¹Charles Sturt University, Wagga Wagga, Australia

Background/context. 2020 and 2021 were both years of complexity, challenges, and chaos in the delivery of university education. The existing world-view of academia is no longer the traditional view. Academics are required to be agile, be experts in the delivery of curricula across all modalities of education, and switch between these modalities with little or no warning. This is the new BAU! The paper provides an overview and as such an exemplar of a successful response to the impact of COVID-19 at a regional university with distributed campuses. Agility was the overarching (and ongoing) core capability for academics.

The initiative/practice. A weekly professional development program was deployed and entailed a rolling schedule of topics to upskill academics in online learning and teaching such as Zoom, online engagement tools and developing online exams.

Methods of evaluative data collection and analysis. To measure the impact, progress rates and student evaluation surveys data within the COVID-19 timeframe were interrogated and compared with pre COVID-19 data sets across 843 subjects across the two main teaching sessions in 2020.

Evidence of outcomes and effectiveness. Upskilling our academics with over 4500 academic attendances allowed the university to transition rapidly and successfully to online learning. Despite the rapid move to online learning there was little change in student satisfaction (80% positive responses in 2019; 77% in 2020) or subject progress rates (85% vs 84%). The paper establishes that by being student-centre, evidence-driven, and with the addition of engaging and targeted professional development, academics are able to demonstrate agility and be effective in all learning/teaching modalities. A key challenge was to, at times, have academics 'un-learn' their existing ways to be open and engage with different modalities, pedagogy and digital technologies. Having a focus on agility as a core capability is the way to future proof quality higher education curricula delivery.

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Informal conversations: A collaborative autoethnographic narrative by an informal teaching and learning group**Assoc Prof Foong May Yeong¹, Dr Zheng-Wei Lee, Dr Seow Chong Lee, Ms Yuanyuan Chew**¹National University of Singapore, Singapore, Singapore

Background/context. To ensure good teaching practices in institutes of higher education, academics typically undergo formal continual professional development (Roscoe, 2002) such as courses or workshops conducted by centres of teaching and learning (Boud & Brew, 2013). Recent studies also highlight the relevance of informal conversations as a means of supporting academic practices (Roxå & Mårtensson, 2009; Thomson, 2015; Verwoord & Poole, 2016).

The initiative/practice. We report here a collaborative autoethnographic inquiry into our informal conversation started 6 years ago among four members with different roles and responsibilities. Our group consist of a faculty member, two instructors and a lab executive.

Methods of evaluative data collection and analysis. We first responded to a series of questions that scaffolded our recollections of our journey together as an informal group. We then analysed the content of our individual responses to the questions.

Evidence of outcomes and effectiveness. We identified 9 themes, which were further categorized under 3 major categories, namely 'Group structure and functions', 'Outcomes' and 'Challenges'. Under the category 'Group structure and functions', we noted how our group evolved over the years, starting from informal ad hoc conversations to improve teaching and learning, progressing to structured mini-retreats to discuss teaching practices and scholarship of teaching and learning projects in depth. For 'Outcomes', we identified concrete improvements to our modules, embarking on scholarly work and professional development individually through our association. Under the category 'Challenges', we noted that as each member held different roles and responsibilities, we considered workload and time, institutional recognition and support, and relationship as main concerns to sustaining our group. We hope our narrative would provide insights into how informal groups could form among colleagues with different roles, and potential benefits and hurdles such groups may face. We suggest that informal conversations can play an important and complementary role to that of formal institutional academic development and institutional support could be provided to foster and sustain them.

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P123

Does pre-study work experience influence students' confidence and their likelihood of academic success?**Prof Dawn Bennett**¹, Dr Elizabeth Knight, Dr Belgin Okay-Somerville¹*Bond University, Varsity Lakes, Australia*

Background/context. Much research on the employability development of university students and the employability experience of graduates treats learners as experientially homogenous and ignores the potential impact of pre-entry work experience on either students' confidence or their employability-related behaviours.

The initiative/practice. This study explored the confidence of commencing students aged 17 to 21. The objective was to understand whether and how study and career confidence differs among commencing students according to whether they have never worked, are working whilst studying, or have worked previously and have stopped work.

Methods of evaluative data collection and analysis. The study employed a self-measure of study and career confidence (Bennett, 2021) grounded in social cognitive career theory with 2,374 full-time students. An open question asked participants to "describe your work and career until now". Dual coding of text revealed that 54% of students were working, 46% had previously worked and 3% had never worked. Differences across the categories were explored using t-tests and multivariate analysis. Text responses were read in the context of each complete case to capture the meaning.

Evidence of outcomes and effectiveness. The findings suggest a hierarchical relationship between pre-entry work-experience and more confident self-perceptions of study and career. However, there is a potential 'double deficit' for students whose work impinges on their studies (Hordósy et al., 2018). Critical factors include whether work is undertaken through choice or necessity, whether work demands outweigh its psychological benefits or impinge on study, and whether work is beneficial or relevant to the learner's studies. Whether the benefits of work and study are limited to concurrent work and study or whether the benefits extend to pre-entry work remains unclear. The extent to which pre-entry work experience might play an important role in students' academic journey warrants urgent attention.

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P124

Enhancing teacher education students' readiness for professional placement and employment: A school-university partnership approach**Assoc Prof Deborah Clarke**¹, **Mrs Stacey Jones**¹*Charles Sturt University, Bathurst, Australia*

Background/context. Teacher Education (TE) degrees aim to prepare Teacher Education Students (TES) for the realities of the contemporary classroom (AITSL, 2017). However, given the complex nature of schools, it is a challenge to authentically prepare TES for the rigours and 'shock' of the classroom. To date, TE degrees, present theoretical concepts, with minimal inclusion of the genuine practises of professionals in authentic contexts (Herrington & Herrington, 2006). Attempts to apply theoretical knowledge are posed as professional experience (PE). However, the lack of frequency of these placements is less than adequate for providing TES with meaningful, sustained engagement or reflection on their classroom skills and understanding of schools' organisational and relational contexts (Darling-Hammond, 2006).

The initiative/practice. To interrupt this issue, a five-year school-university partnership was adopted, characterised by academics and teachers co-designing and team-teaching PE subjects in a Bachelor of Education course. Within the subjects, TES experienced authentic learning experiences including peer teaching, school immersion activities, guest speakers and mock employment interviews. TES engaged in an authentic assessment mirroring the requirements for professional accreditation (AITSL, 2015): goal setting and preparation of a professional experience portfolio.

Methods of evaluative data collection and analysis. Data were gathered from TES in 3rd and 4th year of their degree. Data included formal subject evaluation, semi structured interviews, reflective artefacts documented after immersion activities and examples of assessments. Analysis drew on Yin's five phase cycle (2005).

Evidence of outcomes and effectiveness. The outcomes of the project indicate TES perceive themselves as more confident, more thoroughly prepared and willing to take positive risks in the classroom.

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P125

Using Instructional Coaching to Enhance Teachers' Capacity to Supervise Teacher Education Students: A School-University Partnership Approach**Assoc Prof Deborah Clarke¹, Ms Bethany Carter², Mrs Stacey Jones¹, Dr Jessica Sears¹**¹Charles Sturt University, Bathurst, Australia, ²Denison College, Bathurst, Australia

Background/context. Quality supervision of teacher education students (TES) in school settings, is an enduring challenge for both schools and universities (The Parliament of Australia, 2007). The university, as an education provider, requires the school to provide a setting where teaching skills can be developed and rehearsed through authentic teaching experiences (Watters et al., 2018). Unquestionably, the capacity of the supervising teacher (ST) has significant impact on the experience of the TES and their willingness to engage in the breadth of school opportunities.

The initiative/practice. The aim of the project was to examine how a co-facilitated instructional coaching model of professional learning (Hammond & Moore, 2018) enhanced teachers' capacity to supervise TES. A purposive sample of teachers from two campuses of a rural NSW secondary College were mentored for two school terms by university academics in a long-established school-university partnership, to enhance a self-identified aspect of their professional practice. By engaging in the project, it was forecast that teachers would learn to model quality teaching practice, enhance their ability to self-reflect and facilitate reflective dialogues with TES: all elements of quality ST practice.

Methods of evaluative data collection and analysis. As a qualitative study, data included semi structured interviews with STs, notes from informal dialogue between STs and mentors, ST artefacts and mentors' reflective journals. Data were analysed using intra and inter textual analysis of interviews (Yin, 2003) and supportive sources.

Evidence of outcomes and effectiveness. The results revealed significant positive outcomes, including enhanced ST self-confidence, perceived ability to engage in leadership activities beyond supervising TES, feelings of professional autonomy, and in alignment with the project aim, increased perceived quality of STs' ability to supervise TES. In addition, this project value-added to usual approaches adopted to instructional coaching and mentoring, as it included university stakeholders who acted as border workers (Wenger, 1998) to co-lead dialogic coaching of the teacher partners.

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P126

Developing Monash University Korean Studies students' employability skills through a Work-integrated Learning (WIL) internship program in the library**Dr Anita Dewi¹, Ms Jung-Sim Kim¹**¹Monash University Library, Clayton, Australia

Background/context. This poster presents a Work-integrated Learning library internship program for Monash University Korean Studies students. The internship is a collaboration between the Korean Studies program and the Library.

The initiative/practice. The internship is aimed at enhancing the employability skills of Korean Studies students. Taking place as a six credit-point WIL unit, it is offered to undergraduate students who have taken Korean Language/Studies unit as a major or elective. A grant enables interns to attend relevant professional development training sessions.

Methods of evaluative data collection and analysis. Data collection was conducted in 2019, and this includes perceptions of two interns, two host-supervisor, and an academic convenor. The Work Skill Development framework (Bandaranaike, 2018; Bandaranaike et al., 2019) was referred to in the interns and host-supervisors' critical reflection on the internship experience. The reflections are on recruitment, initial meeting, regular scaffolding, progress monitoring, debrief meeting between interns and host-supervisors, and also on the analysis and identification of interns' professional development needs by host-supervisors. While the internship was found beneficial and highly valuable for interns and host-institution, the number of interns and frequency of hosting needed to be revisited for sustainability purposes.

Evidence of outcomes and effectiveness. After reconsideration, it is decided that hosting 1-2 interns during regular semesters is more manageable and sustainable, compared to hosting them during winter break. For the interns, regular semester provides them with better empirical and learning experiences as they are immersed in real-life work situations during teaching periods of the university. Similar internships are also recommended for other contexts of the Gallery, Library, Archive and Museum (GLAM) sector, as they broaden university students' perspectives on employment options.

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P127

Employability- changing aspirations during an undergraduate nursing degree**Dr Samantha Edwards¹**¹University of the Sunshine Coast, Sippy Downs, Australia

Background/context. Graduate employment is a key outcome measure for universities and nursing consistently reports high employment rates (QILT, 2019). Employability in nursing is highly valued by students and they are reported to appreciate the opportunity to explore employment opportunities in diverse health care settings and specialty areas (Rowe, Jackson & Fleming, 2021). However, there has been limited investigation into how a program of study influences employment aspirations.

The initiative/practice. The aim of this qualitative research was to gather rich detail of participants' experience in an entry to practice nursing degree and interrogate their developing career aspirations.

Methods of evaluative data collection and analysis. Twenty-seven (27) undergraduate nursing students at different points in their degree participated in 2 in-depth interviews, one pre and the second post semester. A critical realist lens informed the data collection and analysis procedures.

Evidence of outcomes and effectiveness. Findings highlight that nursing students commence their entry to practice nursing degree excited about future work as a nurse. As students' progress through their degree, their aspirations about their future nursing career are enhanced by exposure to the healthcare setting, however they compromise and temper their aspirations in the face of the demands of balancing their life-load. As they prepare to graduate and seek employment, their focus turns to positioning themselves for highly competitive graduate positions. The way they think of themselves as nurses' changes from idealistic to more functional aspirations of being successful and getting a job. Several tensions and contradictions influence and impact on nursing students' aspirations for future employment. Changing employment aspirations and perceptions of what it is to achieve and succeed as they prepare to enter nursing needs to be considered to enable higher education providers to prepare the future nursing workforce.

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Are students engaged when 'real world' activities are embedded in learning activities?**Dr Anisha Fernando¹, Dr Pearl Panickar¹**¹South Australian Institute of Business and Technology, University of South Australia, Adelaide, Australia

Background/context. This poster reports on project-based learning (Patrick et al. 2008) and work-integrated learning (WIL)(Billett 2009) as mechanisms to improve student engagement and learning outcomes. This case develops understandings from industry collaborations (i.e. the Australian Computer Society), academic and professional units.

The initiative/practice. The Employability Program (SETUP) collaborated with the Information Technology Diploma program at the South Australian Institute of Business and Technology (SAIBT) in 2021 over 8 weeks. Students engaged with a live case study; program components were presented; students pitched questions in their teams; students submitted recommendations to staff; and artefacts were submitted as assessments.

Methods of evaluative data collection and analysis. Quantitative and qualitative data was collected and analysed to assess impact on student engagement and student learning outcomes. The overall pass rate and participation rate remained steady (>60%). Importantly, qualitative student satisfaction comments indicate high satisfaction between the course content and real-life applications.

Evidence of outcomes and effectiveness. This case demonstrates the usefulness of the project-based WIL technique, for the research question, "Are students engaged when 'real world' activities are embedded in learning activities?" Student pass and participation rates have remained steady. Qualitative feedback confirms that project-based learning helps students reach their WIL goals. Students find the method meaningful because industry contexts are made more reachable and accessible. An additional benefit was observed: teachers collaborating on student-led initiatives, increases collegiality and cross-pollination of pedagogy and student engagement across courses.

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Addressing wicked problems through partnerships with industry

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Background/context. Across many disciplines in higher education, there are wicked problems – complex issues that defy definition and simple solutions (Rittel & Webber, 1973). Within teacher education, these include inconsistent quality of pre-service teachers' experiences in schools, disconnect between theory and practice, managerial professionalism and accountability agendas, and teacher attrition (Southgate et al., 2013).

The initiative/practice. Partnerships between university and industry have been established to capitalise on the expertise of varied stakeholders and provide students with valuable insights into industry. This presentation focuses on how these school-university partnerships can offer contextually sensitive resolutions to wicked problems in the teaching profession.

Methods of evaluative data collection and analysis. The presentation draws upon a multiple-case study focused on four distinct school-university partnerships in three Australian states. Qualitative data were collected through interviews with teachers and school leaders and analysed using close reading techniques (Manarin, 2018).

Evidence of outcomes and effectiveness. These cases demonstrate how school-university partnerships can address wicked problems in contextually sensitive ways. The school-university partnerships in the study enhance experiences for pre-service teachers, promote meaningful and relevant professional learning throughout a teacher's career, deeply engage teachers and teacher educators in research, and encourage collaborative practices within and between institutions. As part of the session, the audience will be invited to consider how the findings can be translated to their discipline and higher education institution.

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P130

International students' learning patterns and their academic adaptation in higher education

Ms Soyoung Lee¹¹University of Oxford, Oxford, United Kingdom

Background/context. Academic adaptation is critical if international students are to have a successful learning experience. When they go abroad to study, students bring with them the various learning habits, motives, and skills, or *learning patterns* (Vermunt & Donche, 2017), which they have formed in their home countries. International students' learning patterns, thus, are often believed to either foster or restrict their transition to a new academic environment.

The initiative/practice. The aim of this study is to investigate how the various learning patterns displayed by international students relate to their level of adaptation to the UK higher education system.

Methods of evaluative data collection and analysis. To this end, a survey was conducted among 140 international students enrolled at a UK university. The distributed questionnaire included a short version of the Inventory of Learning Patterns (ILS), a subscale of the Student Adaptation to College Questionnaire (SACQ), and two open-ended questions, after which Spearman's correlation coefficients were computed between the four subscales of the ILS and the SACQ.

Evidence of outcomes and effectiveness. The results indicate a strong and negative link between undirected learning patterns on the part of international students and successful adaptation, whereas a positive but weaker link was established between adaptation and both meaning- and application-directed learning. A deductive content analysis of the responses to the open-ended questions reveals that individual international students cope differently with the adaptation issues related to their learning patterns. Finally, a number of practical implications to promote the academic wellbeing of international students at British universities are suggested.

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P131

A tri-partite high-school, university, employer collaboration; "Go Health Go Griffith", promoted successful recruitment, retention and graduation of non-traditional students

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Background. Low participation rates of students from disadvantaged backgrounds in higher education and their subsequent poor academic success (Bradley et al., 2008), contributes to the predicted workforce/skills shortfall needed to support Australian health care provision (Scott, 2009).

The Initiative. The Go Health Go Griffith Program (GHGGP) improved student recruitment and graduation success for students from disadvantaged backgrounds through courses that engage student interest in science and university whilst completing final years of school curricula.

Methods of evaluative data collection and analysis. School and university course enrolment and completion frequencies were quantitatively evaluated, with qualitative surveys investigated student course experiences and university graduate employment post-graduation.

Evidence of outcomes and effectiveness. Despite a multiplicity of university recruitment and outreach strategies for potential students, access to university and subsequent academic success remains the central challenge facing students from non-traditional backgrounds who aspire to professional careers. Students from Low Socio-Economic Status (LSES) backgrounds are 3-times less likely to attend University (Edwards and McMillan, 2015). Furthermore, LSES offers represented only 18.6% of all university offers (DESE, 2021) and within LSES communities, long-term disadvantage may result in cycles of entrenched disadvantage reducing the likelihood for gaining the skills necessary. University enabling programs can support school to university transition (Vernon et al., 2019). Over 2010-2018, 3070 students (116 schools) enrolled in Year 11/12 GHGGP courses in Biology, Health, or Exercise and Sports Science. Most GHGGP students (94%) completed their program successfully with on average 82% then enrolling in the host University. These students reflected successful aspiration raising as 70% were first-in-family to attend University and 46% lived in postcodes categorised as low socio-economic suburbs. The GHGGP's school and university collaboration improved university participation and success for students from disadvantaged backgrounds supporting their future employment in Health.

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P132

Learning to Learn: Empowering students to articulate the value of their Arts degree**Dr Nira Rahman¹, Dr Elizabeth Lakey²**¹University of Melbourne, Parkville, Australia, ²University of Melbourne, Parkville, Australia

Background/context. We tell students ‘an Arts degree can take you anywhere’. However, we as HASS academics do not usually talk about the skills and attributes students are achieving during their university studies. The trends shown in the Australian labour market clearly demonstrate that the skills most in demand by graduate employers are precisely those that HASS graduates are well trained in. The onus is on us as HASS teaching academics to articulate skills and knowledge to our students, so they know what they have learned at university, and how this is useful at work. We must create space to engage with deep disciplinary knowledge, while understanding this knowledge is only useful in the real world if accompanied by explicit skills.

The initiative/practice. This showcase presents a case study which includes a specific workshop series entitled *Learning to Learn*. It is developed to address the perceived stigma reported by students by empowering them to articulate what transferrable skills are linked to HASS disciplines. This program is also designed to explore concepts of employability, transferable skills and a drive to excel in HASS education.

Methods of evaluative data collection and analysis. Based on focus groups, interviews, and student-led projects over the last three years, this presentation explores how to balance the need to engage with deep disciplinary knowledge with the understanding that this knowledge is only useful in the real world if accompanied by explicit skills. Furthermore, it includes data received through student feedback.

Evidence of outcomes and effectiveness. This initiative promoted an emerging discussion between academics and students on how disciplinary and transferable skills can be organically connected with traditional HASS curricula while critically evaluating different approaches to help students gain the skills and knowledge required for the initial stages of their careers beyond university. Student feedback shows overwhelmingly positive aspects like students felt more confident about their next steps after university, and more empowered to ask teaching staff to better articulate the purpose of their learning.

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Attracting students to innovative programs in a risk-averse market**Mrs Rose Walker¹, Emma Laing¹**¹Bond University, Robina, Australia

Background/context. Today’s graduates face global challenges that can neither be understood or solved within the narrow confines of a single discipline. Tertiary education has responded by designing innovative programs that immerse students in industry, transcend traditional disciplines and foster the skills with which to solve wicked problems. These transformative degrees have the potential to prepare students to create and sustain meaningful work over their career lifespan (Bennett, 2019). Despite the careers landscape becoming increasingly transdisciplinary, uncertainty has driven students to the traditional programs that are arguably most out of sync with the contemporary labour market.

The initiative/practice. This case study concerns a suite of transdisciplinary programs launched in 2020. The degrees sit outside the traditional faculty structure and feature co-design, global challenges and community and industry immersions. Sixteen students enrolled across two degrees. The study asked: What motivates students to enrol in an innovative degree program, and how might this understanding improve recruitment strategies in the future?

Methods of evaluative data collection and analysis. The study adapted Richardson and Watt’s (2006) FITChoice model to highlight the cognitive and behavioural influences that impact students’ choice of major. Students were interviewed about how they made their enrolment decisions, with specific reference to intrinsic values, perceived job prospects and parental influences. A dual coding process was conducted for both the *a priori* and inductive analysis across all themes.

Evidence of outcomes and effectiveness. The data suggests that students who enrol in innovative programs have career influencers who support the learner’s entrepreneurial mindset. Despite a dedicated marketing campaign, students discovered the new programs via a recruitment officer or an opportunistic meeting. The results highlight the importance of workshoping programs with recruitment staff, enhancing metadata, and attending careers events.

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Students as co-creators of the learning experience

Mr Jack Featherstone^{1,3}, Ms Jodie Gibbons¹, Mr Ghaith Zakaria¹, Mr Li Chen^{1,2}, Dr Sonia Wilkie¹

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Victoria University has undertaken significant curriculum redesign projects over the past 5 years (McCluskey et al., 2020; Chen et al., 2021; Samarawickrema & Cleary, 2021; Zakaria et al., 2020; Wilkie et al., 2018). One of the foundations informing the curriculum redesign was to establish a collaborative approach to the process, to 'draw on the wisdom of the crowd' from people spread across the university.

A corpus of research demonstrates the benefits of incorporating a wide variety of Students As Partners and Co-creators programs in the higher education sector (McCluskey et al., 2019; Matthews et al., 2019; Mercer-Mapstone et al., 2017). Benefits include having direct and honest student feedback regarding assessments, curriculum, and engagement (Cook-Sather et al., 2014; Gros & López, 2016). Here we outline the contribution that the Students-As-Staff made at Victoria University, as a guide to inform future practice, and so that other education institutions can also benefit from incorporating such programs.

The Students-As-Staff were embedded in a Design Team (consisting of a Senior Learning Designer, Learning Designer, Librarian, and two Students-As-Staff) to work with Academics on the design, development, implementation, and review of the courses. In this role, the Students-As-Staff made the following contributions:

- Attend and participate in collaborative curriculum design meetings, thereby providing the student perspective and voice in regards to the assessments, learning activities, and provision of resources;
- Co-design and develop learning activities (in particular the H5P online interactive activities, quizzes, Padlet digital walls, and reflection activities);
- Development of the online spaces in the Learning Management System (LMS), ensuring standardisation of navigation, and customisation and creativity for content;
- Liaise with the librarians regarding resources and copyright compliance;
- Liaise with Academics and teaching staff to provide technical support;

These contributions proved valuable to the staff, and the overall design and development of the courses, ensuring that the student perspective was present at all stages of the curriculum design and delivery.

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Virtual experiences to supplement and optimise real-world experiences

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Authentic learning activities are a key strategy to prepare and engage people for their future careers (Moye, 2021). Examples of such learning experiences include: Field trips, site visits, and tours of key locations; undertaking practical work experience in purpose-built facilities, laboratories, or workshops; gaining hands-on access to specialist equipment, tools, or restricted resources such as specimens (anatomical, biological, botanical, geological); or gaining experience working with clients and reducing 'practice shock' in customer-service and clinical environments. These experiences improve students learning by providing a real-world situations and contexts that demand critical thinking, problem-solving, and development of their practical skills, providing authentic learning opportunities for situations they will encounter in their future careers (Chen & Fragomeni, 2018; Theelen et al., 2019; Windscheid & Will, 2018; Wilkie et al., 2018).

However, incorporating such learning experiences can be challenging, logistically and administratively complicated, or may involve risk or safety considerations (AbouHashem et al., 2015). When these challenges arise, virtual experiences can provide learning activities to supplement the curriculum, and to optimise the valuable time spent on location (Chen et al., 2021; Zhao et al., 2020; Bacca et al., 2014).

We demonstrate pedagogical applications of virtual experiences designed to supplement and optimise real-world experiences; Simulations and virtual tours for inaccessible or remote locations; First-person Point-of-view experiences; and virtual scenarios for dangerous situations. These enrich educational experiences by bridging the gap between theoretical knowledge and practical application; optimise the time and success of real location-based learning experiences; create a safe space for students to make mistakes and to learn from them, without actual consequences; and provide authentic learning experiences that would otherwise be limited or not possible (Zakaria & Wilkie, 2019, 2020; Seifan et al., 2019).

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P136

Developing sustainable assessment practices for students in a teacher education course**Dr Pranit Anand¹, Assoc Prof Margaret Wallace²**¹Queensland University of Technology, Coomera, Australia, ²University of Wollongong, Wollongong, Australia

Background/context. A fully online subject within a Master of Education program was re-designed to foster student understanding of the subject learning outcomes and assessment tasks, so that, through reflexive practice they could develop the ability to evaluate their own work (Boud, 1995), as well as that of peers and so attain this important graduate competency.

The initiative/practice. The new design of the subject, LCN601-Designing Spaces for Learning meant that students had access to a combination of complementary synchronous and asynchronous interactive collaborative learning activities, including engaging conversations about learning outcomes (O'Donovan, Rust, & Price, 2016), assessments, standards (Dawson 2017), learning styles and challenges. These, in combination with the use of built-in LMS tools such as discussion forums, individual assessment journals and external tools such as Padlets, drew students into reflexive practice about their own learning and assessments.

Methods of evaluative data collection and analysis. An institutional ethics approval permitted the collection and analysis of the mid-semester and end-of-semester informal anonymous feedback, LMS usage data, final grades, and formal university student feedback data. Thematic analysis was conducted to identify usage patterns, students' perceptions about their learning and their interactions with the assessment literacy tools and impact on their final grades.

Evidence of outcomes and effectiveness. There was a noticeable improvement in student outcomes for the semesters when this approach was used compared to those of students from the previous semesters when the approach was not used. Students' perception about the effectiveness of this approach was also very positive; they commented that they found the approaches helpful and that they benefited from the opportunity to do self and peer evaluation of their assessments. Significantly they also commented that they felt that their confidence to do self and peer assessment had improved during the course of their studies in this subject and were likely to apply that approach in their own teaching practice.

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Addressing the challenges of online self-directed graduate learning with a modular interactive digital learning platform**Dr Jess Borger¹, Dr Anil Samuels¹, Dr Jan Allison¹, Dr Steven Petratos¹, Dr Simon Teteris¹, Prof Robyn Slattery¹**¹Monash University, Melbourne, Australia

Background/context. Clinical and Translational Haematology and Immunology is a newly approved elective 6 credit point unit for graduate students enrolled in the Master of Clinical Research (Translational Medicine) and doctoral students offered at the Central Clinical School, Monash University. The Masters course will attract a broad student cohort of both international and domestic enrolments. In addition, students will demonstrate a diverse scientific undergraduate background, which together could produce significant disparity between students within a single cohort. The unit content is completely online and orientated for self-directed learning. Although this has been highly advantageous in 2020 - 21 due to the impact of the COVID pandemic on educational offerings, with changes to visa requirements international students can now undertake this unit abroad, creating the possibility of significant asynchronous learning in the teaching period between students in a single cohort.

The initiative/practice. To mitigate disparity and asynchronicity, and to promote a collaborative online international learning (COIL) experience within the student cohort, we designed an easy to navigate interactive modular digital interface, and segmental online lectures comprising smaller lessons that each align with a single learning outcome.

Methods of evaluative data collection and analysis. Student evaluation data, derived from personalised surveys, in addition to university student evaluation of teaching units.

Evidence of outcomes and effectiveness. Assessment of these approaches by student evaluation data, derived from personalised surveys administered in addition to university student evaluation of teaching units, revealed the Content Navigation Map (CNM) approach utilising a modular interactive pathway menu was easy to navigate within the self-directed online learning platform. Evaluation of the lecture platform and content demonstrated that students benefited from the implemented Learning Outcome Lesson-Lecture-Online (LOLLO) tool, providing clarity in learning objectives which facilitated ease of progression through the lecture content. Importantly, the online course was organised to allow students to fully participate. Overall, the CNM tool and LOLLO approach helped us address the challenges of implementing online self-directed graduate learning to disparate and asynchronous student cohorts, which resulted in students successfully achieving unit learning outcomes through an enhanced and supportive student experience. Both of these approaches have been adopted by undergraduate units in Medicine and Immunology at Monash University and were recognised by the Dean's Award for Excellence in Teaching for our Education team.

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The role of the third teacher (online study platforms) in Higher Education**Mrs Tania Leach², Miss Ondine Bradbury¹**¹Deakin University, Burwood, Australia, ²University of South Queensland, Toowoomba, Australia

Introduction. Engagement and collaboration between students and facilitator(s) are important considerations when designing online learning settings. Levels of student interaction can be influenced by the presence of other students and the sense of community that is embedded in the platform (Deng & Tavares, 2013). This presentation explores the interconnection between the virtual space, student engagement and the development and use of reflective practices within a Graduate Teacher Performance Assessment (GTPA) in a Queensland university context.

Aims. The following research question was applied as a focus in this presentation: *As learning is a social construct how does the virtual space support the attainment and use of reflective practice skills required for the GTPA?* The aim of the presentation is to provide insight into how online modes of teaching impacts the acquisition of reflective practices applied in practical placements and assessed within the GTPA.

Methods. A mixed method approach was applied through qualitative content analysis of online data sets, including recorded forums, posts and discussions, and results from the reflective component of the GTPA. The analytics of the student learning behaviours within the virtual space was included in order to draw conclusions around engagement the virtual space and whether this is attributed to the demonstration of reflective practices.

Results. The results from this research focused on analysing the sections of the virtual space that students were accessing, then looking further into the influence of this engagement and the impact on the reflection strategies assessed within the GTPA. The results began to unveil the key characteristics of the virtual space that enhanced the students' ability to apply reflective practice.

Discussion. This research led to considerations around the design and delivery of content within the virtual space were. These considerations included elements of consistency, terminology, timely feedback and opportunities for collaboration between stakeholders.

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Purpose-First & PIPOV: A framework to enable design-based research for engineering education laboratories**Mr Joshua Burrige¹, Prof David Lowe¹**¹University of Sydney, Sydney, Australia

Background/context. Laboratories used in engineering education have been in flux since the development of virtual and internet-enabled laboratories in the late 20th century – the current COVID-19 pandemic has accelerated these changes. The extent to which educators are able to evaluate these laboratories and consider the impact of changes to existing offerings is inhibited by the use of ad hoc research methods and limited reporting, leading to a lack of clarity on the effectiveness of design choices, and reducing the potential impact of published research. (Nickerson et al., 2007)

The initiative/practice. The Purpose-First approach advocates the explicit articulation of the laboratory's purpose, enabled through the PIPOV framework applying a design-based research meta-methodology to provide a common approach for the evaluation and communication of design choices and interventions in laboratories. This framework combines Input-Process-Output system thinking (Scheerens, 1990) and the Purpose and Validation iterations of design-based research (Akker et al., 2006) with laboratory-relevant aspects to better enable educators and researchers to evaluate their own laboratories, communicate their findings, and integrate the findings of others.

Methods of evaluative data collection and analysis. The approach was evaluated through a case study laboratory for the purposes of design, evaluation, and research. This involved working in parallel with the practitioners designing and delivering the laboratory during conception, delivery, evaluation, and reporting, as well as follow-up interviews.

Evidence of outcomes and effectiveness. Key outcomes were an observed shift in focus of the practitioners from treating the laboratory as a black box and evaluating outcomes only, to evaluating the processes throughout the laboratory. It also raised evaluative questions from the practitioners about aspects of the laboratory that had otherwise not been considered, leading to further insights after these aspects were investigated – particularly questions around the interface between the laboratory and the students, and the behavioural differences exhibited by students.

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P140

Exploring 'Queerspaces' within paramedicine curriculum: the LGBTQI vacuum**Dr Georgia Clarkson¹, Ms Caitlin Fitzgibbon¹, Ms Ashleigh Finn²**¹Australian Catholic University, East Melbourne, Australia, ²Victoria University, St Albans, Australia

Background/context. Stakeholders influence decisions around paramedicine program content. Mirroring population trends, stakeholders are predominately heterosexual and cisgendered. Resulting curriculum is produced though predominantly heteronormative and cisnormative lenses. This may not meet student needs in including perspectives and experiences of LGBTQI+ people. This can mean student clinical practice needs in relation to interactions with the LGBTQI+ community are overlooked. Specific learning needs of LGBTQI+ students may also be neglected. Inclusion of LGBTQI+ people and perspectives in curriculum may address this.

The initiative/practice. This study aimed to examine student and staff perspectives on including LGBTQI+ content in paramedicine curriculum.

Methods of evaluative data collection and analysis. Several data collection methods were used. Document analysis was undertaken to identify any direct reference to LGBTQI+ people and perspectives within approved curriculum. Students in the Bachelor of Paramedicine program on two campuses were invited to complete a 12-item online Likert scale survey including free text comments. Staff and students were invited to participate in semi-structured interviews.

Evidence of outcomes and effectiveness. Approved curriculum made no reference to LGBTQI+ people or perspectives. 187 survey participants indicated inclusion of LGBTQI+ content was desirable. Staff recognised the need to include material, however expressed anxiety around curriculum design and teaching, and a need for support. Student interviews indicated a preference for attempting to include LGBTQI+ material over silence. Students saw 2 main benefits of inclusion of material related to LGBTQI+ people and perspectives. These were promoting a sense of inclusion for LGBTQI+ students, and improving the clinical practice of all students to improve the standard of community care.

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P141

An Agile Framework for Designing Authentic Mobile Learning**Assoc Prof Thomas Cochrane¹**¹University of Melbourne, Melbourne, Australia

Background/context. Mobile learning can be a catalyst to design authentic learning environments (Author, 2013). However Traxler (2016) argues that a focus upon repurposing content for delivery via mobile devices has killed the mobile learning dream.

The initiative/practice. To introduce an agile yet simple mobile learning design framework that leverages the authentic use of mobile devices in formal and informal learning contexts.

Methods of evaluative data collection and analysis. Creativity, collaboration, and capacity to navigate the unknown are key student graduate attributes. These can be used to define three core principles for designing mobile learning: user-generated content (UGC), user-generated contexts (UGCX), and authentic experiences (AE). This can be represented by a simple authentic mobile learning (Aml) 'triangle' where AE are built upon UGC and UGCX.

Evidence of outcomes and effectiveness. The Authentic mobile Learning triangle (Aml) provides a simple and agile framework for designing authentic mobile learning experiences. introduced as a short vignette it has been developed into a design guide. "Instead of focusing on translating or substituting old pedagogies into mobile environments, educators should begin by considering new pedagogies and new approaches that were previously difficult or impossible to implement. When designing mobile learning within any given context, we should begin with the question: 'What is the most authentic use of mobile learning in this situation?'" (Author, 2019, pp. 298-299). This poster illustrates how to implement the Aml triangle in learning designs.

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P142

Framework for the rapid optimisation of face-to-face teaching to asynchronous online learning**Ms Jessi Dillon, Mr Nick Lekakis**¹Victoria University, Footscray, Australia, ²Victoria University, Footscray, Australia

Background/context. In 2021, Learning Designers collaborated with academic teaching staff to design and develop asynchronous units of study for VU's Block Model (Samarawickrema and Cleary, 2021). When the initial project finished, there was a disparity between units that had undergone design and development specifically for asynchronous and those designed for synchronous. The Learning Designers leveraged relationships and knowledge to pivot and create a rapid optimisation process in which the remaining units of study were redeveloped for asynchronous online delivery.

The initiative/practice. The process was designed, organised and scheduled based on limited resources: short timeframes, staff availability and technological literacy, and maximising positive student experience. The approach includes key pedagogical and technological strategies that are applied to face-to-face units to adapt them for asynchronous online learning. This poster will showcase recommended learning design strategies to adapt face to face learning to asynchronous online.

Methods of evaluative data collection and analysis. An evaluation plan is in place to measure how the transformation has improved the learning experience for students and staff working in Online Self-Paced. Quantitative and qualitative data will be collected and analysed as a base for further recommendations.

Evidence of outcomes and effectiveness. Qualitative data: Feedback on engagement, satisfaction, and user experience from students; Feedback on teaching experience from staff; Before and after examples of transformation showcasing new structure and aesthetic. Quantitative data: Comparison of the use of external online learning tools (purpose, type, variety); Collaboration data incl. opportunities for peer-to-peer communication, whole groups sharing, informal and formal peer review. Engagement data incl. comparison of reporting of traditional materials vs online learning tools.

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P143

Characterising approaches to online curriculum delivery during the COVID19 pandemic and their impact on student engagement and perceptions of learning**Dr Sarah French¹, Dr Elisa Bone¹, Prof Raoul Mulder¹, Dr Farley Connelly¹**¹Centre for the Study of Higher Education, The University of Melbourne, Parkville, Australia

Background/context. The 2020 COVID-19 pandemic profoundly disrupted teaching and learning activities at Australian universities, necessitating a pivot from primarily campus-based delivery to fully online. Although this presented potentially unique opportunities for teaching innovation, educators also faced complex challenges as they considered how best to deliver their subject in a largely unfamiliar online context (Rapanta et al. 2020; Crawford et al., 2020). Educators employed diverse approaches, which promoted varying opportunities for learner-instructor interaction, learner-learner interaction and learner-content interaction (Moore, 1989; Kennedy, 2020). The relative success of these varied approaches on students' experiences, engagement, and perceptions of learning, remain poorly understood.

The initiative/practice. Our research reviewed variation in COVID19-responsive curriculum delivery methods at a research-intensive Australian university in 2020 and 2021 with the goal of understanding educators' approaches to online learning and perceptions of their utility, and how these relate to the student experience.

Methods of evaluative data collection and analysis. We conducted an institution-wide survey of subject coordinators, to identify and classify the variation of approaches to online design and delivery. Analysis of survey data for 371 subjects provided insights into the range and frequency of delivery modes employed and their relationship to perceptions of student learning. We explored correlations between approaches to subject delivery and student experiences, drawing on existing data from student teaching and learning surveys conducted for the same subjects.

Evidence of outcomes and effectiveness. This project offers a comprehensive analysis of the scope of responses of a large, research-intensive university to the forced disruption to teaching and learning of the pandemic, and subsequent impacts on student experience and engagement. Results will be of international significance to the sector.

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P144

Did university students' use of digital technology change during the pandemics?**Assoc Prof Carlos Gonzalez¹**¹*Pontifical Catholic University of Chile, Santiago, Chile*

Background/context. University students' use of Digital Technology (DT) has been a contested issue. Early 21 century debates contrasted students as digital natives (Prensky, 2001) with the fact that their DT use remained heterogeneous (e.g., Bennett et al., 2008). Emergency Remote Teaching (ERT) (Hodges et al., 2020) came with the pandemics, reanimating debates on students' DT use.

The initiative/practice. We conducted a survey to investigate the actual DT use during pandemics.

Methods of evaluative data collection and analysis. The survey asked about institutionally provided tools (Video Conferencing, LMS and Digital Library) and tools not provided by institutions (for searching information – e.g., YouTube, Khan Academy, Wikipedia –, communicating with peers – e.g., WhatsApp –, and collaborating – e.g., Google Drive, Dropbox–). Two thousand and five hundred students from eight Higher Education Institutions in Chile answered.

Evidence of outcomes and effectiveness. Results showed, concerning institutionally provided tools, an evident sharp increase in videoconferencing and the use of LMS for obtaining academic materials. However, there was a limited increase in using the LMS to communicate or collaborate with peers. They also showed little growth in digital library use. Regarding non-institutional tools, there was a minimal increase. However, this was due to the very high use reported before the pandemics. Students intensively used these resources for accessing information, and for communicating and collaborating with peers both before and during these disruptive times. Only obtaining course materials from the institutional LMS was in a similar range before the pandemics. The relationship between institutional and non-institutional DTs presents a complex, in some manner unexpected, picture of students' DT use. Results will be discussed considering debates on the post COVID19 role of DT in Higher Education.

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P145

Does committing before sharing improve student quiz performance? Comparing two collaborative learning approaches for building achievement and confidence

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Background/context. The collaborative pedagogies of Team Based Learning, Peer Instruction and Two-stage exams include individual pre-exposure to content prior to team engagement. Many of these studies evidence improved team over individual performance, but few highlight the impact of the individual 'pre-exposure' element by including direct comparisons of team attempts 'with' and 'without' individual pre-exposure.

The initiative/practice. By applying two distinctive in-class team learning activities - 'team only' and 'individual then team' we aimed to demonstrate the positive impact of individual pre-exposure on team performance and individual confidence in response choices, and measure whether these benefits applied equally to lower and higher-order cognitive questions.

Methods of evaluative data collection and analysis. 213 second-year undergraduate physiology students participated in 'team only' and 'individual-then-team' formats of 10 multiple-choice question in-class quizzes on recent lecture content. Performance and confidence data sets were analysed using the Wilcoxon signed-rank test to determine whether these paired data sets were statistically significantly different. Spearman's Rank-Order coefficient was used to analyse the correlations between quiz performance and confidence, to determine the strength and direction of the relationship between performance and average degrees of confidence for each quiz attempt.

Evidence of outcomes and effectiveness. Both team approaches outperformed individual attempts. The 'individual-then-team' approach outperformed 'team-only', with similar results over both lower and higher-order questions. Confidence was higher in both collaborative attempts, with all three approaches demonstrating a positive correlation between accuracy and individual confidence in responses. The 'individual-then-team' attempts demonstrated best performance and highest confidence. Interestingly a positive but weaker performance /confidence correlation was also observed. Team performance and individual engagement was enhanced when individuals committed to responses before their team attempt. An interesting phenomenon was the comparative decrease in individual confidence in the team's chosen response despite the improved performance.

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P146

The contribution of cognitive, social, and material elements to academic performance in a blended course: An investigation with Chinese undergraduatesDr Feifei Han¹, Dr Jinjin Lu¹Griffith University, Macgregor, Australia

Background and the initiative. Departing from an ecological perspective of learning, this study investigated the contributions of cognitive, social, and material elements of 179 Chinese engineering students' learning experience to their academic performance in student learning in the blended course designs.

Methods of evaluative data collection and analysis. The cognitive elements were self-reported conceptions of learning, approaches to learning and to using online learning technologies, and perceptions of the online interactivity and online design. The social elements were measurements on students' collaborations in the course. The material elements concerned with frequencies of students' interaction with five online learning resources (i.e., learning materials, discussion boards, announcements and notifications, feedback, and quizzes).

Evidence of outcomes. Correlation analyses showed that the pairwise relations between the eight cognitive elements were logically related. The cohesive conceptions of learning, surface approaches to learning, and surface approaches to using online learning technologies were also significantly associated with the course marks. For the social elements, the social work analysis the extent to which the students collaborated (degree centrality) was positively associated with the course marks. Regarding the material elements, students' frequencies of interaction with all the five online learning resources were positively related to the course marks.

The hierarchical regression analyses revealed that altogether these elements could explain 38% of variance in the course marks. While the cognitive and social elements made small and equal contributions to the academic performance, each explaining 4%; material elements made a substantial contribution to the academic performance, accounting for 30%.

Due to the substantial contribution made by the material elements to academic performance, efforts should be made to improve students' online interactions with the learning resources and activities.

P147

Making Critical Thinking FEASIBLE: Fostering transferability of critical thinking skills to domain specific contexts in undergraduate science learnersAssoc Prof Michelle Harvey¹¹Deakin University, Waurin Ponds, Australia

Introduction. Critical thinking is one of the highest order skills to be developed and evinced by a graduate (Halper 1998), yet it is perhaps the most difficult to teach, measure and document, particularly with regard to transfer across domains (Geertsen 2013). Observations regarding a critical poster exercise in a capstone unit revealed students were struggling to embrace higher order skills. Paraphrasing of sources and superficial description were fluent, but when faced with a contentious issue or ethical dilemma, most students struggled to utilize a range of information to form a justified conclusion, and to leave the comfort zone of "fence-sitting".

Aims. This study aimed to improve the teaching of critical thinking in a scaffolded, overt manner that enabled students to develop a transferable set of skills to apply in an array of situations.

Methods. The acronym "FEASIBLE" (Find Literature, Evaluate content, Analyse, Synthesise viewpoints, Interpret findings, Build a Logical case with clear and justified Endpoint) was employed to teach the steps involved in critical evaluation and decision-making through a seminar series, then applied to 2nd and 3rd year critical tasks. Impact was measured from student performance, and staff and student feedback.

Results. Student performance in critical evaluation, interpretation, decision-making and production of a logical and justified output showed significant improvement. Staff reported increased higher-level thinking in discussions and assessments, and students reported a strong sense of accomplishment.

Discussion. The improvement of critical evaluation skills was achieved by articulating the process in specific steps, making it a clear and achievable process. Furthermore, they demonstrated transferability of the skills by applying them again in subsequent units of study, demonstrating that given some basic information and context, critical thinking skills are indeed teachable and transferable.

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P148

Teaching dual-listed subjects in the Australian higher education context**Dr Nga Thanh Nguyen¹, Mr John Juriansz¹, Ms Elen Seymour¹, Ms Sue Blyth¹**¹*Western Sydney University, Sydney, Australia*

Background/context. Dual-listed subject teaching is an increasingly common trend in Australian higher education. Dual-listed subjects are two subjects with different subject codes that are taught in parallel by the same academic(s) to both undergraduate and postgraduate student cohorts. Changes in demand in the higher education market, increased specialisation demands of employers, changes in government funding models, growing financial pressures in the sector, and innovations in teaching and learning approaches are amongst the predominate drivers of this teaching practice. **The initiative/practice.** This paper presents the outcomes of a study that investigated the rationale and strategies behind dual-listed subject design and delivery practice in an Australian higher education context.

Methods of evaluative data collection and analysis. Participants for this study were academic leaders who oversaw the implementation of dual-listed subjects and subject coordinators and tutors who designed and taught dual-listed subjects with both undergraduate and postgraduate student cohorts. Three focus group interviews of the participants were conducted in 2021 and analysed based on Activity Learning Theory.

Evidence of outcomes and effectiveness. The study revealed the rationale underpinning their design and teaching methods and strategies. The research project findings will be useful to educators who design and deliver dual-listed subjects. The study identifies a number of challenges for policymakers and educational leaders including assuring academic quality, appropriateness, and equity in the subjects and programs.

P149

Do resit exams matter in Australian higher education?**Mr John Juriansz¹, Dr Nga Thanh Nguyen¹, Dr Colin Clark¹**¹*Western Sydney University, Sydney, Australia*

Background/context. A resit exam is a form of assessment which offers students who have failed a subject an opportunity to retake a final supplementary examination. Many disciplines employ minimum performance thresholds and high-stakes final exams to assure accreditation standards and key learning outcomes. These practices may exacerbate fail rates, negatively impact student progression and retention performance, and heighten student anxiety and stress levels already aggravated by the circumstances of the coronavirus pandemic.

The initiative/practice. Despite this being a common practice overseas, resit examinations in Australian higher education remain infrequent.

Methods of evaluative data collection and analysis. Based on a mixed methods approach, this paper reports on the findings from the analysis of assessment policies from 37 Australian universities, student academic performance data, a survey with 275 students from a law school which implemented two resit pilots in 2020, and six focus group interviews with law students and individual interviews with staff at the studied university.

Evidence of outcomes and effectiveness. Apart from students who had sought supplementary examination pursuant to circumstances supported by a university special consideration policy, the resit exam facility was found to be uncommon. The idea of implementing a resit exam policy to all students who have not achieved the passing mark was well-received by both students and staff who had experienced taking or administering high-stake summative final examinations in their programs. The study suggests that where there are high-stakes exams or performance thresholds, resit exams can be an essential support for both student progression and retention. Likewise, a move towards increasing adoption of low-stake assessments and other well-designed assessment regimes could also contribute to increased progression and retention rates and overall student learning and performance. This study intends to stimulate debate and provoke policy review about resit exam assessment practices and student learning support in Australian higher education.

P150

International students' agency and self-formation in higher education: a case from South Korean students**Ms Soyoung Lee¹**¹*University of Oxford, Oxford, United Kingdom*

Background/context. Traditionally, international students' experiences in higher education have been framed as academic and sociocultural adaptation. While focusing on adaptation challenges has resulted in a deficit-focused understanding of international students, there has been a paradigm shift in the literature that acknowledges students' strong agency and views students' experiences as active self-formation (Marginson, 2014). However, the concept of self-formation requires more theoretical elaboration and further empirical investigation.

The initiative/practice. The current study investigates what self-formation is and how it affects international students. To begin, self-formation is conceptualised by drawing on a variety of psychological theories of human agency. Second, by contrasting the experiences of international students and local students, the opportunities and challenges of international education in enabling or restricting students' agency are examined.

Methods of evaluative data collection and analysis. The research focuses on the first-year experiences of thirteen South Korean postgraduate students (seven as local students in Korean universities and six as international students in UK universities). An ethnographic approach is used to revise and elaborate on a set of working hypotheses based on emerging themes from multiple data collection and analysis points. Throughout the academic year, class observation, interviews, photographs, and fieldnotes are carried out to collect data about students' firsthand experiences.

Evidence of outcomes and effectiveness. As a result of the study, a model of self-formation of international students is developed. In international higher education, students' increased self-reflexivity is a clear manifestation of agency, while mobility and disciplinary knowledge are critical resources for self-formation. Continuity, conformity, multiplicity, and hybridity emerged as four common features of self-formation outcomes for South Korean international students.

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P151

Building curricular coherence under conditions of complex course delivery**Dr Edward Lock¹**¹*Victoria University, Melbourne, Footscray, Australia*

Background/context. Curricular coherence within undergraduate degrees has been an important if challenging goal pursued by learning and teaching designers (Barnett et al., 2001). Today, the pursuit of curricular coherence is challenged by both the widespread use of modular approaches to program design and the increasing complexity and flexibility that characterise the delivery of such programs. As we offer new modes of delivery, multiple entry and exit points, and increasing support for credit transfer, the coherence of our programs is challenged. The question of how to design curricula that can be delivered and experienced coherently is therefore of great and growing importance.

The initiative/practice. This poster reports on findings from exploratory research that aims to identify and evaluate mechanisms that can be employed by learning designers to enhance curricular coherence under varied modes of delivery and across different degree-types.

Methods of evaluative data collection and analysis. Possible mechanisms for promoting curricular coherence were drawn from a critical review of literature related to curriculum design (Kandiko & Blackmore, 2012). The strengths and weaknesses of these mechanisms were evaluated via interviews with curriculum designers and through examination of course structure and delivery documentation across two delivery modes and multiple degree-types.

Evidence of outcomes and effectiveness. Three types of design mechanisms were identified, including 'linear sequence-mechanisms, 'milestone mechanisms, and 'thematic mechanisms'. Interview subjects reported on the strengths and weaknesses of these mechanisms when applied across different degree types and under different modes of delivery. Findings from this research offer practical guidance with regard to the design of coherent curricular products under different modes of delivery and across different degree types. The three types of mechanisms identified above offer course designers options that can be tailored to the requirements of their course and to the institutional context in which that course is delivered.

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P152

Integration of authentic assessment aims to enhance nursing skills**Ms Kirsten Masters¹**¹*Australian College of Nursing, Drummoyne, Australia*

With increased emphasis on enhancing teaching and learning for healthcare professionals, our institution focused on integrating more authentic assessments into the curriculum in 2021. Authentic assessment supports students in conceptualising their learning; it enhances their learning process and allows for a more significant opportunity for creativity. Research suggests that students build upon their higher-order cognitive skills, oral communication, and critical reflection abilities through authentic assessments (Villarroela et al., 2018). This, in turn, can increase nurses' employability, allow for career progression, and create a safer, more efficient healthcare system (Poindexter et al., 2015). By establishing innovative assessments, students with different learning styles can thrive and gain additional skills in using contemporary technological programs.

The newly developed assessment types include presenting a case study via narrated PowerPoint presentation, concept mapping, peer review, and designing digital posters using programs such as Canva. To evaluate the work so far, educators from the relevant graduate certificates have been collating qualitative feedback from students. At the end of the term, experiences and views were collected through surveys and feedback forums. This feedback is then used to refine or modify the assessment items and inform other graduate certificates about what works well and not so well.

Although it is early days since implementing new authentic assessments, positive feedback has been received from educators and students alike. Educators have been challenged to redesign curriculum that evokes students to become more motivated and enthusiastic about learning. Overall, students appreciated the diversity in assessment styles, have developed new skills and delivered content transferable to real-life nursing settings. Ideally, creating space for nurses to become leaders in their specialty areas. However, further research into the implications authentic assessment at a post graduate level has on nursing in the clinical setting is recommended as there is currently limited scholarship in that area.

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P153

Unpacking CLO3d: mapping teaching and learning directions in 'phygital' design education**Dr Rachel Matthews¹**¹*Australian College of The Arts, Collingwood, Australia*

Background/context. Engaging with and advancing understanding of garment construction in fashion has conventionally relied on physical convergence of humans, machines, and materials. However, disruptions to established practices driven by Covid, plus a desire from parts of the fashion industry to find less wasteful working practices, has accelerated the application of digital 3D technologies. CLO3d is a 3D fashion design software that allows designers to develop digital garment patterns that instantly translate into true-to-life garment visualisations. This technology has transformed the speed, access and iterative processes of garment creation without need for paper, card or fabric. Its industry adoption also compels fashion education to engage with new skills, knowledge and practices that materialise in the digital design studio.

The initiative/practice. This study documents the shifts and changes in teaching and learning experiences as a result of the introduction of CLO3d fashion design software into a School of Design. Initially introduced into the curriculum of a fashion design program (Bachelor of Design: Fashion & Sustainability), it traces how knowledge has been transferred, translated and transformed as it crossed digital and disciplinary boundaries.

Methods of evaluative data collection and analysis. This is a qualitative interpretative project that maps how the software has acted as a catalyst, enhancing existing modes, methods and spaces of learning and knowledge exchange in contemporary design education. The investigation draws on data collected through participant observation and structured focus groups with both lecturers and students, before close reading and content analysis. The research design is informed by Latour's actor network theory (2005) and data analysis techniques from critical cartography (Cosgrove 2002).

Evidence of outcomes and effectiveness. The findings are presented as a map detailing a network of socio-material outcomes from this initiative. This provides insights into the fluidity of new spaces / settings for design education, deeper understandings of sustainable design practices and the future of creative labor. It has implications for those training the next generation of creative design professionals.

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P154

Negotiating the classification of assessment tasks

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Background/context. Universities need to understand assessment practices at a task, subject, degree, and institutional level. However, many degree structures are complex, making the manual mapping and understanding of assessment unfeasible. Automating these processes requires a standardisation of assessment data across discipline, whilst ensuring that the data is machine readable (i.e. not heavily free text based). The choice of what is collected and analysed impacts assessment practices through what is highlighted to decision makers; and what is prioritised and validated as options in assessment design. As universities look to the future, we need to think differently about our data needs.

The initiative/practice. Assessment data at our institution was difficult to collect, with patchy detail and inconsistent terminology. Our team led the development of a new framework for describing and categorising assessment tasks. Key drivers for this work were simplifying processes for course staff, increasing the accuracy of data, enabling meaningful reporting, and highlighting aspects of assessment to clarify policy implementation for both staff and students.

Methods of evaluative data collection and analysis. We undertook an analysis of currently used 'types' of assessment at our institution, reviewed published models (e.g. Thomas et.al., 2019) and a selection of publicly accessible data from other institutions. Proposed models were iteratively tested with staff.

Evidence of outcomes and effectiveness. With the implementation of a new system using this framework, we are able to map assessment on a programmatic basis, identify where practices may need enhancing (including academic integrity) and have greater insights into institutional assessment practice. We are also better able to plan for future modes of course delivery, and potentially the support the move to more innovative and digital assessment.

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P155

Teaching you, teaching me. Understanding the role of Teaching Associates in an undergraduate biological laboratory setting

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Background/context. Hands-on practicals within a teaching laboratory remains a critical component of any undergraduate science degree. In many Australian universities, the practical teaching in biological undergraduate units falls largely to a casual workforce of Teaching Associates (TA) composed mostly of PhD students. TAs are important in the inculcation of key technical skills of their scientific discipline and often form the primary point of contact between the unit and the student cohort. This workforce in Australia has varying amounts of pedagogical training, often determined by the institution itself. Typically, any pedagogical training provided does not involve supervised teaching practice, leaving a TA to learn on the job.

The initiative/practice. This has led us to investigate how we can more appropriately prepare our TAs in pedagogical practice, breadth of content knowledge and personal confidence.

Methods of evaluative data collection and analysis. Undergraduate students and TAs were invited to fill out an optional, anonymous, online survey with quantitative and qualitative elements. Qualitative data was thematically analysed in NVivo using emergent coding in grounded theory (Charmaz, 2008).

Evidence of outcomes and effectiveness. Results from the student surveys revealed that they regard personality traits most highly (reported by nearly half of respondents), a theme that was also highly reported by TAs. Both groups reported it was expected that TAs had the ability to guide students through the content, but there was a gap between depth of knowledge expected from each group. TAs had the expectation that they should be experts in all they teach, while students had a lower expectation and value core pedagogical skills higher than subject knowledge. Whereas, TAs placed a lower value on these same core pedagogical skills. Our research identified knowledge gaps that could help inform future development of TA training courses including those on class management and effective feedback.

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P156

Examining students' perceptions of using online interactive learning tools to facilitate cognitive neuropsychology assessment**Dr Karen Murphy¹**¹*School of Applied Psychology, Griffith University, Griffith University, Australia*

Background/context. Cognitive Neuropsychology assesses patients with deficits in everyday behaviours (e.g., face or word recognition problems). Cognitive Neuropsychologists examine the patterns of impaired and intact cognitive skills in brain injured patients and link these patterns of damage to specific cognitive models. Therefore, practitioners must understand models of cognitive function, the mental processes operating within the model sub-stages and relevant patient assessment tests. The patient's diagnosis requires the integration of this information and students find this extremely challenging.

The initiative/practice. Online interactive learning tools were developed using a modified intelligent tutoring system (ITS) (El Saadawi et al., 2010) to produce interactive versions of the models and associated tests, to enhance student learning in the diagnosis of simulated patients (Cook et al., 2008; McCoy et al., 2015) using a cognitive neuropsychological approach. Within the course these ITS tools were incorporated into the tutorial program, provided a complementary resource for lecture content, and were used for exam study. This study examined student's perceptions of utility of these online interactive tools for learning about patient diagnosis.

Methods of evaluative data collection and analysis. After using the online interactive resources within the Cognitive Neuropsychology course, students completed a survey assessing the impact of these resources for their learning (5-point Likert scale: 1 Strongly Disagree to 5 Strongly Agree). Students also provided qualitative feedback on the resource utility for their learning.

Evidence of outcomes and effectiveness Students reported that the resources assisted their understanding of the models, tasks, and patient diagnosis, and that they were effective learning and study tools (all survey-items rated 3.78/5 or better). Students' qualitative comments also confirmed that the resources enhanced understanding and learning. Students indicated that the resources were valuable for enhancing their understanding of patient diagnosis from a Cognitive Neuropsychological perspective. This example illustrates the value of using pedagogically driven technology to develop students' domain relevant content and practical skills and could be incorporated into Speech Pathology and Neuropsychology where a similar teaching approach to patient assessment is employed.

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P157

Pedagogical challenges and solutions when integrating feature films and TV series into university teaching**Ms Ngoc Nhu Nguyen¹**¹*The University of Adelaide, Adelaide, Australia*

Introduction. Feature films and TV series (FF/TV) are widely used as teaching materials across all disciplines in higher education. However, lecturers' experience with FF/TV has been largely confined to individual trial-and-error or single-field attempts (Djamàa, 2018; Fleischer, 2017; Hutton & Mak, 2014; Karasik et al., 2013; Darbyshire & Baker, 2012; Furst, 2007; Fleming et al, 1990). Very little systematic review has been done to assess FF/TV as a pedagogy.

Aims. This study aims to identify problematic areas and key elements required for an optimal FF/TV pedagogy.

Methods. It utilizes an online survey to explore Australian university lecturers' practical experience of using FF/TV in their teaching, focusing on challenges, solutions and any related academic development they have received.

Results. Fifty lecturers from over 20 disciplines with different employment statuses responded to the survey. The majority reported technical issues and resource scarcity, lack of institutional support and guidance on pedagogical use of FF/TV, the time-consuming nature of planning lectures involving FF/TV, and the negative impact of FF/TV's over-engaging qualities on students' thinking abilities. Some participants offered recommendations and insights on how to overcome those challenges.

Discussion. Participants overall advocate the pedagogical use of FF/TV for they help create a multimodal and era-appropriate learning environment for increasingly diverse student populations. Though several participants emphasised self-reliant methods of improving pedagogies with FF/TV, this research suggests ways for institutions to step in.

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P158

Buffering against learning disruption: Impact of inclusive assessment design on sense of belonging in 2020**Dr Andrew Rixon¹, Dr Maree Keating¹, Dr Aron Perenyi¹**¹*Swinburne University of Technology, Melbourne, Australia*

Background/context. Inclusive assessment emphasises methods and practices that ‘enable all students to demonstrate to their full potential what they know, understand and can do’ (Hockings 2010, 34). It is worth exploring how ‘the discourse of belonging’ (Thomas 2014 p 38) is influenced by inclusive assessment design considering the important role assessments play in higher education (Crosling et al 2009).

The initiative/practice. A collaborative action research project involving Learning and Academic Skills (LAS) professionals, academics and students taking a core business unit investigated how inclusive assessment design, interacted with changes in student sense of belonging during 2018-2020. Assessments were made more inclusive by incorporating reflective components, social media interaction and peer feedback in the instructions and rubric.

Methods of evaluative data collection and analysis. Research was conducted over five semesters with successive unit cohorts. Student sense of belonging in the unit was surveyed using a modified Classroom Community scale (Rovai 2002). In 2020 early research findings informed new inclusive assessment design, followed by subsequent rounds of surveying. Longitudinal comparative analysis of survey results was conducted.

Evidence of outcomes and effectiveness. Whilst recent research indicates that remote delivery during COVID led to disengagement amongst undergraduate students in 2020 (Dodd et al 2021), we found that inclusive assessment design may have had a mitigating influence on this. Our analysis found that overall quality of interaction with other students improved, and a positive sense of belonging to the unit cohort was maintained in 2020. Negative perception of individual learning capital and the learning environment was also reduced. These improvements varied across demographic groupings of age, gender and international/domestic status. International students reported more negatively on the learning environment whilst conversely reporting a higher sense of belonging. Students’ exposure to social networks impacted positively on their reported sense of belonging and positive interactions with others.

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P159

Teaching the teachers: using reflective assessments to enhance feedback and support**Ms Kate Roberts¹, Ms Tulsa Andrews¹, Dr Emma Price¹**¹*Federation University Australia, Mt Helen, Australia*

Background/context. Teaching an online postgraduate certificate in higher education poses challenges of understanding participants' learning and teaching contexts, as these are often deeply rooted within the context of their specific discipline and its teaching culture nuances. These learners are diverse, from multiple disciplines and varying backgrounds which necessitates strategies to understand them as individual learners. Traditional icebreakers alone are not effective enough to gain a suitable level of personal understanding of the participants context.

The initiative/practice. We used ongoing personal reflective assessment questions to help illustrate and place the individual's learning context and their own personal learning philosophy, which helps facilitate more meaningful lecturer feedback and support by constructing a coaching-based approach (Rapanta et al., 2020). These assessments are crafted to prompt reflection both inwardly on their practice and outwardly towards the context in which they teach (Larrivee, 2008). The use of video responses further adds to the 'human' factor as voice, emotions and vision of the student creates greater connection. The lecturers use this deeper understanding of the context to provide a more tailored and personalised coaching style feedback, while linking to specifically relevant course content.

Methods of evaluative data collection and analysis. Currently evaluation of this practice is exploratory only, having evolved organically to address a pedagogical gap. The intention is to conduct a widescale qualitative evaluation of current and past participant perceptions of the program and the impact that it has on perceived teaching quality, through the use of qualitative interviews and surveys and subsequent thematic analysis.

Evidence of outcomes and effectiveness. Student feedback around the overall program is consistently positive. Specifically, students often comment around the cognitive processes that the course guided them through and the positive impact that it has had on their practice and understanding of their place in academia.

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P160

Leveraging curriculum data using business intelligence to promote constructive alignment and continuous improvement at an Australian university**Miss Natalie Simper¹, Dr Beata Webb¹, Prof Carol Miles²**¹*Bond University, Gold Coast, Australia*, ²*Blackboard, Australia*

Background/context. The Higher Education Standards Framework 2021 [1] requires Australian higher education institutions to demonstrate their processes for quality assurance and alignment of learning outcomes across courses and programs. Lecturers, often unfamiliar with other courses' outcomes, may not be able to identify gaps that evidence the need for change.

The initiative/practice. The presentation introduces a digitised curriculum management system designed to aid in identifying gaps in the evaluation of assessment and learning outcomes. It also presents a case study which demonstrates its application to evaluate the processes of constructive alignment[2] in a specific department of an Australian university.

Methods of evaluative data collection and analysis. Research Methods, employed by authors representing different contextual perspectives, include quantitative research methods providing information about the completed constructive alignment projects and project outcomes. Qualitative methods employ case study interviews and principles of critical friends [3] for data collection and analysis.

Evidence of outcomes and effectiveness. Participants will be presented with a digitised curriculum tool for constructive alignment and the case study to demonstrate its effectiveness. They will reflect on the role of alignment in evaluating assessment and learning outcomes. Participants will identify strategies for engaging with colleagues at their own institutions about constructive alignment.

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Resilience of our emerging allied health professionals: An integrative systematic review

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Background/context. Health professional students find the academic experience to be a stressful one, particularly when clinic-based practicums are required in their training, yet resilience research has been undertaken almost exclusively on medical and nursing students with little attention to students training in the allied health professions (Brown et al, 2020; Sanderson & Brewer, 2017; Webber et al., 2021). Understanding resilience may support relevant curricular interventions for this population of students, with a view to facilitating them to emerge into the clinical health workforce as resilient practitioners.

The initiative/practice. A systematic review was undertaken to determine what is known about resilience in allied health students.

Methods of evaluative data collection and analysis. A protocol was developed to guide the review in which seven databases were searched; two authors were responsible for initial screening according to the developed inclusion and exclusion criteria, with referrals to the third author for mediation when there was disagreement.

Evidence of outcomes and effectiveness. Phase one of this integrative systematic review investigated resilience in the broader tertiary student population from 2000 to 2022; 387 abstracts were screened and 124 full-text articles reviewed for inclusion. Findings indicate resilience of tertiary students is of worldwide interest. A range of empirical and non-empirical studies were found as well as proposed theoretical frameworks. Phase two of this integrative systematic review then more specifically explored resilience in allied health students, confirming a paucity of literature in this specific area, warranting further research attention. Full results for phase one and two of this integrative systematic review will be reported in accordance with the PRISMA statement.

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The importance of contextualisation: Combining linguistic and sociological research for the development of engineering students persuasive writing skills

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Background/context. Embedding the development of appropriate writing skills in higher education engineering programs to meet employer expectations requires an understanding of the contextualised nature of professional writing and the writing style valued by the profession.

The initiative/practice. This showcase will demonstrate the understanding of engineering writing style that can be gained by combining linguistic analysis with sociological theories about knowledge, with a view to informing teaching materials for writing in engineering.

Methods of evaluative data collection and analysis. This study investigates 26 publicly available professional engineering reports. A mixed methods approach is used for analysis: instances of interpersonal language use are qualitatively coded based on categories from the Appraisal framework in Systemic Functional Linguistics (Martin & White 2005), and the coding categories are then quantified across the corpus. The results of the linguistic analysis are also interpreted through sociological concepts of knowledge from Legitimation Code Theory (Maton 2014).

Evidence of outcomes and effectiveness. The findings demonstrate the importance of understanding the context of an engineering report in order to achieve the desired writing style. Patterns of interpersonal language use correlate with variations in context such as the purpose of the report and the nature of the relationship between the engineering writer and the envisaged reader. These findings highlight the importance of contextualising writing tasks, to enable students to practice framing their evidence appropriately for different persuasive purposes and audiences.

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Introducing ADEPT: an evidence-based framework for enabling pedagogy**Ms Jennifer Stokes**^{1,2}¹The University of Adelaide, Adelaide, Australia, ²University of South Australia, Adelaide, Australia

Background/context. Australian enabling programs offer supported pathways to university for students from underrepresented backgrounds. Despite many universities establishing such programs, we have only limited understanding about what constitutes the most effective teaching practices in this space; consequently, Hodges et al. (2013) issued a provocation to the sector to “develop a range of appropriate enabling pedagogies” (p. 6). Subsequent research into enabling pedagogy provides insights applicable to widening university participation practice worldwide.

The initiative/practice. This paper introduces the ADEPT Framework, which articulates evidence-based enabling pedagogy that actively supports students from underrepresented backgrounds at university. The scaffolded framework advocates Accessible, Dialogic, Empowering, Purposeful and Transformative approaches. This framework supports the needs of underrepresented learners, while also valuing the diverse knowledge and capitals they bring to university.

Methods of evaluative data collection and analysis. Data was collected through case study research in an enabling program at an Australian university. Mixed methods were used to capture broad perspectives via surveys with commencing students, alongside deep reflections through semi-structured interviews with students, graduates, and academics. Thematic analysis of interview data identified patterns and nuanced understanding of student learning needs. Analysing case study data through a critical pedagogy lens highlighted systemic marginalisation of individuals (Freire, 2004), which in turn informs the enabling pedagogical approaches advocated in the ADEPT framework.

Evidence of outcomes and effectiveness. This paper contributes an innovative, evidence-based framework to an emerging field. Documenting enabling pedagogy in a clear framework supports widespread adoption of effective strategies, thereby providing a useful tool to address sector needs. This framework provides insight for educators and widening participation practitioners. The framework is readily adapted to support students from underrepresented backgrounds across all levels of university education.

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3D digital library of anatomical specimens: student evaluations of acceptability, usability, and experiences**Mr Morgan Titmus**¹, Dr Beatriz Ito Ramos De Oliveira¹, Dr Gary Whittaker¹, Dr Paul Ellery¹, Dr Hannah Radley¹, Mr Milo Radunski¹¹Curtin University, Bentley, Australia

Background/context. Healthcare professionals require a strong foundation in anatomy to effectively care for patients. Cadaveric specimens remain one of the most useful cornerstones of anatomical learning, but access to them is restricted to anatomy laboratories during limited timeslots. The inability to replicate anatomy laboratory environments online became markedly apparent during the COVID-19 pandemic. Given the absence of a suitable substitute, the future health workforce may have insufficient knowledge of anatomy (Singh, Tubbs, Gupta, et al., 2015).

The initiative/practice. The aims of this project were to a) produce and implement a digital library of interactive, high-resolution, three-dimensional (3D) anatomical models that accurately replicate cadaveric specimens, to facilitate the delivery of novel online educational experiences; and b) perform student evaluations on the acceptability, usability and experiences the 3D digital library of anatomical specimens.

Methods of evaluative data collection and analysis. Mixed methods student evaluations were applied. These incorporated two surveys, one measuring student acceptability via five statements measured on a 5-point-likert scale (Vidani, Chittaro & Carchietti, 2010) and another measuring usability through the System Usability Scale (Brooke, 1995), followed by individual student interviews. Descriptive analysis of student responses are presented and interviews were analysed and coded following the six phases of thematic analysis described by Braun and Clarke (2006).

Evidence of outcomes and effectiveness. A total of 46 students completed the surveys. There was substantial agreement that the 3D digital library of anatomical models was deemed acceptable (agreement levels between 71% to 93%) and usable (Grade: B-, 72%,) by students. Interviews with five students revealed three main themes: (1) a credible online supplementary learning resource (2) learning anatomy with 3D realism and interactivity (3) user recommendations for expanding the number of models, questions, and gamification elements.

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Surveying science students as to their needs for, and knowledge of existing, academic support to facilitate student success

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Background/context. A strong sense of self-efficacy is an important component of student persistence and success that can be developed, for example, by institutional efforts to provide support to ensure that students can meet their academic and social demands (Tinto, 2017). However, the capacity for all students to access such support may be limited by their ability to navigate through the plethora of information and multiple sites to find what they need (Davis et al., 2019; Jabar et al., 2014; Karani et al., 2021).

The initiative/practice. We surveyed a large cohort of predominantly first-year science students early in the teaching session to identify the demands mentioned earlier. The responses informed the creation of a module in the Learning Management System (LMS) site for the unit where information and links to university-provided resources were collated.

Methods of evaluative data collection and analysis. Students were invited to complete an anonymous online questionnaire during class time, which inquired about the nature of support they would want, their awareness of existing support, where they sought help as to their learning, and demographic details. The participation level was greater than 70%. Among the most common requests for support were career guidance and the availability of additional tutoring. In the second last week of the session, the students were surveyed once more about their usage of the module.

Evidence of outcomes and effectiveness. Understanding first-year students' academic needs enabled the creation of a targeted support module embedded into the unit's site on the LMS, which included information about careers and tutoring networks in addition to library, academic, pastoral and financial support. Students' usage of the module and insights into students' approaches to seeking help will be discussed in the presentation.

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Learning during emergency remote teaching: how second-years self-regulate their learning in flipped online classes

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Background/context The sudden shift to emergency remote teaching as a result of the COVID-19 pandemic impacted students' motivation, academic outcomes (Oliveira et al., 2021; Bryson & Andres, 2020; Farrell & Mason, 2021) and their well-being as students struggled with their mental health (Aguilera-Hermida, 2020; Almendingen et al., 2021; Gillis & Krull, 2020). The second-year cohort is known to struggle with their learning (Kyndt et al., 2017; Milsom, 2015; Stewart & Milsom, 2015; Virtue et al., 2017; Zaitseva et al., 2015) and experience mental health issues at higher levels than students in other years of study because of increased expectations of academic performance and financial pressures (Liu et al., 2019). Self-regulated learners take a deliberate approach to their learning by setting goals and monitoring their emotions, beliefs and behaviours to achieve their goal(s), and influences academic performance (Jackson, 2018). The challenges students face in their learning increase if they are in their second-year of study and influenced by learning experiences during a pandemic. This study examines the ways second-year students' self-regulate their learning in flipped online classes during emergency remote teaching.

The initiative/practice Flipped online has the phases of flipped learning but in place of on-campus active learning classes, synchronous classes were delivered using video conferencing technology such as Zoom. Interactive features of Zoom such as polls, break out rooms, messaging and annotations, formed the tool set used by instructors to engage students in active learning.

Methods of evaluative data collection and analysis A qualitative research inquiry involving 26 second-year students and four instructors was undertaken at a large metropolitan Australian university in 2021 across different disciplines delivered in flipped online mode.

Evidence of outcomes and effectiveness Interviews with instructors reveal a circular issue exists as they design, and re-design, for active learning yet students do not actively participate. Second-years explain their reasons for non-engagement in synchronous classes as a result of not having sufficiently formed peer relationships and feeling isolated and lonely. The students also reported they struggle with applying suitable learning strategies to achieve their goals and perform successfully in their subject. These factors influenced their motivation and affected their mental-well being, and collectively further influenced their confidence to participate.

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P167

Mapping the complexity of student evaluation**Dr Freya Wright-Brough¹, Dr Margaret Lloyd¹**¹Queensland University of Technology, Kelvin Grove, Australia

Background/context. The purposes of student evaluations of teaching in Australian higher education include regulatory and quality assurance requirements, academic recruitment and promotion, institutional performance benchmarking and course accreditation (Cunningham-Nelson, Laundon & Cathcart, 2021). Evaluations are now part of a complex map of interactions and requirements, rather than direct feedback from a student to a teacher to improve teaching.

The initiative/practice. We planned to investigate academic perspectives of the validity and utility of student evaluations of teaching in improving teaching within regulatory and other demands. To build our research questions and inform our findings, we undertook the situational analysis (Clarke, 2003) which we share in this poster.

Methods of evaluative data collection and analysis. Situational analysis is intended to “capture and discuss messy complexities” including differing and contradictory positions on particular issues and “provoke analysis of relations between them” (Clarke 2003, p. 554). This was essential in our study in identifying academic perceptions of student evaluations given the variety of functions these evaluations now fulfil and their controversial role in higher education. Drawing on our literature review and field notes from a 2021 evaluation pilot, we developed situational and relational maps to unpack the positions taken by the human and non-human actors involved.

Evidence of outcomes and effectiveness. From our mapping, we determined “what elements ‘make a difference?’” (Clarke, 2003, p.561) which enabled us to frame robust research and interview questions. This method proved valuable in collaboratively identifying and making sense of the complex relationships between elements of the research setting.

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P168

Teacher-Students Interaction in Emergency Remote Teaching**Dr Macarena Yancovic², Assoc Prof Carlos Gonzalez¹**¹Pontifical Catholic University of Chile, Santiago, Chile, ²Universidad Finis Terrae, Santiago, Chile

Background/context. Research has demonstrated that classroom interaction is important for students’ achievement. They are more likely to learn better in courses where professors deploy active and engaging approaches to teaching (Schneider & Preckel, 2017). However, little is known of what sort of interaction has been possible in the context of Emergency Remote Teaching (ERT) (Hodges et al., 2020), which is relevant given the complex nature of this environment for attempting to replicate face-to-face.

The initiative/practice. Approximately 150 university teachers were observed twice (300 online classes) in the context of ERT.

Methods of evaluative data collection and analysis. An adapted version of the COPUS (Smith et al., 2013) observation protocol was employed. It contains codes for registering both teachers and student actions during classes. Two coders observed each recorded online class. Descriptive and correlational analyses were carried out.

Evidence of outcomes and effectiveness. Results show that the most prevalent codes for teachers in ERT were related to content transmission, followed by codes associated with interaction, mainly in the form of simple questions. On the side of students, *listening* was the most prevalent code. Interestingly, the chat emerged as the most important means for student interaction: questions and answers were mainly conveyed by using this tool. These results suggest a picture of ERT where teachers focused primarily on the transmission of contents and tried to engage students in some form of interaction. Students attended in a mainly passive manner and interacted by using the chat. This work contributes by providing a rich picture of online interaction in the context of ERT, which is important for taking stock of this disruptive times and projecting the hybrid learning that is likely to emerge in a post pandemic world.

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P169

Improving student awareness of academic integrity using an online module**Ms Theresa Davern¹, Ms Leah Gustafson¹, Ms Margaret Hunn¹, Ms Sandy Rae¹**¹Griffith University, Brisbane, Australia

Background/context. Upholding the university's academic integrity (AI) policy means inducting all students into the culture of academic practices (McGowan, 2010) by educating them very early in their university career (Bretag et al., 2014). To that end, the Library was tasked by Executive to develop an interactive online resource to raise commencing students', particularly international students', awareness of AI. The online Introduction to Academic Integrity module is designed to explicitly teach students (Bretag et al., 2014; Williams et al., 2012) about key considerations regarding AI.

The initiative/practice. The module includes information about what AI is, why it is important and what it means for students at this university. Information about common forms of academic misconduct and some ways that they can behave with AI is delivered via two activities.

Methods of evaluative data collection and analysis. Two groups of international students participated in a single focus group session in a computer laboratory. Before working through the module, participants completed a two-question survey to determine their awareness, prior knowledge, and perceptions of AI. On completion of the module, a post survey was administered to find out how students' understanding, and perceptions of AI concepts may have changed. NVIVO was used for content analysis using a combination of deductive and inductive coding techniques.

Evidence of outcomes and effectiveness. Using an educative approach provided a positive learning experience which increased students' awareness and understanding of AI.

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P170

On the road again – travel challenges for women in regional universities**Dr Anitra Goriss-Hunter¹, Assoc Prof Cate Thomas², Dr Kate White**¹Federation University, Ballarat, Australia, ²Charles Sturt University, Wagga Wagga, Australia

Background/context. Narratives of women working in regional universities are chiefly missing from the literature on women's career in higher education. To address this, the authors shared data from their respective studies with the aim that this research could contribute to understanding the specific challenges faced by women in regional universities as opposed to the issues that might be encountered by their urban counterparts.

The initiative/practice. In the first study women university staff members were purposively sampled and were invited to provide a written response as an auto-ethnographic account exploring the intersection of gender and location in response to emailed questions. In the second study, women university staff were invited to provide written responses to a series of questions that explored challenges to and enablers in their career progression.

Methods of evaluative data collection and analysis. The first study employed a case study approach by collecting asynchronous data and then further in person or teleconference interviews were undertaken to seek additional critical reflection and insights. Four women from different locations and positions participated: two were academic and two were from professional staff. The second study used asynchronous email interviews to collect data from women working at another Australian regional university. 21 women participated: eleven were academics and ten were professional (often referred to as administrative) staff. After common themes were analysed and coded, the findings were shared.

Evidence of outcomes and effectiveness. The email interview research method facilitated the collection of rich data and also promoted respondents' agency, as the method's flexibility enabled them to compose their narratives in their own words, in their own time and place. The participants' writing gave voice to the stories of women working in regional universities that have previously been missing from much of the literature on women's career pathways and trajectories. A key theme of both studies concerned the challenges that women faced in managing travel requirements between dispersed campuses and their non-work responsibilities as carers. These challenges included financial cost, considerable time expended on both work and family responsibilities, and the physical and psychological impact of travel.

P171

Constructions of empathy and fairness in student perspectives on equity policy for ‘non-traditional’ studentsDr Maree Martinussen¹¹The University of Melbourne, Melbourne, Australia

In recent decades, strategies for improving diversity and inclusion have become established features of the university landscape, but a persistent underrepresentation of people from low socioeconomic and ‘non-traditional’ backgrounds remains (Cunninghame et al., 2016). This poster will discuss the preliminary findings from a project exploring student perceptions of how universities can or should accommodate the needs of such equity-seeking students. Students from all backgrounds and study levels enrolled at the University of Melbourne were invited to participate. The research asks how the ‘disadvantages’ of ‘non-traditional’ students are constructed as they circulate in the wider student body. How do non-equity status students conceive policy-making on diversity? How are affirmative-action oriented services evaluated, and positioned as un/fair? I explore these sensitive and politically contentious topics through vignette methods (Gray et al., 2017). For the majority of the sample (n=150), made up of primarily high SES students, while there is empathy for the non-traditional student characters depicted in the vignettes, many respondents place high expectations on equity-seeking students to prove their status as worthy recipients of allowances and additional support, overlooking intergenerational inequalities. The findings contribute to research seeking to understand the cultural climate of Australian universities with regards to social class, intergenerational educational inequality and equity policy, including affirmative action strategies.

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P172

Understanding how and why students use online ‘buy, sell or trade’ file-sharing/tutoring services and the ethical impacts for tertiary institutionsAssoc Prof Christine Slade¹, Dr Guy Curtis, Ms Sheona Thomson¹The Institute for Teaching and Learning Innovation, The University of Queensland, St Lucia, Australia

Background/context. Arguably, the ethical aspects of students’ use of tutoring and file-sharing services are more challenging to understand than contract cheating as the line between academic integrity and misconduct is often unclear. Research by Bretag et al. (2018) found that the cheating group was twice as likely as the non-cheating group to use ‘buy, trade or sell’ sites, but completed assignments were more commonly shared than notes for both groups. More recently, Lancaster and Cotarian (2021) examined the daily quantum of assessment-related question and answer transactions on a popular STEM file-sharing site and the ensuing academic integrity implications. However, we know little about students’ motivation to use these services.

The initiative/practice. This research sought to understand how and why students use file-sharing/tutoring sites and provide evidence for universities’ policy and practices to guide student behaviour.

Methods of evaluative data collection and analysis. A two-pronged approach of a) student online survey and b) text mining of publicly posted social media for assessment sharing related themes was used. Descriptive statistics will be presented for the student survey and qualitatively derived themes from the social media analysis.

Evidence of outcomes and effectiveness. Provision of support for educators and institutional decision-makers through online professional development activities and resource development to guide students’ behaviour.

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