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A masterclass in multimedia: Evidence from 30 systematic reviews

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Background/context. Multimedia is ubiquitous in 21st-century education. Doing it well can make large differences for our students' learning, based upon cognitive load theory (Sweller, van Merriënboer, and Paas 1998; Sweller, van Merriënboer, and Paas 2019) and the cognitive theory of multimedia learning (Mayer 2008, 2014). We sought to identify how to best design multimedia and review how well those learning theories held up to meta-analyses.

The initiative/practice. This workshop will cover the 11 design principles for evidence-based multimedia design. We will also cover storytelling and engagement principles used in drama and popular non-fiction to hook audiences and make multimedia compelling.

Methods of evaluative data collection and analysis. To inform the initiative and practice, we present the data from two systematic reviews (blinded for review): one of randomised trials using video in higher education, and one meta-review of all systematic reviews looking at ways to improve multimedia design.

Evidence of outcomes and effectiveness. We conducted a systematic review of randomised experiments using video in higher education and found 105 studies. Overall, we found videos increased learning compared with existing teaching ($g = 0.28$), and when added to existing teaching ($g = 0.80$). But, we found few significant moderators for *how* to make better multimedia. We followed up with a meta-review (systematic review of systematic reviews) of how to better design multimedia. We found 29 reviews including 1,189 studies and 78,177 participants. We found 11 design principles that demonstrated significant, positive, meta-analytic effects on learning and five that significantly improved management of cognitive load. The largest benefits were for captioning videos, temporal/spatial contiguity, and signaling. We also found robust evidence for modality, animation, coherence/removing seductive details, anthropomorphics, segmentation, personalization, pedagogical agents, and verbal redundancy effects. Good design was more important for more complex materials, and in system-paced environments (e.g., lectures) than self-paced ones (e.g., websites). This workshop will help educators use these principles in higher education settings.

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Moving to new horizons of understanding: Undergraduate health discipline students lived experiences of embarking on a study abroad program**Ms Theresa Harvey¹**, Assoc Prof Julie Shaw², Adjunct Assoc Prof Anthony Welch²¹Australian Catholic University, Banyo, Australia, ²Central Queensland University, Rockhampton, Australia

Background/context. Short-term international study experiences (STISE) abroad provide a period of mobility (less than 8 weeks duration) for higher education students, aimed at augmenting their personal learning and understanding of another culture and country within a discipline context. Study abroad has been found to be a valuable learning experience, however, there is limited literature that reports the actual personal experiences that focus on tertiary students studying a health discipline, who have undertaken a STISE program.

The initiative/practice. It is important to examine health students' personal and professional learnings acquired from a STISE to gain an understanding of how the experiences impact them and what skills, attitudes and values they develop that they can transfer to their professional roles. The purpose of this research was to explore the lived experience of undergraduate health discipline students who participated in a STISE program.

Methods of evaluative data collection and analysis. Utilising a descriptive phenomenological methodology in the tradition of Husserl, 21 students from two Australian universities, studying social work, midwifery, paramedicine and nursing, who had participated a STISE program, volunteered to be interviewed. Data was analysed using Colaizzi's (1978) seven step data analysis framework to ensure a rigorous, structured and flexible approach to the study.

Evidence of outcomes and effectiveness. Five main themes emerged, with the participants in this study identifying key areas which can impact on a positive and successful short-term international study abroad program. The findings provide further evidence that the exposure to different cultures and the challenges participants experience during a STISE, aid them to become increasingly aware of the need for cross-cultural knowledge, the importance of practicing cultural safety as healthcare professionals and provide new ways of viewing themselves and their professional practice. While it might be asserted that this current study has increased the growing literature around the nature of these learning experiences for healthcare discipline students, it has also identified further areas for future research.

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Internationalising an undergraduate nursing curriculum at home**Dr Jacqui Young¹, Ms Theresa Harvey¹**¹Australian Catholic University, Banyo, Australia

Background/context. Given the fast pace of globalisation, it is evident that nursing students require exposure to a range of cultures to achieve intercultural competencies needed to effectively work with people from diverse backgrounds. One way of aiding this is to utilise a Collaborative Online International Learning (COIL) program to develop learning communities regardless of geographical location. These programs have emerged as a pedagogical method that deepens global engagement by linking students who have different cultural and geophysical perspectives and experiences (de Castro et al., 2019). The integration of a Community of Inquiry (CoI) framework within a COIL program provides the opportunity for students to be active participants in a global community. The CoI framework creates a meaningful learning experience through the development of three interdependent elements, teaching, social and cognitive presence; interconnecting with Vygotsky's learning theory (Vygotskii, & Cole, 1978).

The initiative/practice. A three-week component of a 3rd year unit of study was chosen to integrate this collaboration with USA partners. There were six COIL tutorial groups conducted with equal numbers of Australian (n= 120) and American students. A co-teaching model of faculty (N=12) from both universities facilitated the tutorials.

Methods of evaluative data collection and analysis. Students were invited to complete a pre-post retrospective designed survey to collect quantitative and qualitative data. Descriptive statistics are reported for the quantitative data, and the qualitative data was analysed utilising thematic analysis.

Evidence of outcomes and effectiveness. Utilising COIL with a CoI framework has been successful in connecting students in two countries to expand on intercultural competencies. The interconnecting importance of the teaching, social and cognitive presence played a significant role in the educational experience of the students. Students highlighted the change in perspective they had about other cultures and the meaning of this to their profession and their future practice.

This research contributes to the pedagogy surrounding the global engagement of students and how it broadens their cultural lens. In addition, the findings add to existing knowledge about these programs and will aid others in the development of a cost effective immersive international experience for health discipline students.

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Professional identity development in undergraduate psychology students. The missing link.**Dr Celine Jona**¹, Dr Prudence Millea¹, Dr Tamara De Regt¹, Dr Kristen Tulloch¹¹University of the Sunshine Coast, Sippy Downs, Australia

Background/context. 'Professional identity' refers to how individuals perceive themselves in relation to their career and the way individuals have personally accepted and internalized their profession's values and ways of working (Tan et al., 2017). Previous research has indicated that a lack of professional identity in university students, has negative implications for academic and graduate success, academic identity (self as a student) and the student experience (Mancini et al., 2015; Jensen & Jetten, 2016). In undergraduate psychology students, there are several potential barriers to the development of professional identity, including the lack of placement to connect students to the psychology profession, large cohort sizes and competitiveness to enter post-graduate training.

The initiative/practice. Given the espoused limitations of professional identity development in this population, we aimed to understand the experience of professional identity development in undergraduate psychology trainees.

Methods of evaluative data collection and analysis. Using reflective thematic analysis, we analysed semi-structured focus groups and interviews with seven first-year psychology trainees.

Evidence of outcomes and effectiveness. Participants described a lack of connection to the psychology profession and that the lack of both meaningful professional connections and ability to call themselves a 'psychologist' contributed to their lack of identity. We describe implications for academic institutions to integrate targeted interventions to improve psychology trainees' identity development in a cost-effective and ethical manner. This understanding may inform developments promoting course satisfaction and greater transferability of professional identity.

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Using Koodjal djinang (two-way seeing) to embed Aboriginal perspectives into biomedical science curricula**Dr David Coall**¹, Dr Francesca Robertson¹, Dr Noel Nannup¹, Assoc Prof Daniel McAullay¹, Ms Alison Nannup¹, Prof Braden Hill¹¹Edith Cowan University, Joondalup, Australia

Background/context. As our world and learning environments change at ever increasing rates, the value of diverse perspectives around any issue has never been clearer. This presentation details a collaboration between Aboriginal and non-Aboriginal researchers using the concept of *koodjal djinang* (two-way seeing) that has culminated in the embedding of Aboriginal perspectives into a biomedical science curriculum.

The initiative/practice. Over the past six years research integration between Aboriginal and non-Aboriginal researchers has enabled a rewarding exchange of information, ideas and perspectives. The *koodjal djinang* (two-way seeing) concept has been used to investigate family systems and the environment. These relationships, and the generosity of the Kurongkurl Katitjin staff and Elders, identified the value of presenting both local Nyoongar and European perspectives together to transform existing teaching material.

Here we detail specific examples of synergies where *koodjal djinang* has been used. These include a learning opportunity where research integrity is discussed through a published example of scientific racism that student's critique. As a counterpoint to combat the issue of scientific racism, the Nyoongar documentary *Synergies* is used to bring understanding of and demonstrate the independence and convergence between Nyoongar and non-Aboriginal knowledge systems. The vital role of family and grandparents in Nyoongar culture and the resilience it brings now and over the past 50,000 years is highlighted through an on-going *Moort* (family) research program exploring the traditional and contemporary Nyoongar family system. This is applied in class to understanding the impact of climate change and the evolution of longevity in humans.

Methods of evaluative data collection and analysis. The *koodjal dinang* content was established through an iterative narrative review based on words of Elders and commentaries where Nyoongar people are primary sources, and early settler observations with themes confirmed through interviews with ten Nyoongar parents (or carers). Formal student evaluations are demonstrating the value of *koodjal djinang*.

Evidence of outcomes and effectiveness. This research journey, that has embedded Aboriginal perspectives into a biomedical science curriculum, is broadening students' perspectives on content and humanity, and combating epistemological racism. Students recognise this material is "very informative and it has allowed me to see things from a different perspective." What better way to understand our changing world than from one of the oldest living cultures?

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Cultural competence on the front line of higher education

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Background/context. Aboriginal and Torres Strait Islander support programs were established in South Australia in the 1970s. In the 1980s and 1990s, Indigenous support programs were more broadly adopted and Indigenous academic units/Schools were developed with the goal of improving quality education for Indigenous students, increasing funding and improving awareness of Indigenous issues. Yet, First Nations peoples have historically experienced limited access to culturally appropriate health, social and educational services (Universities Australia 2011). Educational institutions have a distinct opportunity to position as agents of change to influence respective educators and students regarding cultural competency (Behrendt et al. 2012; Universities Australia 2011). Accordingly, some institutions have embedded cultural competence in the curriculum.

The initiative/practice. On the front line of higher education, educators deliver this curriculum with the goal of enabling students to be culturally competent graduates and service providers. To this end, some institutions offer cultural competency training. Measuring educator cultural competence should be part of this training process.

Methods of evaluative data collection and analysis. This paper presents a review of cultural competence measures to show an absence of instruments specifically designed for the context of Australian higher education and Indigenous cultural competence. Aiming to close this gap, a proposed instrument draws on items from identified reliable and valid instruments and comprises 31 items. Consultation with local Indigenous leaders recommended offering an open-ended response after each item to facilitate any depth of knowledge to be shared. Survey respondents will also be invited to participate in a follow up interview.

Evidence of outcomes and effectiveness. This proposed instrument has not yet been administered to educators.

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Refugees' experiences with online higher education: Impact and implications through the pandemic

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Background/context. Considering recent events, it is becoming extremely difficult to ignore the impact of COVID-19 on vulnerable populations. Of particular concern is refugees' experience with online learning in higher education. From the fragile and uncertain circumstances which accompany emergency contexts, it can be observed that studies over the past decade have provided important information on the challenges and opportunities encountered by refugee populations in various contexts. So far, however, there has been little discussion about their *experiences* with online learning in higher education during the pandemic.

The initiative/practice. The aim of this paper is to explore refugees' experience with contactless higher education during the pandemic in several contexts, and the challenges they faced during the lockdown.

Methods of evaluative data collection and analysis. This study conducted a scoping review to identify relevant studies that explore refugees' experiences and challenges with online higher education during COVID-19. The scoping review was underpinned by the five-phase framework of Arksey and O'Malley. As this scoping study involves a systematic review of the literature, the process by which to extract data was carried out through the Preferred Reporting Items for Systematic Reviews (PRISMA). Relevant documents were extracted from Scopus and Google Scholar. Scopus allowed for a proximity search, an established advanced search procedure, with two proximity operators: W/n "within n words of, and PRE/n "precedes by", while Google Scholar enabled a wider range of studies and reports on refugees examined within the scope of the research. The identification and extraction of data involved review of studies published between March 2020, when the World Health Organization officially declared the outbreak as a pandemic, to January 2022. Inclusion criteria included peer-reviewed articles in English specifically addressing refugee experiences with online education as well as articles that identified and discussed challenges and opportunities faced by refugees within the sphere of COVID-19 and higher education.

Evidence of outcomes and effectiveness. This study unearthed not only a lack of inclusion to online higher educational opportunities for refugees, but deeper levels of unrest impacting their experiences. Through this, implications for practice and policy are presented, which can be transferred to numerous fragile contexts.

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'Just like me.'(?) Exploring the role of affinity bias in marking cultural competence assignments in an Australian higher education institution**Mrs Amy McHugh Cole¹, Dr Matthew Tyne**¹University of Sydney, Darlington, Australia

Background/context. Evidence exists to support anonymous marking of assignments in higher education (Malouff et al., 2014). However, in subjects where students may be asked to critically reflect on their own cultures, identities, and experiences, personal information will likely be disclosed through the assignment. A feature of developing cultural competence is to develop skills on critical reflexivity (Walker et al., 2014). In an asynchronous online cultural competence course at an urban Australian university, the first assignment in the unit asks students to write a critical self-reflection to explore who they are and why they are taking a course on cultural competence. We ask them to consider what assumptions, values and beliefs about cultural differences they've brought with them into the unit; to think about how their social positioning, worldview and/or socialisation has shaped their assumptions and beliefs about cultural difference, and how they have shaped their motivations. This invites students to share often deeply personal experiences and thoughts, and therefore gives those marking the assignment insight into who they are. Students may also disclose something of their experiences of being marginalised because of their class, ethnicity, religion, or sexuality.

The initiative/practice. This research examines the authors' experiences of affinity bias while marking and how we work through our tensions in this space. Questions the authors' ask themselves include: How might I address my bias when marking assignments by students who are 'just like me,' or not like me?

Methods of evaluative data collection and analysis. An autoethnographic methodology (Meekums, 2008, Ellis et al., 2010) will be utilised to examine our experiences of bias in our marking practice. Autoethnography lends itself well to this type of inquiry as it allows us (the researchers/subjects) to probe and analyse our personal experiences and stories to see how they impact our marking practices in a course on cultural competence.

Data will be collected using focussed conversations with one another paired with journal entries as we take a personal narrative approach to autoethnography (Ellis et al., 2011). The personal feedback we provide to each student over the six-week period that we mark their anonymous assignments will also be included as we navigate the tensions we might feel or face in terms of our affinity biases. A reflexive thematic analysis (Braun & Clarke, 2022) approach will be used to analyse the data and to give us a better understanding of our experiences and tensions in this space.

Evidence of outcomes and effectiveness. A discussion about the findings and possible future applications will be discussed in the presentation as data is currently being collected and analysed.

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Equitable and inclusive for all? Evaluating the website accessibility of Australian universities**Mr Md Badiuzzaman¹, Dr Veronica Jiang¹**, Lily Ann Quach¹¹UNSW, Sydney, Australia

Background/context. The websites of universities play a vital role in the academic success of students (Alahmadi & Drew, 2017). In Australia, the Disability Discrimination Act 1992 and Disability Standards for Education 2005 require that students with disability have a right to access and participate in education the same as students without disability. Web accessibility evaluation is a crucial equity initiative in determining the effectiveness of websites for students/visitors with disabilities.

The initiative/practice. Previous studies indicated that universities from the Oceania region have a crucial need to improve the accessibility of their websites (Alahmadi & Drew, 2017; Alexander, 2004). This paper intends to evaluate the contemporary accessibility status of Australian university websites. To do this, we evaluated the accessibility of 43 Australian university websites under Web Content Accessibility Guidelines (WCAG) 2.0 Level AA standards.

Methods of evaluative data collection and analysis. All Australian universities' websites were audited between August to October 2022. Initially, an evaluation strategy was developed to maintain consistency among checkers and reduce personal bias. Two authors separately evaluated 16 accessibility checkpoints of the index page and course guideline page using different automatic tools (e.g., Google Lighthouse, axeDev) and performed manual checking. A blind audit approach was applied to compare the test result from independent checkers and the inter-rater reliability is high, which enhanced the rigour of the study.

Evidence of outcomes and effectiveness. Our result suggests that 56% of Australian universities' websites possess satisfactory accessibility scores, while 44% of universities' websites require improvement. The overall comparison with previous studies reveals significant progress. This study also identified some limitations of widely used automatic accessibility checker tools, which have the potential to affect the accessibility evaluation.

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Should Australian universities adopt a position of principled neutrality?

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Background/context. Universities are sometimes said to have become politicised institutions in which teaching, learning and research are all suffering due to a stifling culture of conformity. This may or may not be true but it remains a persistent perception that clearly needs to be addressed if universities are to be the widely trusted and valued institutions that they presumably could and should be.

The initiative/practice. The idea of *principled neutrality* has long been suggested as the best way by which to avoid politicisation, protect academic freedom, respect freedom of speech, and maintain the public's trust. When a university adopts a position of principled neutrality it does not, *as an institution*, take a stand on issues of social, political or scientific interest. In the words of the *Kalven Report* (1967): "The instrument of dissent and criticism is the *individual faculty member* or the *individual student* [emphasis added]. The university is the home and sponsor of critics; it is not itself the critic. It is, to go back once again to the classic phrase, a community of scholars." Yet principled neutrality actually has a wide range of implications, some of which are not widely understood. In this paper we outline some of the implications that principled neutrality can have, not only for academic freedom and freedom of speech but also for ideological diversity; the management of endowment funds; diversity, equity and inclusion initiatives; and for student mental health. Through this discussion our principal aim is to critically examine the implications of principled neutrality, to encourage an interest in the evidence we present, and to arrive at an informed position.

Methods of evaluative data collection and analysis. Our paper is a practical piece of policy-oriented scholarship for which we have undertaken a transdisciplinary review of the literature on the politics of academic freedom. We have also applied the tools of critical discourse theory so as to better understand the social power of institutions and institutional discourse. This approach provides our audience with an informed discussion about principled neutrality and its consequences in a university setting.

Evidence of outcomes and effectiveness. The value of our analysis can be assessed, at least in the first instance, by the quality of discussion that it stimulates amongst participants at the HERDSA conference.

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Why diversity matters to science**Prof Margaret Blackie¹**¹Rhodes University, Makhanda, South Africa

Background/context. In the Western world, universities are grappling with issue of diversity and inclusion. In the context of South Africa this has been expressed through calls for decolonisation and the inclusion of traditional knowledge systems in higher education. Against this backdrop the response of STEM academics has largely been one of resistance. The objections can be caricatured by the phrase 'science is objective'. In this paper I will show that this position is one of naïve realism (MacGilchrist, 2021). This position fails to recognise that the development of scientific knowledge is a social activity.

The initiative/practice. This paper which draws on the work Bhaskar (1978). I argue that science has three elements – the physical world, the conceptual world and the social world. Taking chemistry as an example – the physical world is the limited to the atomic/molecular; the conceptual world is the canon of chemistry and the social world is the community of chemists who dictate what concepts comprise the canon (Blackie, 2022; MacGilchrist, 2021). This brings the community of chemists into view. From there it will be shown that science itself benefits from diversity of perspective. This diversity of perspective has multiple dimensions: specialism; educational formation; mother tongue; gender; sexual orientation; socio-economic stratum; geography of upbringing.

Methods of evaluative data collection and analysis. This paper is a conceptual paper

Evidence of outcomes and effectiveness. Bringing the social world into view has direct implications for the ways in which we think about hiring academics and recruiting graduate students. In South Africa, racial transformation has been attempted through the notion of 'Growing our own timber' - recruiting black academic staff members from one's own graduates. This paper suggests that this approach may be not effect real transformation of the system (Mkhize, 2022).

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Navigating the grey area: How idealism and relativism influence student decisions on small stakes cheating**Dr Suzanne Bonner¹**¹The University of Queensland, St Lucia, Australia

Background/context. Ethical ideologies shape the values and beliefs of students. Idealism and relativism drive an individual's decision making, making it a strong predictor of their choices (Zaikauskaite, Chen, and Tsivrikos, 2020; Park, 2005). Idealists view certain actions (e.g. honesty or fairness) as inherently good or bad in decision making. Relativists believe all decisions are relative to the situation and tied to a society or culture.

The initiative/practice. We explore the relationship between students' self-reported ethical perspectives and their understanding of what is considered ethical and unethical behaviours. We postulate that students with strong idealistic beliefs may be less likely to cheat on online quizzes, as they view cheating as universally unacceptable. Alternatively, individuals who hold more relativistic beliefs may be more likely to cheat. By understanding this issue, we can integrate ethics into our curriculum to support ethical development of our students.

Methods of evaluative data collection and analysis. Data was collected from a survey of 244 students across four semesters. Students' ethical perspectives were categorized based on Forsyth's (1980) Ethics Position Questionnaire (EPQ), which measures ethical ideology along two dimensions: relativism and idealism. This information was used to evaluate student views of scenarios, including small stakes cheating on online quizzes and misrepresentation of potential employment activities via resumes and report writing. We utilized an ordered logit model. Additionally, we investigated students ethical perceptions based on Forsyth's taxonomy of moral philosophies to determine if there are differences across gender, discipline or enrolment type.

Evidence of outcomes and effectiveness. We find students with high levels of idealism are less likely to cheat. Relativism plays no role in the decision to engage in low stakes cheating. Literature suggests economic students have been found to participate in more defective behavior in comparison to non-economics students, however our results show no difference in outcomes.

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Employing distributed leadership to motivate change at institutional level: A vignette

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Background/context.

UniSA has a key strategic ambition to move towards more authentic forms of assessment, including shifts to policy, systems, curriculum design, and educational practice. Academic Developers (ADs) in the Teaching Innovation Unit have shown leadership in this process through “a mix of top-down, bottom-up and middle-out contributions” (Amey, 2006, p. 157). This presentation explores how ADs engaged in complex interactions and processes to develop networks for knowledge sharing through roles such as lobbyists, change partners, educators and influencers (Fremstad et al., 2019) to facilitate the implementation of the policy.

The initiative/practice.

ADs interacted with “groups or networks of individuals in conjoint activity through the pooling of individual initiative and expertise” (Jones et al., 2014, p. 606) to: 1) curate UniSA’s Authentic Assessment (AA) definition; 2) develop academics’ skills to specify authenticity of assessments through explicit statements to engage students; and 3) establish the Assessment Design Lab (ADL), a community of practice to showcase and champion AA across UniSA.

Methods of evaluative data collection and analysis.

Mixed-method research design was employed to investigate: 1) What strategies were implemented by ADs to lead the AA initiative? and 2) How, and in what ways, has AA been taken up by academics across the institution? Reflective practitioner research guided our approach, which included collecting and analysing data including comments made by academic staff, level of engagement in various AA events organised by ADs, and number of references made to the definition in their practices.

Evidence of outcomes and effectiveness.

Feedback from academics about the definition and willingness to embrace change in assessment practices have been overwhelming. ADs are continuously contacted by academics for guidance to change current assessments. In the 2022 T & L Symposium organised by the ADs, one third of the presentations showcased AA with reference to the definition. Through distributed leadership, ADs were successful in motivating change in assessment practices.

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Values-led university middle leadership for transformative academic program development: Student perspectives, middle leading practices and enabling and constraining practice architectures**Dr Louise Maddock¹**¹Griffith University, Gold Coast, Australia

Background/context. Academic middle leadership for learning and teaching in universities is important for enabling learning and teaching transformations that enhance the student experience (Marshall, 2012). Previous research highlights the critical leadership role of program leaders (Aitken, & O'Carroll, 2020; Cahill, et al., 2015), whilst identifying a lack of studies examining their everyday practices (Maddock, 2023; van Veggel, & Howlett, 2018).

The initiative/practice. The current study was part of a larger qualitative research project and aimed to critically examine the academic middle leading practices of program leaders enacted during academic program development and the associated site-specific social-political, cultural-discursive and material-economic practice architectures. The purpose was to gain a deeper understanding of academic middle leading for program development to inform middle leading practice and related organisational development and support for middle leadership roles.

Methods. A site-ontological design methodology employing multiple qualitative methods was utilised. Data was collected over a one-year period through peer observations in practice sites, narrative-inspired interviews with program leaders, focus group discussions with final-year students and program-related documentation. Data was analysed using narrative analysis, content analysis, and thematic analysis, informed by the Theory of Practice Architectures.

Evidence of outcomes and effectiveness. Findings revealed that the program leaders' site-specific social-emancipatory, participatory and inclusive middle leading practices for program development enabled transformative student learning and transformations in community practices. Middle leading practices were enabled and/or constrained by multi-dimensional and multi-layered social-political, cultural-discursive and material-economic practice architectures found in or brought to the site. Program middle leading was confirmed as a practice-changing practice in the higher education complex. This study contributes to the university middle leadership for learning and teaching literature. Further studies conducting similar analyses of program middle leading practices in other discipline-specific sites within universities world-wide is recommended, particularly in collaboration with traditionally under-represented individuals and groups as co-researchers.

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Teaching and learning assessment dashboards: holistic approach to enhancing quality assessment

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Background/context.

Good assessment practices should be at the center of program and course design (Loughlin, Lygo-Baker & Lindberg-Sand (2020). One of the challenges confronting the higher education sector is the need to balance the use of assessment for quality assurance and accreditation versus assessment for motivating and improving learning (Biggs & Tang, 2011). Given the dual purpose of assessment, UniSA has developed program assessment dashboards. This presentation will focus on their development, share challenges, and its emerging benefits for higher education.

The initiative/practice.

UniSA has a key strategic ambition to review and reshape our programs, whilst moving towards more authentic forms of assessment. To achieve these aspirations, and continue to revise and improve our assessment practices, we must be able to accurately capture, report and map the diversity of assessment types, and frequency of assessment.

Methods of evaluative data collection and analysis.

A new classification model for coursework assessments was implemented and course assessment data was re-classified. Re-classified assessment data was leveraged in the program assessment dashboards. Reflective practitioner research guided our approach, which included collecting and analysing data comprising comments made by academic staff, level of engagement in testing the dashboard, and feedback about its usability.

Evidence of outcomes and effectiveness.

The dashboard provides filterable visuals of all assessments in the university. The visuals afford users the ability to interrogate assessment data including frequency, authenticity, format, domains and grades thus resulting in transparent assessment practices, which allows stakeholders to make decisions about the curriculum as well as teaching and learning activities. This tool will facilitate critical conversations regarding our future assessment practices.

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Transforming a university curriculum framework during Covid-19: the highs and lows**Prof Bridget Kool**¹, Assoc Prof Peter Shand¹, Dr Gayle Morris¹¹University of Auckland, Auckland, New Zealand

Abstract: Despite the well documented usefulness of curriculum transformation,¹ there are scant published examples of localised curriculum transformations.² In 2020, the University of Auckland's launched a new strategic plan and vision 'Taumata Teitei'. The 'Education and Student Experience' strategic priorities of Taumata Teitei signal our commitment to delivering:

- Accessible, equitable lifelong higher education opportunities
- Student-centric learning, co-curricular and extra-curricular cultures
- Education that is research-informed, transdisciplinary, relevant and with impact for the world
- Graduates who make the world better tomorrow than it is today

The Curriculum Transformation Programme is delivering on the 'Education and Student Experience' priorities. During July-December 2021, the focus was on ideation and design of the Curriculum Transformation Framework (CFT) and a refresh of the University's graduate profile. A taskforce of over 40 academics from across the University's eight faculties and two Large Scale Research Institutes was established to develop the CFT including: curriculum structure recommendations, introduction of/or strengthening of the hallmark elements identified in the plan into the curriculum and developing Signature Pedagogical Practices to guide teaching delivery. A comprehensive consultation process was embarked on. In 2022, the focus shifted to approval of the framework, and preparing for implementation, supported by the establishment of Faculty Implementation Teams embedded within each faculty. Alongside of planning has been a programme of professional learning, a suite of resources to support the required changes, the development of a comprehensive evaluation framework, and a related programme of research. Students have been actively involved in the process from the outset. 2023 will focus on early adoption of changes; prioritisation, and readiness for implementation; and embedding of the evaluation framework. By 2025 it is hoped that the CF changes will be realised at scale.

This presentation will focus on the trials and tribulations of the CFT realisation, early measures of success, and the lessons learned.

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Recognising Teaching and Learning in all contexts: the PSF 2023Mr Ian Hall¹, **Prof Abby Cathcart**², Kathryn Harrison-Graves¹¹Advance HE, York, United Kingdom, ²Queensland University of Technology, Brisbane, Australia

Background/context. The Professional Standards Framework for Teaching and Supporting Learning in Higher Education (PSF) was established in 2006 and initially revised in 2011. Since its inception over 165,000 staff in 107 countries have been awarded Fellowships based on the PSF to recognise their teaching and learning support practice, including over 6,500 in Australia and 600 in New Zealand.

The initiative/practice. In 2022 an extensive consultation exercise was conducted to revise the PSF to reflect the different contexts in which teaching and learning were taking place.

Methods of evaluative data collection and analysis. The framework review was overseen by a Steering Group featuring senior representatives including colleagues from Australia, New Zealand and UK. It took the form of a three phase consultation. Phase 1: The project team reviewed existing literature reviews and data about PSF2011, and conducted 28 online stakeholder consultations sessions, with 300 participants. This resulted in a first revised framework and informed the design of an online survey. Phase 2: An online survey was conducted, and further engagement sessions were held with key groups, including a roundtable with Aboriginal and Torres Strait Islander staff. Over 500 responses were received to the survey, culminating in a further draft version. Phase 3: The framework was tested with users to inform final amendments, and the updated framework was launched globally on 31 January 2023.

Evidence of outcomes and effectiveness. PSF2023 (Advance HE, 2023) now includes greater emphasis on the context of a person's teaching, along with a stronger focus on effectiveness, impact and inclusion. The language in the framework is now clearer, and the requirements for each descriptor more succinct. The framework has been well received globally and it is expected this will offer benefits to the higher education sector, which will be evaluated as the framework is embedded.

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The role and impact of a small internal grants program for Scholarship of Teaching & Learning capability uplift**Assoc Prof Jo-Anne Chuck¹, Dr Jo-Anne Kelder²**, Assoc Prof Brahm Marjadi¹, Assoc Prof Ricky Spencer¹, Prof Simon Bedford¹, Dr Colin Clark¹¹Western Sydney University, Sydney, Australia, ²Jo-Anne Kelder Consulting, Hobart, Australia

Background. Communities of practices such as Badugulang, a Centre of Teaching and Learning (T&L) Excellence, can successfully support academic staff motivation to improve the quality of their Scholarship of Teaching & Learning (SoTL) (Tierney et al., 2020). By providing mentoring and professional development incentivised by small grants, Badugulang delivered a novel intentionally designed project to increase SoTL capability aligned to the T&L direction of the University.

Description. Competitive funding (~\$10,000 per project) with embedded consultant support accelerated SoTL capability within in three months. Evaluation of proposals included a project plan (with a digital artifact), mentoring (e.g., inclusion of Early Career Researchers/Sessional Staff), and a dissemination plan. Twenty-seven grants involving 134 staff were redeveloped with mentoring, seven 'sounding board' meetings, mandatory research design quality checks, and up to four hours project-specific support (e.g., method development, ethics and project skills).

Evaluation Method. Success of the project was evaluated by analysing the capability uplift from initial submissions to revised proposals, and project completion reports. Survey responses from grant assessors, and project teams including the consultant, focused on facilitators, barriers and challenges.

Evidence of outcomes and effectiveness. The projects encompassed a range of topics, disciplines and research methods, with the establishment of cross-project linkages. Project maturity ranged from pilot to established research. Leveraging preapproved ethics applications, the submission of amendments supported staff confidence in ethics processes, use of data for research, and projects well-aligned with the University's T&L strategies. Projects as a context for developing SoTL leadership and within-team capability were achieved with 46 (34.3%) project members identified as new to SoTL; 45 (33.6%) ECR; 35 (26.1%) casual/sessional; and 22 (16.4%) students. While the constrained grant timeframe was a significant barrier, tailored expert guidance and topical webinars positively contributed to achieving intended outcomes. Mid- and long-term follow-ups will measure further impacts.

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Long-term impact of HEA Fellowship: a narrative study**Assoc Prof Barbie Panther¹, Dr Lauren Hansen¹**, Dr Julia Savage¹, Ms Jen Aughterson¹¹Deakin University, Burwood, Australia

Background/context. The Deakin HE Fellowship program has been delivered since 2018 with over 200 fellows. It is a voluntary program providing formal recognition of quality teaching and leadership. Demonstrating the impact of professional learning on teaching practice is complex. Cathcart et al. (2020) saw positive impacts in successful candidates' identity, teaching practice and inclusion in the teaching and learning community. In contrast, van der Sluis (2021) found that participants did not see the value of the HEA Fellowship for enhancing teaching practice. Shaw (2018) notes that further exploration of the deep, long-term impacts of the program.

The initiative/practice. Ongoing program evaluation captures the impact of the program on completion, with applicants finding the program valuable for reflecting on practice and recognition. The current study seeks to further examine the program's lasting impact with participants drawn from the initial cohorts of participants (2018/2019). The study seeks to determine what the impact of the Fellowship looks like in practice, leadership and career development four years after participation.

Methods of evaluative data collection and analysis. Twenty-four members of the 2018/2019 program cohort were invited to participate in semi-structured interviews. Six in-depth interviews were conducted with two professional and four academic staff (Level B-E). Data was analysed using narrative approach, drawing on the "stories" participants constructed to make meaning of their experiences since completing the Fellowship.

Evidence of outcomes and effectiveness. All participants saw ongoing value of the Fellowship. For some, impact was conceptualised as an altered lens through which they viewed their own, and other's teaching practice. This was strongest in those who remained engaged in the program as assessors or mentors. Several participants reflected that the formal recognition validated their existing practices, while others noted a significant change in their professional identity as teaching and learning practitioners following this recognition.

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Enhancing assessment through a critical thinking focus: A co-inquiry in higher educationMs Yael Leibovitch¹, **Dr Peter Ellerton²**, Prof Deborah Brown³¹The University of Queensland Critical Thinking Project, St Lucia, Australia, ²The University of Queensland School of Education, St Lucia, Australia, ³The University of Queensland School of Historical and Philosophical Inquiry, St Lucia, Australia

While today's employers identify critical thinking and collaboration as essential to workplace success, these skills remain in short supply (The state of Australia's skills, 2021). It is widely agreed that the development of higher order thinking skills, at least in part, lies in the hands of universities, however most tertiary programs struggle to explicitly teach and assess such cognitive skills (Arum & Roksa, 2011; Lodge & Bonsanquet, 2014). In consideration of this challenge, drawing on Ellerton's (2019) Pedagogical Schema for Critical Thinking Content Knowledge, a teaching innovation grant has been commissioned to generate critical thinking pedagogy and assessment practices in university. In particular, how students and academics can better understand the cognitive acts of explanation, analysis, evaluation and justification by moving beyond simple definitions to proficiency in these mental acts—and providing feedback on these acts—in the context of assessment tasks designed for this purpose. Following a year and a half iterative co-inquiry case study design, this project documents through a range of data forms—including reflective journaling, semi-structured and focus group interviews, surveys, and curricular artefacts—the experiences of an interdisciplinary tertiary team as they work to embed critical thinking into instruction, feedback, and assessment.

This presentation specifically reports on qualitative data from the first semester of the project with a focus on assessment design. Here the efficacy of a cognitive audit protocol—a tool for rendering assessment tasks more cognitively explicit and rigorous—is explored. Preliminary findings suggest that cognitive audits provide a cross-disciplinary means of integrating critical thinking into assessment, and work to support a more explicit understanding of cognitive tasks, by both the educators and students. The data also indicates that for critical thinking assessment to be effective, it cannot take place in isolation but requires time and scaffolded learning experiences that explicitly develop students' cognitive skills. More research is needed into how to sustain critical thinking pedagogy and assessment on a systemic level.

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The pathway to accreditation for micro-credential Study – A cost benefit case study from the Australian Defence Force**Captain James Hawley¹, Group Captain Jeffrey Howard¹, Dr Shevahn Telfser¹**¹Australian Defence Force Academy, Campbell, Australia

Background/context. The Department of Defence has a long history of engagement with short form education and training as a tool to maintain professional workforce capabilities in addition to supporting an expectation of lifelong learning. The lack of portability of qualifications can be problematic for Defence members, particularly for those transitioning to civilian employment and looking to communicate equivalency in a non-military environment.

The initiative/practice. The Department of Education, Skills and Employment introduction of the National Micro-credential Framework in 2022 raised the potential for clarity, coherence and alignment both within and externally to Defence (DESE., 2021). This paper presents the experience of Defence as it investigated the costs and benefits of accrediting a short form package of education designed to meet a discrete professional capability.

Methods of evaluative data collection and analysis. Excluding curriculum, an educational needs analysis identified three critical requirements; a focus on the skills required to bridge the gap between current capability and job ready requirements; graduates having the ability to critically analyse complex problems within a highly specialised area and develop appropriate solutions; and admission flexibility that enabled participation from students with diverse prior educational background.

Evidence of outcomes and effectiveness. Consistent with the findings of McGreal and Olcott (2022) it became evident that limitations in formal credentialing existed, particularly in relation to the Defence requirement for a strong alignment to skills attainment. The benefit of accreditation for micro-credentials may not justify the costs to industry of compromising key educational outcomes. Further analysis will determine if participants and employment supervisors place the same weighting on the benefits of a bespoke education package with close alignment to job specifications to the expense of accreditation as a micro-credential under the requirements of the AQF.

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Embedding employability in business

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Background/context. Many students enrolled in our Bachelor of Business (BBus) are from disadvantaged backgrounds and therefore less likely to have access and/or connections to business. These students will go on to become first generation professionals and need to develop the social capital of the business sector (Terry & Fobia, 2019; Gorman, 2015). Thus, the impetus for employability to be embedded in the BBus through experiential learning activities and industry informed assessment. This coordinated approach to integrating employability into the degree provides students with a grounding in different business disciplines and assists in developing professional identity.

The initiative/practice. This paper will illustrate steps taken to work with industry to embed employability outcomes in curriculum, assessment and educational practice. The HEPPP funded project built on Jackson et al (2020) Business Capabilities Framework and developed a series of industry workshops to review and evaluate the BBus employability outcomes. Each workshop commenced with an analysis of industry challenges before shifting to developing students' professional identity. Opportunities to reflect and discuss these challenges formed part of the workshops thereby creating learning opportunities for both industry and academics.

Methods of evaluative data collection and analysis. The workshops' agenda and activities were informed through an analysis of Jackson's et al (2020) Business Capability Framework, ABS Business Conditions and Sentiments Report (2022) and the CCIQ (2022) Future of Work Report.

Evidence of outcomes and effectiveness. The project created innovative and creative ways to engage industry in curriculum design with the aim to future proof business graduates. Outcomes included, 1) the development of a co-curricular industry group to co-design authentic assessment. 2) An industry portal with regular newsletters on employability skill development. 3) An employability workbook for students to work through diverse employability skills and attributes needed to develop their own professional identity.

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Enhancing teacher education students' readiness for employment: A school-university partnership approach

Assoc Prof Deb Clarke¹, Mrs Stacey Jones¹

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Background/context. Institutions offering Teacher Education (TE) degrees, are responsible for preparing Teacher Education Students (TES) for the realities of the contemporary classroom. However, given the complex nature of contemporary schools, it is a challenge for TE degrees to authentically prepare TES for the rigours and 'shock' of the classroom. To date, TE degrees, present generalised theoretical concepts, with minimal inclusion of the genuine practises of professionals in authentic contexts (Clarke & Winslade, 2019). Applying theoretical knowledge is posed as professional experience (PEX) placements in which students are situated in schools for several weeks of teaching. However the lack of frequency of these placements is less than adequate for providing TES with meaningful, sustained engagement and opportunities for reflection and refinement of their classroom skills and understanding of schools' organisation.

The initiative/practice. To interrupt these issues, academics from a NSW regional university and classroom teachers from a local secondary College co-designed and team-taught PEX subjects in a Bachelor of Education degree. These subjects included TES peer teaching, non-assessable school immersion activities, guest speakers and mock interviews with school principals. These activities aimed to prepare TES for PEX and future employment. Additionally, an authentic assessment mirroring that for graduate teacher professional accreditation was a requirement.

Methods of evaluative data collection and analysis. Data were gathered from 3rd and 4th year students, in Bachelor of Education degree. Data included PEX subject evaluation, semi structured interviews, reflective artefacts and examples of assessments. Analysis drew on Yin's five phase cycle (2014).

Evidence of outcomes and effectiveness. TES indicated a significant increase in their preparedness to engage in PEX and principals highlighted TES' confidence and heightened knowledge of professional requirements.

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Graduate career pathways as a learning tool to support career planning

Dr Fiona Bird¹, Dr Caroline Taylor¹¹La Trobe University, Bundoora, Australia

Background/context. While university students usually anticipate that their degree will lead to a rewarding career, a challenge for students in most generalist degrees is that their degree program is not actually focused on qualifying them for a specific profession. When students develop a sense of certainty about their career path, they become more engaged in their studies and will achieve better outcomes (Bridgstock 2009; Graunke & Woosley 2005).

The initiative/practice. We utilised career information about university graduates to underpin a learning activity where second year students worked in small teams to discuss and analyse career pathways of graduates from their own STEM courses and identify patterns and strategies utilised by others to gain employment after graduation. Students presented their observations and lessons learned in both a group presentation and an individual written reflection which were assessed as part of a broader subject.

Methods of evaluative data collection and analysis. In this study we investigated what students learned from analysing the career pathways of past graduates. Individual written reflections were collected from two consecutive student cohorts in years 2021-22 and the data was analysed using a thematic analysis approach.

Evidence of outcomes and effectiveness. The analysis revealed that students gained increased confidence about future employment, learned the value of non-STEM jobs and/or volunteering opportunities for developing enterprise skills and gaining experience, and the wide range of pathways that take graduates to the same career outcome. Overall students reported that the analysis of graduate pathways was valuable and provided them with clarity on career options and practical strategies for gaining employment after graduation.

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Professional learning needs for everyday learning analytics

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Background/context. As the use of learning analytics (LA) in higher education has steadily grown over the past decade, many universities have focused on implementing institution-wide LA systems. These systems, including in-built learning management system tools, custom-built dashboards, etc., are designed to provide data and analytics deemed most suitable to the widest audience. However, research has shown these generic LA systems often don't cater to the specific needs of educators (Gašević et al., 2016), especially in the context of a diverse range of learning designs (Kaliisa et al., 2022). The provision of professional learning for LA is mainly directed towards institutional LA systems, and can miss the everyday, ad hoc ways some educators want to work with data to improve student learning.

The initiative/practice. This research explores the everyday uses of LA by educators at an Australian university and professional learning needs to support not only the use of formal institutional LA systems, but also the ways educators' want to use data/analytics to enhance the learning experience within their own specific curriculum and learning designs.

Methods of evaluative data collection and analysis. Interviews were held with 15 educators at the beginning and end of semester, with three short surveys in between. A thematic analysis was conducted of interview/survey data to identify ways educators were, and wanted to, use data/analytics, as well as potential areas for development of new professional learning opportunities.

Evidence of outcomes and effectiveness. The outcomes of this study give a unique insight into the opportunities, challenges, and changing needs of educators over time. The participants reported a wide range of approaches that they already employ, but also many analyses they would like to be able to conduct if more training and support were provided. These needs have been synthesised into a proposed framework for professional learning for LA.

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Team-teaching tips and good practices in a higher education context: Professional development of early career researchers

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Background/context. Co-teaching is the collaboration of two or more educators in designing and delivering a course/program (Wenzlaff et al., 2002). A subset of co-teaching is team-teaching where co-teachers share responsibility in the planning and evaluation of the course, as well as teaching/facilitating simultaneously (Brookfield, 2015). Co-teaching offers students different perspectives on course content and more support (Lock et al., 2017; Pratt, 2014) which leads to improvement in student skills and capacities such as critical thinking, and greater interest and thus better attendance records (Gaytan, 2010).

The initiative/practice. Co-teaching can be found in teacher education programmes or in special education, where one teacher has the role of assistant rather than teaching partner (Friend et al., 2010). Co-teaching is less common in higher education, but when it does occur it involves independent delivery of content in a series of lectures (Bacharach, 2008). The authors, two colleagues from different background team-taught a new course, at an unfamiliar institution, mid Covid-pandemic. This paper presents practical tips for lecturers who want to explore this interesting and rewarding teaching practice.

Methods of evaluative data collection and analysis. In this narrated single case-study the authors analyzed their reflective reports, using an autobiographical writing style for data collection and reporting. Using grounded theory and Braun and Clarke's (2006) thematic analysis methodology, six themes were identified with subsequent sub-categories. The themes varied from personal emotions and feeling, organizational components, role differentiation, relationships, experiences and the impact on the student experience.

Evidence of outcomes and effectiveness. Preparation/organization was a theme that permeated throughout the other themes but should not hamper creativity and discovery. It was a positive experience for the team because it was a mix of a dreamer and a planner, whose philosophies complemented each other. While expectations need to be defined during early discussions among the co-teachers, the emotional toll this approach can have should not be underestimated or neglected.

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Pedagogical practice and professionalism in higher education – A cross-national study

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Background/context. Professionalism in pedagogical practice involves, among other things, practical deliberation about what to do under a current set of circumstances, discerning pedagogically and morally what it is best to do, and then practising accordingly. For university teachers, this implies caring about the consequences of practice, as well as understanding the immediate and broader circumstances within which teachers practise, and having a capacity to act in accordance with what is perceived to be the best course of action under those circumstances. During the recent pandemic, many university teachers' pedagogical circumstances changed dramatically due to university-wide shifts to online-learning and working-from-home arrangements. They were compelled to establish new ways of working and doing what was 'best', in many cases, at least initially, without adequate skills and resources to make effective, timely adjustments.

The initiative/practice. In this presentation, we explore the ways in which these dramatically changed circumstances have affected how *professionalism* is realised and expressed in encounters and relationships between teachers and learners drawing on a study—conducted in Australia, Norway, Sweden, and Finland—of academic practices and professional learning during the pandemic.

Methods of evaluative data collection and analysis. The primary sources of empirical material were semi-structured interviews with academics and academics' journals. These were analysed using thematic analysis informed by the 'theory of practice architectures' (Kemmis et al. 2014).

Evidence of outcomes and effectiveness. Findings highlighted how teachers variously negotiated and overcame constraints to practise professionally amidst changed circumstances. They provide a sense of what professionalism can look like in the practices of hybrid learning and remote teaching arrangements that have now become endemic in contemporary higher education.

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We're making a difference: empowering third space professionals to articulate their contribution to quality learning design in higher education**Ms Tanya Henry¹, Ms Jenny Boreland²**¹The University of Queensland, St Lucia, Australia, ²Queensland University of Technology, Brisbane, Australia**Format of the roundtable.** Birds of a Feather**Context/background.** The importance of measuring impact and striving for success in higher education is well recognised. This is reflected at a Federal level with surveys such as the Graduate Outcomes Surveys, Student Experience Surveys and Australian Awards for University Teaching, and at the institutional level through evaluations of teaching and learning, and the evidentiary documentation required for academic promotion (HEA, 2013; Krause, 2008, Subbaye & Vithal, 2017).

But where is the contribution of third space professionals, specifically learning designers, recognised or acknowledged? And how do learning designers articulate and demonstrate the difference they make and their contributions to quality educational experiences? Course analytics, student feedback data and other tools do not provide the nuanced insights and evidence of the learning designer's contribution. In the third space, learning designers are what Decherney and Levander (2020) have labelled, "the Sherpas of [online] learning teams". A thorough review of the literature relating to the impact of learning design, reveals that, while much is written about measuring the impact of learning design as an activity, (Rientes & Toetenel, 2016; Rientes, Nguyen, Holmes & Reedy, 2017) there is extraordinarily little written about learning designers as practitioners; except to identify how difficult it can be to gain attribution for contribution or evidence impact (Brown, 2017).

The presenters will facilitate a discussion with likeminded professionals to identify a range of tools, techniques or strategies that can give voice to the invaluable contribution and impact of learning designers in higher education.

Topic for discussion. Participants will engage in a discussion of approaches and strategies for measuring and articulating third space contributions, share and discuss their own experiences and challenges with the intent of identifying areas for further exploration.**Intended outcome.** To raise awareness of success indicators and measurement tools that will enable third space round table participants to demonstrate their impact and feel empowered to showcase their contributions and articulate how they make a difference.**References.**

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Threshold concepts in critical thinking

Dr Peter Ellerton¹¹The University of Queensland, St Lucia, Australia**Format of the roundtable.** Work-in-Progress

Context/background. One of the constants of discussion in higher education is that students should develop the knowledge, skills and virtues associated with critical thinking. Another of those constants is disagreement about exactly what those skills and virtues are and how they are to be developed. Typical arguments range across topics such as whether critical thinking skills are transferable (and if so to what extent) and whether they are best developed within a discipline context or within dedicated critical thinking courses. Since such dedicated courses exist, and indeed are legion, the question of their design is salient. One potential solution for identifying core concepts in curriculum design is that of threshold concepts (Land, Meyer & Smith), an appreciation of which distinguishes the novice from the expert in a discipline context. Threshold concepts are not just 'key' concepts, they also represent important ways in which discipline thinking is framed and, concerning but understandably, are often problematic and counterintuitive for students. Identifying threshold concepts and an optimal path to their development can make curriculum design better targeted and more efficient.

Point for debate/focus of the work-in-progress/topic for discussion. Some candidates for threshold concepts in critical thinking are discussed, with an explanation as to why they could be considered "threshold".

Intended outcome. Identification of threshold concepts in critical thinking that could inform curriculum design for dedicated critical thinking classes in higher education.

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Implementing theatre/sports warm-up techniques to promote deeper student engagement in learning

Dr Renee Mackenzie¹¹La Trobe University, Bundoora, Australia**Format of the roundtable.** Birds of a feather

Context/background. As teachers, we seek to coach students to progress from surface to deep learning through a range of learning and teaching initiatives. However, many experience the lack of student engagement as barrier to student learning. Certainly, the rapid shift to online learning in response to the pandemic introduced multiple factors that compete for student engagement in a live class (Kahu, 2013). In the world of professional theatre and elite sport, the concept of the 'warm-up' is widely accepted as good practice to prepare the mind and body for performance (Blatner & Blatner, 1991; McGowan et al. 2015). In 2020, a new school-wide allied health subject exploring foundations of professional communication commenced at La Trobe University, Melbourne. The subject learning design applied the theatre/ sports posture for warm-up to a weekly workshop learning environment, with a view to promoting deeper student engagement.

Point for debate/focus of the work-in-progress/topic for discussion. This roundtable will discuss this initiative for student engagement that draws its learning design from the theatre and sport professions. Student feedback on the initiative will be discussed with the opportunity for attendees to meaningfully offer feedback and share ideas.

Intended outcome. Attendees will gain a deeper understanding of the learning design and consider the wider application of this method to promote student engagement in their own contexts.

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Assessing ethics and values in a studio-based degree

Dr Sue-Ann Stanford¹¹JMC Academy, Ultimo, Australia**Format of the roundtable.** *Work in Progress*

Context/background. A studio-based degree that embeds ethics and values in a circular economy model for production where assessment must explicitly address meta-cognitive skills.

Point for debate/focus of the work-in-progress/topic for discussion. Assessing ethics and values in higher education.

Intended outcome. An indication of approaches/survey of inherent challenges and opportunities.

Abstract The institution has designed a course for an identified student cohort who want to design and sell garments in a learning environment that promotes empathy and communication; where their values are recognised and validated, and where they are actively involved in developing in-demand transferable skills for an ambiguous future world of work. For this course, teaching is a synthesis of traditional and contemporary pedagogical theory and teaching practices, drawing on the traditions of the Staatliches-Bauhaus (1919-1933), Boud, Cohen and Walker's (1983) experience-based learning model; Stanford University's d-school, and Schön's (1978) critically reflective practitioner. Key to this model is those teaching. Cognisant of the debates around social learning theory (see for example Laland, 2004 and Kendal et al., 2018), the institution's academic staff competence in the use of the five pillars of social learning (collaboration, social presence, self-expression, crowdsourcing, and co-creation) is effectively brought to bear in the studio because they are industry professionals with relevant academic qualifications. To match the requirements of this course and with reference to Beligatamulla's (2021) considerations of design specialist pedagogues, curriculum integrates moral values and transferable skills with the design, making, and distribution of sustainably made garments. Lind (1987, 2019) found that 'yes, by and large, education does facilitate cognitive moral development', noting that the quality of the learning environment was key in providing opportunities in 'responsibility taking and guided reflection'. Assessing a person's metacognition typically relies on Bloom's verbs: deconstruct, integrate, reflect, judge, design, and create (Andersen et al., 2001). The purpose of the panel is to discuss appropriate criteria for an assessment task where a student (regardless of their identity; see Sikma & Warhol, 2010) has 'made decisions based on their internal [moral] principles and acted in accordance with such judgements?' (Kohlberg, 1964, p. 425 cited in Lind, 2019, p. 52).

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Walking the talk: navigating educational leadership in academia

Mr Collins Fleischner¹, Ms Karin Watson¹¹UNSW Sydney, Kensington, Australia**Format of the roundtable.** *Birds of a Feather.***Context/background.** The importance of education and the student experience to institutional missions in Australia has increased over the last two decades (Bradley et al., 2008). At the same time, challenges related to participation rates, quality, and declining government funding for higher education have intensified (Bennett et al., 2017; Probert, 2013). In light of these developments, universities are in need of educational leaders now more than ever – who possess not only expertise in education, but also the ability to influence the practice of others and effect change in support of better educational outcomes for students.**Point for debate/focus of the work-in-progress/topic for discussion.** This roundtable will explore the concept of educational leadership and situate this within the diverse educational environments in which academics work (institutional, national, international) and in their overall practice as educators. Participants will be asked to consider factors that influence educational leadership, the opportunities and challenges for those engaging in educational leadership, and consider ways in which they can have an impact on learning and teaching within their schools, faculties, institutions and beyond.**Intended outcome.** Academic staff who already engage in leadership activities, or are interested in developing this focus in their work, will consider the nature of educational leadership, their own views about their leadership capabilities, and their professional learning needs to support change. This would be relevant for early-mid career academic staff, such as course convenors, program coordinators, and/or moderators.

Participants will be able to:

- develop a broader understanding of the educational environment in which they are working,
- identify factors that influence educational leadership in higher education institutions, and
- empower attendees to take advantage of the opportunities and negotiate the challenges faced by those engaging in educational leadership, in order to effect change.

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Re-imagining assessment in HASS higher education – lessons from professional and specialist assessment contexts?

Dr Elizabeth Lakey¹, Dr Jacob Pearce²¹The University of Melbourne, Melbourne, Australia, ²Australian Council for Educational Research, Camberwell, Australia**Format of the roundtable.** *Birds of a Feather***Context/background.** In Humanities and Social Sciences (HASS) higher education, assessment is typically used to evaluate the performance of students. Traditional methods, such as essays or exams allow assessors to award grades that significantly impact student trajectories. It is difficult to make use of assessment *for learning* in summative assessment contexts where ranking still carries significant weight. There appear to be structural issues that prevent assessment from being a truly rich source of data to facilitate student learning. In contrast, approaches to assessment in professional and specialist contexts are increasingly diagnostic, and instead ensure that students are afforded opportunities to acquire knowledge and skills to reach minimum standards. Programmatic assessment in medical education is one such approach that re-imagines the role of assessment and its utility.**Topic for discussion.** What are the differences between approaches to assessment in HASS higher education and professional learning? What can HASS higher education learn from such assessment approaches? What are the structural barriers to implementing assessment approaches that will enhance student learning?**Intended outcome.** To be introduced to new ways of thinking about assessment and how these may re-shape the HASS higher education landscape.**References.**Schuwirth, L. W. T., & van der Vleuten, C. P. M. (2019). How 'Testing' Has Become 'Programmatic Assessment for Learning.' *Health Professions Education*, 5(3), 177–184. <https://doi.org/10.1016/j.hpe.2018.06.005>Van der Vleuten, C., Heeneman, S., & Schuwirth, L. (2017). Programmatic Assessment. In J. Dent, R. Harden, & D. Hunt (Eds.), *A Practical Guide for Medical Teachers* (pp. 295–303). Edinburgh: Elsevier.Van der Vleuten, C., & Schuwirth, L. (2005). Assessing professional competence: from methods to programmes. *Medical Education*, 39, 309–17.

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Teaching competence: Sensemaking and professional identity development during the pandemic**Prof Ida Fatimawati Adi Badiozaman¹, Ts Augustus Raymond Segar¹**¹Swinburne University of Technology Sarawak, Kuching, Malaysia

Background/context. The Covid-19 pandemic transformed teaching contexts at an unprecedented level. Although studies have focused mainly on its impact on students, little is known about how emergency online teaching affects teachers in higher education. Given that the pandemic has robbed teachers of opportunities for adequate preparation, it is vital to understand how teaching competencies were perceived in the crisis-response transition to online teaching and learning (OTL).

The initiative/practice. Therefore, the study explores how academics perceive their readiness for OTL and what competencies were perceived to be central. Therefore, through a mixed-methods design (Tashakkori & Creswell, 2007) the study first explores through a survey how academics perceive their readiness for OTL and what competencies were perceived to be central. Emerging trends from the quantitative data of 330 academics (three public and three private Higher learning institutions) led to the formulation of interview guides for the subsequent qualitative phase.

Methods of evaluative data collection and analysis. The authors use critical sensemaking (CSM) to analyse interviews with twenty-two teachers (n = 22) (three public; three private HEs) toward understanding the interconnected layers of influences they draw from as they make sense of their teaching competence

Evidence of outcomes and effectiveness. The sensemaking process reframed competence and readiness in that agentic competency emerged as crucial in shaping resilience and adaptability during the transition to OTL. The findings also highlight professional learning critical to teacher competence: course design, communication, time management, technological competence, and identity (re)construction. The findings highlight opportunities for strategic orientation to change during crisis. Implications for pedagogy and policy are discussed.

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Escape the assessment maze: Navigating policies through an interactive fictitious experience**Dr Irene (Johanna Catharina) Lubbe¹, Prof Liz Wolfaardt, Dr Astrid Turner, Dr Mari van Wyk, Dr Heleen Roos, Dr Neo Ledibane**¹Central European University, Vienna Austria, Wien, Austria

Background/context. Where boredom wins, application fails! This holds true for many faculty members grappling with pages and pages of policy documents. Interpreting institutional assessment policies can, at best, be a tedious (and often lower priority) task for busy faculty members. However, a lack of familiarity with the policies can easily transpire into inconsistencies and create loopholes during assessments. In response to this challenge, the SHSPH Teaching and Learning Committee (SHSPH-TLC) adopted a novel approach. We utilized a Ludic pedagogical approach and incorporated the assessment policies into an engaging and interactive fictitious escape room challenge for all staff members – ‘forcing’ them to engage with the policies in a fun, collaborative and competitive way.

The initiative/practice. The SHSPH-TLC developed a themed workshop in the form of an escape room. Utilizing a playful approach, assessment policies were ‘unpacked’ and integrated into an interactive fictitious story with puzzles and challenges to solve. The strategy was one of heutagogy and cooperative learning. The purpose of the workshop was to engage and expose administrative and academic staff to the policy documents thereby fostering cognitive, behavioural, affective, and sociocultural engagement with these documents. Participants were purposefully grouped to encourage collaboration as they worked together to ‘escape’ the room - while subconsciously deepening their understanding and application of the assessment policies.

Methods of evaluative data collection and analysis. As part of the debriefing after the ‘escape’, participants were guided into a reflective activity by writing a postcard to a friend, colleague or self as they reflected on their own personal take away message. Postcards were photographed and the reflective writings thematically analysed. Themes touched on aspects of self-awareness, ownership and insight into the various problem-areas.

Evidence of outcomes and effectiveness. Communities of Practices were formed with a specific focus on quality improvement in assessment (product, process, and praxis).

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Adapting a popular quantitative literacy subject to online learning due to the pandemic**Dr Maria Lobytsyna¹, Dr Mary Coupland¹**¹UTS, Sydney, Australia

Background/context. The subject “Arguments, Evidence and Intuition” (AEI) was designed as an elective for students from all faculties in a metropolitan university to address the gap between students’ numerical competencies and the demands of participation as active citizens (The Australian Industry Group, 2018, 2022). AEI introduces students to descriptive statistics in everyday and professional contexts, and teaches them to collect, analyse and describe patterns in data. Students also learn how to critique data stories from the media on topical issues. AEI was developed over nine years, and is now taught each semester to over 200 undergraduate students from a diverse range of disciplines and mathematical backgrounds. Initially, large collaborative classrooms were used with students working in groups around tables, discussing tasks with tutors.

The initiative/practice. Due to the pandemic restrictions, the pedagogy of the subject was adapted for online learning at the beginning of 2020. A site on the learning platform Canvas was created; weekly workshops and online tutorials were instituted. Innovative practices included maintaining the interactive nature of the classes and constructing a Canvas site that was engaging and informative. We achieved a balance of individual engagement with the opportunity to communicate with other students in virtual spaces for collaborative work on shared spreadsheets, and online forums for asynchronous dialogue, peer feedback and co-construction of ideas.

Methods of evaluative data collection and analysis. Anonymous surveys of students provided quantitative and qualitative data.

Evidence of outcomes and effectiveness. The success of this elective is evident in the doubled enrolments over the last two years and a high pass rate where assessments are marked according to consistent rubrics. The analysis of survey responses identified three main themes: course design, (including appreciation for the blend of individual online activities and live collaborative workshops), the supportive role of tutors, and resolving “maths anxiety”.

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Context-based Undergraduate Biochemistry for Health Sciences (CUBHS): The impact on the affective state**Dr Katherine Fernandez¹, Prof Christopher Thompson¹, Assoc Prof Nirma Samarawickrema¹, Distinguished Prof Tina Overton¹**¹Monash University, Australia

Format of the roundtable. Birds of a Feather.

Context/background. Health science students hold a broad perception of the relevance of biochemistry/sciences in their discipline but have mixed attitudes towards learning them (McVicar et al., 2015; Montayre et al., 2021). Having to deal with a heavy workload, compounded with a high amount of irrelevant content has precipitated student anxiety in learning, frustration, disinterest and inability to perceive the link between science and clinical practice. This affective state strongly impacts what and how students learn (Flaherty, 2020; Immordino-Yang & Damasio, 2007). Thus, further investigation into the factors that can reverse this state could help educators structure environments where students not only pass the course but retain and apply scientific knowledge in future practice.

We implemented a Context-based Undergraduate Biochemistry for Health Sciences (CUBHS) model as an intervention in biochemistry courses of Nursing (Nu), Psychology (Ps), Medical technology (Mt) and Pharmacy (Ph) cohorts. With a mixed-method design, we investigated the impact of CUBHS on students' attitudes. We compared the change in attitudes across cohorts and between traditional and intervention groups and identified the factors influencing this change. Data were gathered through surveys, open-ended questions, interviews and focus groups.

Findings reveal positive change pre/post-intervention ($p < 0.05$) for more attitude domains (interest, intellectual accessibility, and anxiety) in Nu and Ps than in the Ph and Mt groups. Compared with the traditional group, the Nu intervention group's scores on these domains significantly improved by the end of the semester ($p < 0.05$). Further investigation reveals the four factors and synergy between those that promote positive attitudes. It includes clinical practice-based contexts, educator scaffolding, peer learning in small groups and whole-class discussions that allow a safe space for queries/ideas to be shared.

Topic for discussion. Quantitative studies on measuring affective constructs such as attitudes abound, but research on the factors that influence affect is under-researched. What alternative approaches to affective research can Biochemistry Education Research (BCER) employ? How does the use of affect theory advance this field of BCER?

Intended outcome. To provide an impetus for alternative affective BCER.

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Building future educators: An academic-guided program for research higher degree student empowerment**Dr Jennifer Z. Sun¹**¹*The University of Sydney, Darlington, Australia***Format of the roundtable.** Work-in-progress

Context/background. With the impact of the pandemic and industry 4.0, higher education needs to be more adaptive to the change in technology to deliver flexible learning experiences. These require educators to be adaptive and on the frontier of innovation and experimenting with new teaching strategies. With the scaffolded course/assessment design, an educator is increasingly demanding to provide constructive feedback, which calls for proper training (Kruiper et al., 2022). Godbold et al., (2022) suggest that teaching-focused academics perceived their role as enhancing the teaching quality of others. However, they usually struggle to find a channel to make a significant impact.

Focus of the work-in-progress. PhD candidates are the primary target for pedagogical training, given that they are one of the main workforce going into academia. I propose a 3-stages mentoring program that underpins the Professional Standards Framework (PSF) of the Higher Education Academy (HEA) for teaching-focused academics to mentor PhD candidates in building their pedagogical teaching practices. In the short run, the program is expected to assist PhD graduates in being more competitive in the job market. At the same time, their training is transferable to improve student learning experiences. In the long run, it helps teaching-focused academics to develop their identity and to grow the higher education teaching community. It also helps the future academic be in a better position to transform teaching to fit future learning.

Intended outcome. This roundtable seeks to get feedback from the participants on their view of the value and challenges of adopting the program at their institution. Moreover, participants are encouraged to share their views on how the program could be tailored and improved to ultimately helps the institution transform into a better position to execute effective teaching and learning.

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A community-driven approach to teamwork improvement**Dr Nirmani Wijenayake¹, Dr Peter Neal¹, Dr Chris Maloney¹**¹*University of New South Wales, Sydney, Australia***Format of the roundtable.** The Birds of Feather

Context/background. Teamwork is an important graduate attribute in higher education as it prepares students for the workplace. However, teaching teamwork skills, creating, and facilitating relevant teamwork projects and managing teamwork can be extremely challenging due to the investment and expertise required. Through shared interest in developing teamwork, as well as addressing real and perceived problems with teamwork at an Australian G08 University, several academics formed a Community of Practice (CoP) in 2019 under the auspices of the office of Pro-Vice Chancellor Education (PVCE). The CoP's goal is to analyse the teamwork process, from 'cradle to grave', from both literature and current local practice perspectives. The CoP focuses on the formation, operation, management, and evaluation of teamwork assessments as *process*, rather than the typical focus on student output (*product*).

Point for debate/focus of the work-in-progress/topic for discussion. Team-based learning activities can provide important points of connection and belonging. However, for international students and those from under-represented cohorts, the demands of working English competency and social cohesion can make the experience isolating and/or disheartening. What strategies can be used to promote effective teamwork when members have difficulty understanding each other?

Intended outcome. Using collective knowledge, the CoP aims to develop a repository of pedagogical knowledge and best practice designed to support teaching. The CoP would also like to share a pool of resources that was developed previously with ideas and examples of best practice with the wider community.

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What impact (s) will ChatGPT or other language models have on Higher Education?**Dr David Santandreu Calonge¹**¹Mohamed Bin Zayed University of Artificial Intelligence, Abu Dhabi, United Arab Emirates**Format of the roundtable.** Point for Debate

Context/background. While it is possible that ChatGPT, GPT-4 or other language models could be used in higher education in the future, it is not yet clear how they might be used or what impact (s) they may have. It is important for educators and researchers to continue to explore and evaluate the potential applications of language models in higher education, as well as their potential challenges, benefits, and drawbacks.

Point for debate/focus of the work-in-progress/topic for discussion. As a large language model trained by OpenAI, ChatGPT is not designed specifically for use in higher education. However, it is possible that ChatGPT or other language models could be used in educational settings in several ways:

For example, ChatGPT or other language models could be used to generate personalized content for individual students or groups of students. This could include personalized lesson plans, reading materials, or assignments that are tailored to the specific needs and abilities of each student.

ChatGPT or other language models could also be used as a teaching assistant, providing answers to students' questions, or offering suggestions and tailored feedback on their work. This could be especially useful for students who are working on independent projects or who need extra support and guidance.

Finally, ChatGPT could be used by students to "write" algorithmically generated essays or complete their assignments that could probably "fool" any anti-plagiarism software.

Intended outcome. Overall, while it is difficult to predict exactly how ChatGPT, GPT-4 or other language models might be used in higher education, this roundtable will focus on the potential applications for this technology.

- ➔ Identify, discuss, and analyse the potential applications of ChatGPT and AI-enabled content writers, their potential benefits, and drawbacks, as well as its implications for Higher Education.

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How can Higher Education form part of a professional's continual professional learning toolkit?

Prof Shirley Agostinho¹, Dr Claire Rogerson¹, Prof Lori Lockyer², Senior Prof Sue Bennett¹, Dr Kellie Buckley-Walker¹, Prof Allison Littlejohn³, Prof Sarojni Choy⁴

¹University of Wollongong, Wollongong, Australia, ²Queensland University of Technology, Brisbane, Australia, ³University of College London, London, UK, ⁴Griffith University, Brisbane, Australia

Format of the roundtable. Work-in progress. **Context/background.** It is predicted that Australian professionals will spend more time learning throughout their lives than previous generations (AlphaBeta, 2019). Digitalisation of work is a major contributing factor for this (Ai Group, 2021; Andrews et al., 2019). This presents higher education with an opportunity to respond; but how? Higher education has a vital role to play in professional learning. Universities provide preparation and entry to a profession and formal professional development. Globally, Higher Education policy is seeking to address the challenges of rapidly changing work and lifelong learning (Ai Group, 2021; Noonan, 2019). Universities are innovating their offerings to provide open resources and short courses to address these challenges. However, this is evidenced by limited empirical work that explains how professionals continually learn and develop their knowledge in evolving digitalised work contexts. Such understanding is crucial for higher education providers to create evidence-based initiatives. **Focus of the work-in-progress.** To address this, an ARC-funded project is underway to examine how Australian education and health professionals work and learn in increasingly digitalised contexts. This roundtable will discuss the project's first phase survey findings. The survey comprised 10 closed and 3 open items and was circulated by 21 Australian professional associations to their members from August to November 2022. A snapshot of results from 378 respondents (236 Education and 142 Health) is:

- 71% education and 46% health professionals completed further education since obtaining their initial qualification; and 29% education and 24% health respondents said they were considering further education.
- Overall, 84% reported they were encouraged to use work time to focus on their own development, and 72% said they have been given release time from work to continue their learning.

Intended outcome. The survey results will be presented to stimulate a discussion about how stakeholders from higher education and health/education domains can improve professional learning opportunities and recognition.

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Making the tacit more explicit: Working towards improving teaching of clinical reasoning skills in naturopathic medicine curriculum**Dr Manisha Thakkar^{1, 2}**¹PhD candidate, Southern Cross University, Lismore, Australia, ²Learning Facilitator, Torrens University, Adelaide, Australia

Background/context. Effective Clinical Reasoning (CR) skills are central to health professionals' clinical competence. Consequently, CR skills are a key graduate outcome of many health degrees and teaching of these skills is often embedded in the curricula of these programs. However, expert clinical academics, while teaching novices, often find it difficult to explain their tacit process of clinical decision-making (Delany & Golding, 2014). Differences in novices' and experts' CR processes specific to medicine and other allied health care practitioners have been identified and frameworks for teaching CR skills in these disciplines have been proposed (Angus et al., 2018; Benner, 2000; Sole et al., 2019). However, such research in complementary medicine is lacking where CR education is often limited.

The initiative/practice. A qualitative descriptive study was conducted to capture the cognitive, intuitive, and analytical aspects of the CR process of Naturopathic Medicine (NM) practitioners and to subsequently develop a novel CR framework for NM learners.

Methods of evaluative data collection and analysis. Semi-structured interviews of 15 Novice and 16 expert NM practitioners were conducted and transcribed verbatim to obtain a full recount of their CR processes within real-life clinical settings. Interview data were analysed using content analysis. Categories were then compared between novice and expert NM practitioners to reveal components of CR that were similar and different between the two groups. The categories, and relationships between these categories, were translated to identify key facets of NM clinical reasoning.

Evidence of outcomes and effectiveness. A novel CR framework was designed to facilitate teaching of CR skills to novice NM learners that will potentially influence the curriculum of naturopathy programs. The framework also aims to support novice NM graduates in making timely and safe clinical decisions to facilitate improvements in patient outcomes. An important next step of this work will be to evaluate the effectiveness of the framework in improving novice NM practitioners' CR skills prior to implementing in NM curriculum.

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Strategies to cultivate behavioral engagement in curriculum design**Prof Jill Lawrence¹**, Dr Alice Brown, Prof Petrea Redmond, J Cohen, Stephanie Foote, Prof Cathy Stone¹Unisq, Toowoomba, Australia

Background/context. Behavioural engagement is one of five engagement elements (along with social, cognitive, collaborative and emotional elements) delineated in *The Framework for Online Engagement* (Redmond et al. 2018). Research (Bond et al. 2020) acknowledges that online learning challenges students' engagement by making more demands than in on-campus contexts, while You (2016) documents poor student self-efficacy in the online space. Yet there is little research on the power of the five elements, especially behavioral engagement and the ways it can expedite online engagement, positively influencing the student experience, retention and success.

The initiative/practice. The initiative emerged from longitudinal teaching and learning research (2017-present), where specific projects explored nudging strategies, course learning analytics (CLAs), engagement fatigue, covid-induced pivoting, and the *Framework for Online Engagement*. This Showcase specifically investigates the behavioral element in online curriculum design, as well as probing its importance and its positive impact on student transition and retention.

Methods of evaluative data collection and analysis. Across the projects, a mixed-method approach was employed with qualitative data comprising in-depth interviews and quantitative data encompassing learning analytics and survey data.

Evidence of outcomes and effectiveness. Outcomes revealed that behavioural engagement strengthened academics' curriculum design by highlighting expectation management to align academics' and students' expectations and enhance mutual understanding for optimal learning. Such explicit dialogue relates to university and discipline discourses, learning management systems, course participation and assessment, the value of seeking support and feedback, and explicit guidance about students' development of learning, academic, information, and discipline literacies and practices.

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Instill mindsets for integrative systems and design through experiential project-based learning**Dr Jac Ka Lok Leung¹**, Prof Chi Ying Tsui¹¹*The Hong Kong University of Science and Technology, Clear Water Bay, Hong Kong*

Background/context. Technological innovations increase the complexity of our world. Problems arise in the form of intricate and dynamic systems which require to be undertaken via systemic, creative, and humanistic approaches. However, teaching students to think in systems and design sometimes ends up being exercises with a set of procedures and tools to follow and overlooks fundamental mindsets towards tackling wicked problems. Conformity to rigid procedures loses the intention of creative problem-solving. This paper proposes an approach to instill the value of integrative systems and design and unlearn some of the traditional perceptions of linear and siloed thinking through a first-year engineering course.

The initiative/practice. Guided by constructionism, cognitive apprenticeship and distributed cognition, the pedagogical design resulted in three phases of hands-on experiences with focuses on design, systems, and integration for real-world application. Each phase involved learning activities to develop areas of competent behaviors to address problems in multidisciplinary design and complex systems.

Methods of evaluative data collection and analysis. A 13-week course, *Introduction to Integrative Systems and Design*, was delivered in Fall 2022 to a class of 32 first-year students. Broad themes on the impact of students' perceived competence emerged from the analysis of the qualitative data from students' course reflections, observations and reflections from action research.

Evidence of outcomes and effectiveness. The course was positively received. Themes summarized by students' views include growth in conceptual understanding, strategic competence, productive disposition, and other transferable skills. The instructional design, challenges faced by the instructors and practical recommendations are detailed. Currently research in progress, instruments for collecting quantitative data on changes in competence behavior is under development. The key takeaways of this study will be of interest to educators seeking new methods in engineering and design education.

(285 words)

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Confidence in mathematics teaching: Exploring a community of inquiry-based approach for pre-service teachers**Dr Lewes Peddell¹**¹*Southern Cross University, Bilinga (Gold Coast), Australia*

Background/context. This study is taking place in a university utilising the Community of Inquiry (CoI) framework (Stenbom, 2018) to inform University-wide teaching and learning renewal. The use of this framework acknowledges that most students are enrolled online, with this trend increasing during COVID-19 times.

The initiative/practice. This project investigates how a mathematics curriculum and pedagogy unit designed through the CoI framework might influence pre-service teachers' mathematics anxiety and confidence in teaching mathematics, possibly impacting their emerging teacher of mathematics identity.

Methods of evaluative data collection and analysis. This study employs a mixed-methods approach consisting of pre and post-surveys utilising the Abbreviated Mathematics Anxiety Rating Scale (A-MARS) (Alexander & Martray, 1989) and the Mathematics Teacher Efficacy section of Enochs et al.'s (2000) MTEBI survey instrument. The post-survey also includes the CoI survey (Stenbom, 2018) and items related to teacher of mathematics identity. A repeated measures ANOVA with the COI presences as covariates will measure the change in and between anxiety and confidence from the pre to the post-survey. A multiple regression analysis will examine how COI presences and math anxiety predict confidence in teaching mathematics. A student focus group after the unit will further investigate how the three presences of the COI framework impact mathematics anxiety, confidence to teach mathematics and teacher of mathematics identity.

Evidence of outcomes and effectiveness. The outcomes of this study are anticipated to provide insight into how a unit utilising the CoI framework might decrease mathematics anxiety, develop students' confidence to teach mathematics and support the building of teacher of mathematics identity. Furthermore, these outcomes might suggest similar approaches to aligning teaching and learning frameworks with identity for university-wide student outcomes.

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How do students with disabilities experience exams? Towards assessment for inclusion**Dr Joanna Tai**¹, Dr Lois Harris², Dr Joanne Dargusch², Prof Margaret Bearman¹, Prof Rola Ajjawi¹¹Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Australia, ²Centre for Research in Equity and Advancement of Teaching and Education (CREATE), Central Queensland University, Rockhampton, Australia

Background/context. Educational institutions are legally required to ensure their assessments are not discriminatory, hence adjustments are implemented for students with disabilities. However, these students still report difficulties with exams, and some avoid them altogether, preferring units where they can demonstrate their capabilities through other assessment forms (Grimes et al., 2021). Substantial changes to exams occurred during the COVID pandemic. To guide more inclusive assessment practices, it is important to understand how such changes impacted students with disabilities. Moreover, if students' access needs are not considered, assessment validity may be threatened, and accounting for this is important not only for student success and wellbeing, but also for institutional credibility.

The initiative/practice As part of a grant from the National Centre for Student Equity in Higher Education (Tai et al., 2022), we analysed the ways in which examination arrangements impacted on inclusion. In this showcase, we report student voice data.

Methods of evaluative data collection and analysis. Interviews focussing on students' experiences of exams were conducted with 40 students with disabilities at two Australian universities. Analysis focussed on how combinations of social and material arrangements impacted on inclusion in exams.

Evidence of outcomes and effectiveness. Some students found that COVID pandemic prompted modifications to exams were more inclusive. Remote exams were more physically accessible and could better incorporate assistive technologies, but variable internet access still led to difficulties. Increasing time limits and moving to open-book conditions supported some students to demonstrate their capabilities and reduced the need to request adjustments, but others felt pressured to spend more time on tasks. Students' experiences of exams encompassed where and how the assessment happens, and the actions of academics, accessibility staff, administrators and invigilators. Designing assessment for inclusion rather than relying on adjustments is likely to benefit diverse students, beyond those with disabilities.

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Program-level assessment planning: a conceptual model to facilitate students learning**Mr Nicholas Charlton**¹, Dr Richard Newsham-West²¹Griffith University, Southport, Australia, ²La Trobe University, Bundoora, Australia

Background/context. Higher education is currently confronting academic integrity issues as students experiment with artificial intelligence and universities grapple to ensure their assessments tasks can withstand the threat. AI is the way of the world and that learning needs to adapt, one approach is to focus on program-level assessment linked to program level learning and employability skills of reflection and critical thinking. Graduate attributes are intended to develop students' employability and transferrable skills (Bridgstock, 2016), however they often lack context to students and academics (Kensington-Miller et al., 2018; Wald & Harland, 2019). A focus on program learning outcomes (PLO) provides a more contextual link to graduate attributes, because they describe the discipline specific knowledge and skills required for that degree (Halibas et al., 2020).

The initiative/practice. A program-level assessment planning approach describes the holistic approach that considers the vertical and horizontal arrangement of assessments throughout the degree to support the sequential learning and transferable skills (Charlton & Newsham-West, 2022). A conceptual model developed proposes to support a program approach to assessment, to support students to have a more holistic assessment experience. The conceptual model has been developed based on research with 18 academics who are either Associate Deans and Program Directors (or equivalent roles) from seven Australian Universities, in Dietetics, Physiotherapy, Biomedical Science and Science.

Methods of evaluative data collection and analysis. Their responses were analysed using inductive coding to identify academics conceptualising and assessment design practices at the program-level (Charlton & Newsham-West, 2022), as well as the enablers and barriers to program-level planning.

Evidence of outcomes and effectiveness. The development of assessments at the program-level need to align to PLO, have a range of assessment tasks, be authentic and provide opportunity for ongoing feedback. Developing assessments that include opportunity to reflect and contextualise their learning in each assessment tasks to PLO provides an element of authenticity that AI will struggle to replicate.

References.

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Team teaching in a work integrated learning classroom

Dr Megan McIntosh¹, Dr Elizabeth Lakey¹¹The University of Melbourne, Parkville, Australia

Background/context. Contemporary discourses around 'work-ready graduates' in higher education have inspired a proliferation of Work Integrated Learning (WIL) programs in the university sector. As WIL becomes common practice in higher education, scholars have begun to point to the benefits of collaborative and cross-disciplinary approaches to developing WIL curriculum and learning experiences (Alderman & Milne, 2005; Brown, 2010).

The initiative/practice. This showcase presents findings and reflections from a team-teaching approach in two WIL subjects at a large Australian university. The presenters share their experiences designing, co-teaching and co-assessing an interdisciplinary WIL subject in a Faculty of Arts.

Methods of evaluative data collection and analysis. The researchers draw on the literature related to team teaching and WIL to examine their practice and reflect upon the use of several team-teaching approaches including interactive team teaching, rotational format team teaching and collaborative curriculum development.

Evidence of outcomes and effectiveness. Drawing on 3 years of student evaluations, the presenters outline key benefits of the team-teaching model in the WIL classroom wherein interdisciplinarity, critical thinking, student engagement and support are among the positive outcomes. The presenters also reflect on the value of team teaching for their own pedagogical development in the WIL space. Finally, presenters share promising practices for managing the challenges emergent from team teaching wherein pedagogy "moves beyond the familiar and predictable and creates an environment of uncertainty, dialogue and discovery" (Plank, 2011, p.3).

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Are oral examinations all too hard? Interactive Oral Assessments offer a practical alternative

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Background/context. Oral examinations have traditionally been popular in health-related disciplines or doctoral defence. Considering the growing challenges associated with academic integrity and enhanced artificial intelligence-assisted publicly available tools, oral assessments offer a sound alternative to evaluate student learning. However, oral exams have been plagued with controversy due to the stress associated with them for students, the perceived increased workload for academics, and the risk of bias (Akimov & Malin, 2020).

The initiative/practice. Interactive Oral Assessment (IOA) (Sotiriadou et al., 2020), which is an alternative to traditional oral assessment, was investigated in this research as part of a mixed-method three-year research project to evaluate its influence on student outcomes and the experiences of academic teaching staff.

Methods of evaluative data collection and analysis. Data consisted of transcripts of staff focus groups, autoethnographic reflections completed by academics, and student survey responses from 172 students and 14 teaching staff across 25 teaching subjects.

Evidence of outcomes and effectiveness. The intermediate findings indicate that, given the interactivity aspect of IOAs, student anxiety and stress levels were at a level that was functional and less than would be experienced before a written or traditional oral examination. Meanwhile, teaching staff reported that any difficulties encountered in the implementation of IOA were offset by greater satisfaction with the teaching process, improved academic integrity and considerable grading efficiencies. There was little to no evidence of perceived bias being an issue for students.

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Buy, sell, or trade: Students' motivation for using academic file-sharing sites**Assoc Prof Christine Slade¹, Ms Sheona Thomson², Dr Guy Curtis³**¹*Institute for Teaching and Learning Innovation, University of Queensland Australia, Brisbane, Australia*, ²*Queensland University of Technology, Brisbane, Australia*, ³*University of Western Australia, Perth, Australia*

Background/context. In 2016 Rogerson and Basanta noted growing student use of online file-sharing sites and the ethical ambiguity in deciding what practices were legitimate and which were not. They noted that these sites were popular with students because they were free or low-cost to use, easily accessible, and perceived to save time and improve grades, with little chance of being caught by institutions.

The initiative/practice. We investigated student use of online file-sharing 'buy, sell, trade' sites and related motivations.

Methods of evaluative data collection and analysis. We used two data collection methods: 1) an online survey of how and why students use these sites, and 2) investigating student discussion of file-sharing practices on social media. The survey data were analysed using SPSS software. The social media data were thematically analysed using NVivo software.

Evidence of outcomes and effectiveness. Our project presents new insights into student file-sharing behaviour. From the survey, we found that over a third (n=379) of the initial student sample (n=1000) use file-sharing and homework-help sites; around 10 times more than Bretag et al.'s (2018) large Australian survey on contract cheating. Students primarily uploaded material to help others and to obtain new materials. Students downloaded materials primarily to aid completing specific assessment rather than for general study and learning. We also gathered a dataset of 47,720 social media posts over one month in mid-2022 mentioning Chegg, CourseHero, StudentVIP, StuDocu, and Thinkswap sharing platforms. Concerningly, we identified bot-generated scam and deception-based posts, student-written posts requesting "unlocks" of assessment solutions, advice-seeking posts on academic misconduct allegations for using sharing platforms, and finally, posts warning others of scams. Our findings indicate social media not only encourages students to use file-sharing sites but may amplify risk to students by exposing them to associated scams that exploit the lure of well-known platforms. Higher education institutions need to be aware of and communicate to students the serious nature of these threats to their academic and professional integrity.

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When professional identity clashes with academic integrity**Dr Alison Casey¹**¹*School of Business, University of Sydney, Darlington, Australia*, ²*University of Notre Dame, Broadway, Australia*

Background/context. With the renewed focus of TEQSA on academic integrity and strong Australian research in the area recently (eg, Harper et al., 2019), a committee was set up at a small private Australian university to overhaul academic integrity practices and policies. This committee discovered that, in common with other institutions worldwide, its educators tended not to record low level breaches of academic integrity in students, compromising the ability of the institution to manage risk in this area.

The initiative/practice. To discover the attitudes and behaviours of educators in dealing with low level breaches of academic integrity.

Methods of evaluative data collection and analysis. Semi-structured interviews were held with active teaching academic staff at all levels of seniority (including sessionals) across all Schools (n=18). Interviews were transcribed and thematically analysed for common themes in attitudes and behaviours.

Evidence of outcomes and effectiveness. Educators had a good understanding of how to promote academic integrity, but dealt with low level breaches with a solely pastoral care approach, without registering and reporting breaches (both components of the institution's policy for dealing with breaches). This was partially because the reporting process was seen to be onerous, in keeping with findings from other institutions, (e.g. Glendinning, 2014). However, the major factor was that they felt that reporting and then dealing with a breach compromised their relationship of trust with students, particularly if the educator had judged that the breach was a genuine error. They also felt that making decisions on how to deal with breaches was part of their professional identity. This is not a factor that has been explored in the literature. These findings were reported to the university's executive, recommending that much of the responsibility for dealing with breaches be removed from academics. In response, an academic integrity officer has since been appointed.

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Getting to the CoRe of collaborative online international learning**Dr Jess Borger¹**¹*The Walter and Eliza Hall Institute, Parkville, Australia*

Background/context. In response to the COVID-19 pandemic in 2020, there was a worldwide pivot of education to online communication and the utilisation of diverse digital technologies to enhance global learning and foster cultural understanding. Within higher education, educators faced unprecedented challenges in the conversion of face-to-face interactions into online, virtual classrooms, with many educators unprepared and untrained to do so. Yet, the introduction of online digital technologies for pedagogical interactions expanded the internationalization of previously limited curriculum prospects, to create global interconnectedness with the potential to invoke students' awareness and appreciation of cultural differences in communication, leadership and conflict. The development of international knowledge, pedagogical knowledge, and the linkage between the two is key for internationalization of the curriculum.

The initiative/practice. With the growth of new digital communication, learning opportunities such as Collaborative Online International Learning (COIL), aims to foster the development of intercultural competencies (ICC) in our students for future career advancement in an expanding global community. Despite acknowledgment that faculty are underprepared and lack pedagogical knowledge to translate their lived experiences into their curriculum, there remains a tenable lack of available tools for educators to facilitate students actively participating in objective, equitable and inclusive intercultural communication. To fully harness the opportunities of COIL within the rapidly expanding global online digital education space, educators must equip themselves with an ICC toolbox. Herein, we propose the novel application of a conceptual tool, a 'content representation' or CoRe matrix. Previously applied in science curriculum to support early career educators to develop their pedagogical content knowledge (PCK), the CoRe tool is ideally placed to support educators in their professional learning and creation of a novel PCK framework to ICC. As the CoRe tool explicitly separates a particular topic into divergent, yet linked dimensions of the knowledge and skills attributed to its content, teaching and learning, we hypothesised it could similarly be applied to enhance an educators PCK of ICC, providing the valuable link between international knowledge and pedagogical knowledge, for effective internationalization of the curriculum.

Methods of evaluative data collection and analysis. The study is based on the premise that COIL activities can enhance students' intercultural competence, global awareness, and academic achievement, but they require appropriate pedagogical strategies and tools to be successful. The CoRe tool has been shown to improve students' understanding of complex concepts and to facilitate knowledge construction. However, its potential for supporting COIL activities has not been fully explored yet. The study to commence in 2023-2024 will involve pre- and post-test design with a control group, where the experimental group will use the CoRe tool in their COIL activities, and the control group will use traditional online communication tools (e.g., email, discussion boards). The research will be conducted in two phases: (1) development and validation of the CoRe tool for COIL and (2) implementation and evaluation of the CoRe in COIL activities across different disciplines and cultures. The study will involve graduate students from partnering universities in Australia and Asia, who will collaborate on authentic tasks and projects using the CoRe tool or traditional tools. The study will use qualitative and quantitative data collection methods, including surveys, interviews, and content analysis of the students' collaborative products.

Evidence of outcomes and effectiveness. The novel exemplar ICC CoRe matrix successfully addresses the 4 dimensions of ICC; intercultural knowledge, intercultural attitude, intercultural skill and intercultural awareness, demonstrating the robust nature of the application of the CoRe matrix in the development of an educator's ICC PCK in the COIL classroom. With the exponential increase in digital technologies creating dynamic worldwide networks in education and the workplace, the development of conceptual tools such as the ICC CoRe matrix has the potential to develop and integrate an educator's pedagogical knowledge with intercultural competencies, to support the development of effective, objective and inclusive student participation in global 21st century classrooms and beyond. The study's contribution will be twofold: (1) it will provide empirical evidence of the effectiveness of the CoRe tool in supporting COIL activities, and (2) it will generate pedagogical guidelines and recommendations for designing and implementing COIL activities that foster values, justice, and integrity. The study is informed by the recent call for transformative education that prepares students for the challenges of a globalized and diverse world and promotes social justice and ethical values.

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Underserved and undecided: What influences unpaid female carers considering higher education?**Mrs Deborah Munro¹**¹*QUT, Top Camp, Australia*

Background/context. Unpaid care work is primarily undertaken by women (WEF, 2022; ABS, 2019). This work is largely unrecognised and has led to persistent gender inequalities which impact women's prospective lifetime earnings and standard of living (Commonwealth of Australia, 2016). The attainment of a Higher Education (HE) qualification is one of the most effective strategies for addressing the persistent gender inequalities which adversely affect women (WEF, 2022; ILO, 2018), yet unpaid care work may profoundly influence the decisions women make about study (Grattan Institute, 2021).

The initiative/practice. This study drew on Margaret Archer's theory of reflexivity (Archer, 2007; 2012) to explore how 15 female carers are making decisions about HE.

Methods of evaluative data collection and analysis. Forty-five semi-structured interviews were conducted with female carers who were asked to reflect on their HE decision making processes. Tools including concept maps, mental activities cards and reflective writing were utilised during these interviews. The interview transcripts were coded and thematically analysed to identify the ways in which participants are making decisions about HE study.

Evidence of outcomes and effectiveness. This research revealed that women with caring responsibilities are underserved in HE and policy initiatives. Furthermore, career theories which are commonly drawn on with prospective students do not always serve female carers well. Three findings have particular implications for HE providers: 1 Many commonly utilised theories represent decision making as a relatively simple and single point in time decision which is determined by considering a list of pros and cons. However, a complex set of enablers, constraints and mental activities are influencing these decisions. 2 Unpaid carers are making decisions about HE in isolation with little or no decision-making support from HE providers. 3 Opportunities for reflexive dialogue can support this cohort as they make decisions about HE enrolment. HE policy recommendations which could widen participation for this large, yet largely ignored cohort will be presented.

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MBA 3.2 – Towards version-managed degrees that never expire

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Background/context. In a changing environment, the knowledge we gain through degree-based qualifications depreciates faster, the so-called learning disorder (Betts, Rosemann 2023). Micro-credentials are not a solution as they are incremental extensions as opposed to updates of expired knowledge. The same problem is addressed in industries such as software or automotive with upgrades – version-based, release-managed and subscription models. Our feasibility study used distant analogous fields (Poetz et al. 2014) to assess to which extent this practice is applicable in higher education. For example, a student graduating with an MBA 3.1, gets notified months later that the upgrade to MBA 3.2 has become available. By successfully studying the delta between these two versions, a degree upgrade becomes available, and the learner would maintain their knowledge.

The initiative/practice. Over the last two years we used the cross-industry learning innovation method to identify alternative business models for higher education. In particular, we looked at the sales and retention model of the software industry as well as continuous engagement at Tesla. The aim of our research was to identify their prerequisites and how they could be translated into higher education. The study focused on the feasibility of this concept. Evaluations of viability and desirability are only anecdotal at this stage.

Methods of evaluative data collection and analysis. Analysing the critical success factors of upgrade models in other industries and transferring these to the higher education sector showed that version-managed degrees are not constrained by systems, but by ambition, governance and business model literacy. Most learning management systems have version management capabilities. However, so far there are no organisational routines, governance practices or strategic goals in place for upgradeable degrees. Limited business model literacy is another roadblock.

Evidence of outcomes and effectiveness. At this stage, not a single university in the world is offering upgradeable, version-managed degrees. Thus, this presentation cannot report on actual empirical evidence or validated experiments and field studies. Instead, our contributions present the first stages of a design science project (Gregor and Hevner 2013) offering a highly innovative artefact to be tested. We provide the conceptual foundations, prerequisites and required actions towards such 'living degrees'. Anecdotal evidence from alumni indicates a high desirability as former learners look for ways to maintain the value of their previous learning investments.

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Reimagining university learning and teaching services through human-centred design thinking: evaluating the impactAssoc Prof Alison Owens¹, Ass Prof Christian Lorenzen¹, **Prof Anthony Whitty¹**, Dr John Mahoney¹¹Australian Catholic University, North Sydney, Australia

Background/context. Human-centred design thinking, when used in a higher education setting, places both academics and students at the centre of the problem-solving process in learning and teaching (Liedtka 2017, Melles, 2020). In universities, support services for learning and teaching are typically centralised in a learning and teaching unit that provides a wide range of services including curriculum quality and design, learning technologies, evaluations, professional learning, and other supports across the university. Historically, these units have been challenged when instigating institutional change, mainly due to an inability to generate and sustain key stakeholder buy-in. It is proposed that the adoption of a human-centred design thinking model can successfully support centralised units when instigating institutional change in learning and teaching by focusing on early engagement of academics and students during the 'clarify' and 'ideate' phases. This paper models the human-centred service design approach adopted to reimagine learning and teaching services at an Australian university and seeks to measure through diverse data the impact of this approach on the student and staff experience.

The initiative/practice. A student-centred University *Education Strategy* was developed to reflect the 'immersion in the student experience' that human-centred design thinking compels. The University learning and teaching centre was redesigned and retitled (Centre for Innovation in Education) through a consultative process to help realise the strategic emphasis on enhancing the shared journey of students and staff.

Methods of evaluative data collection and analysis. This presentation shares quantitative and qualitative data collected through a continuing mixed methods approach that draws upon learning analytics, meta-analyses of key conceptual strategies for quality teaching and learning, and key staff focus group interviews to establish evidence of the impact of service design-lead change in learning and teaching support.

Evidence of outcomes and effectiveness. Emerging data indicate that transformations in curricula are improving student learning experiences and outcomes (e.g. ACU Thrive, INSPIRE, ALTED), professional learning resources have improved capacity and commitment for teaching and learning support staff (e.g. PLP, Advance HEd Fellows), engagement with internal clients across the university is enhanced (e.g. ACU Academic Timeline, Faculty Ambassador program, Academic Integrity Services, ACU Studios) and service efficiency and staff morale is improved as a result of the human-centred service design approach to change.

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Academic women's agency for leadership in Chinese non-elite public universities**Miss Boya Yuan¹**¹University of Auckland, Epsom, New Zealand

Opportunities for promotion into leadership roles are an important aspect of academic career advancement. Although previous literature has affirmed the efficacy of women's leadership in all sectors worldwide (Eagly, 2007), women are still underrepresented in leadership within the university sector worldwide. This is also a case in China (Zhao and Jones, 2018). Investigating academic women's agency for promotion into formal leadership roles is important in understanding this phenomenon. However, non-elite Chinese academic women's agency for leadership is less examined in the literature. This research thus utilized Butlerian concept of agency to describe Chinese non-elite academic women's agency for leadership and understand why academic women little desire for leadership within the academic institutions they have served. Through conducting semi-structured interviews with fourteen Chinese non-elite academic women and thematic analysis, two contradictory agencies related to leadership are discussed by the participants—desire for leadership and resistance to leadership. Only three early-career academic women who participated in this research expressed a direct desire for leadership because they regard leadership as a strategy to influence others. While all academic women in this study did not resist the idea of leadership but they believed that it was an impossible aspiration because of the barriers that exist. In addition, it should be worth noting that leadership discourse and social-cultural discourse in the HEIs context shape academic women's agency towards leadership. The discourses surrounding academic women could constrain and empower them.

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User Engagement Scale Short Form (UES-SF): Adaptation and preliminary assessment of dimensionality in higher education students from a Singapore-based university**Mr Xiao-feng Kenan Kok¹**, Dr Peng Cheng Wang¹, Dr Karin Avnit¹, Ms Monika Shukla¹¹*Singapore Institute of Technology, Singapore, Singapore*

Background/context. User engagement (UE) is the quality of user experience marked by an individual's affective, behavioural, cognitive, and temporal devotion when interacting with a digital system. UE appears to be highly dependent on the type of digital environment and thus it is important to measure whether students are engaged effectively when using the digital tools. The UES-SF is one instrument that has been used in recent years to measure user engagement. However, there is a paucity of research on its use in the Asian higher education context as prior studies have documented its use with mostly Western adult populations (O'Brien et al., 2018).

The initiative/practice. Our study has two objectives. First, we adapted the UES-SF to measure higher education students' engagement with a series of online self-paced videos that we designed to engage students in learning Engineering mathematics and physics concepts. Second, we assessed the factor structure and reliability of the adapted UES-SF.

Methods of evaluative data collection and analysis. A sample of 155 participants from various Engineering degree programmes at a Singapore-based university completed the UES-SF at one time point within an academic term. The psychometric properties of the UES-SF were examined using confirmatory factor analysis (CFA).

Evidence of outcomes and effectiveness. Results suggest that a four-factor solution was a mediocre fit to the data. Cronbach's alpha for Focused Attention (FA), Perceived Usability (PU), Aesthetic Appeal (AE), and Reward (RW) were .54, .74, .84, and .88, respectively. These results suggest that the UES-SF could be a valid and reliable measure for user engagement with online self-paced videos. However, more research is needed with larger samples of university students across academic disciplines and institutions in the Asian context to verify the above findings.

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The methodological approach in constructing a validated work readiness scale in a small island developing state**Miss Kamini Peersia¹**, Dr Natasha Rappa¹, Prof Laura Perry¹¹*Murdoch University, Murdoch, Australia*

Background/context. In this 21st century, the higher education landscape is changing in response to the changing human resource requirements in an evolving economy. The pressure on higher education institutions to produce 'work-ready' graduates has increased. As these institutions find themselves responsible for fostering and enhancing the employability and readiness of graduates for the workplace, they have shifted their focus toward balancing the need to address the individual's holistic development and ensuring graduates with discipline-specific knowledge and work-readiness skills. The assessment of discipline-specific knowledge is measured with well-established instruments. But there are intricacies when assessing skills development during the teaching and learning process, as they are not directly observable. Therefore, researchers have explored designing and using validated psychometric tools to develop work readiness scales.

The initiative/practice. Work readiness is that aspect of employability that equips graduates with skills for work. It is described as a complex of generic attributes that allow graduates to apply their technical knowledge (Jollands et al., 2012) to add value to their organisation (Priksat et al., 2019). The definition of work readiness is not clearly articulated. This could be attributed to the plethora of terms used interchangeably, their overlapping meanings, and the inconsistency in the value perceived by stakeholders (Caballero et al., 2010). This makes conceptualising work readiness skills complex when developing and validating a scale. This paper looks at the methodological approach for constructing a validated graduate work readiness scale in the small island state of Mauritius.

Methods of evaluative data collection and analysis. In this study, an inventory of skills available in the literature preceded focus group discussions with labour market stakeholders in Mauritius to ascertain work readiness requirements skills.

Evidence of outcomes and effectiveness. The results of this data collection inform the development of a conceptual model of the Mauritian Graduate Work Readiness Scale by defining the constructs and their associated dimensions.

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Graduate employability in an Era of 'technological unemployment': A scoping review**Dr Jisun Jung¹**, Ms Yutong Wang¹The University of Hong Kong, Hong Kong, Hong Kong SAR

Background/context. It is not difficult to find projections of how many jobs will disappear in the coming years due to automation; this phenomenon is generally defined as technological unemployment. Despite the growing interest in technological development and its impacts on society and the economy, higher education has scant knowledge on how the macro-environment will affect university graduates' labour market transition. This presentation aims to describe the impact of technological advancement to the labour market transition for university graduates.

The initiative/practice. This study aims to respond to the following research questions. How is the topic of technological unemployment identified in the existing literature? How do the existing studies project the job prospect driven by technological development among university graduates? How do the existing studies evaluate the policy intervention for university graduates' employability in the context of technological unemployment?

Methods of evaluative data collection and analysis. This study followed a qualitative design of the scoping review, designed to provide a comprehensive summary of current literature relevant to the research questions. The full text of the 39 articles was retrieved and reviewed based on the same inclusion and exclusion criteria. We used a qualitative descriptive approach (Sandelowski, 2000) to summarise the results, grouping together statements we judged to respond to the same research questions and are topically similar.

Evidence of outcomes and effectiveness. Through the scoping review, we have identified a diverse range of research and research gaps. Firstly, scholars agree that universities must revamp their educational programs to incorporate a more diverse spectrum of knowledge and skills. Yet, our review suggests an overwhelming emphasis on non-technical skills without providing concrete concepts of such skills. Second, as many studies have highlighted, the impact of technology is mixed. As students transition from universities to industry and society, adopting and developing technologies with solid social and environmental awareness is increasingly essential.

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Reducing academic integrity: Students leading the way**Assoc Prof Anthony Weber¹**, Dr Robert Vanderburg¹¹CQUniversity, Rockhampton, Australia**Background/context, including relevant literature**

An agenda to reduce academic integrity breaches in higher education has only become evident since the early 2000s (Bretag et al., 2011), but only 1 in every 100 students who cheat are caught, and recent research suggests commercial cheating is on the rise (Curtis et al., 2022). The reason academic integrity issues continue to grow is because universities are not allowing students to lead the charge.

Description of the research, initiative or practice

The School of Business and Law's (SBL) Academic Integrity Plan's theoretical foundation is based on the Students as Partners (SaP) initiative. It believes students should interact with faculty/academic staff to solve problems occurring at universities. By combining academic misconduct prevention with the SaP framework, an effective framework can be developed that involves using the intellect of our students to understand why cheating occurs and inspire innovative approaches related to reducing academic integrity breaches.

Method(s) of evaluative data collection and analysis

SBL implemented an Academic Integrity Improvement Plan that involved several solutions and strategies. This approach involved implementing an action plan for the school, which equated to 7,000 student enrolment across 100 units of study each term. To assess the success of this approach, we used archival data and current data from the StudentOne Case Summary Dashboard and the Educational Quality and Integrity academic misconduct annual reports to measure the number of academic misconduct cases before and after the implementation of our Academic Integrity Improvement Plan.

Evidence of outcomes and effectiveness

The Academic Integrity Improvement Plan was successful because there was a 69.22% reduction in overall university breaches from the School of Business and Law after the program was implemented. In other words, the SBL had 72.22% of overall university breachers before the program was implemented and 3% of the overall university breachers after the program was implemented. The considerable decrease in breaches can be ascribed to the educational and preventative actions the school has undertaken over the past years to mitigate risks of academic integrity.

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A call for more adventurous mixed methods research in higher education

Assoc Prof Eva Heinrich¹¹Massey University, Palmerston North, New Zealand

Background/context. McChesney (2021) points to the potentials of mixed methods research in education for researching wicked problems, assisting with theory generation, and conducting culturally responsive research. This makes mixed methods highly suitable for addressing the challenges higher education faces.

The initiative/practice. McChesney (2021) asks to explicitly address paradigms in mixed methods research and consider how the positioning of the researcher(s) shapes the research. I set out to examine how well this is done in higher education publications. In my presentation I will show my findings and initiate discussion towards addressing our challenges.

Methods of evaluative data collection and analysis. Of the 595 research articles published in the top five higher education journals (Google Scholar ranking) in 2021, 30 (5%) self-identified their research as mixed methods. I analysed the comprehensiveness of the description of the research approaches based on Twining et al. (2017) and the perspective in defining the mixed methods research following Plano Clark & Ivankova (2016).

Evidence of outcomes and effectiveness. While nearly all articles described methods and/or instruments and analysis only half (50%) outlined their design and only four (13%) referred to theoretical stance and/or methodology. Most mixing happened on methods level (25 articles, 83%). Only one article mixed on methodological and none on philosophical levels. Four articles used only one method (a survey), presenting closed and open-ended questions as mixed methods. This indicates that higher education does not use mixed methods research to its potential and does scarcely address methodology and theoretical stance. We need to get researchers across disciplines together, discuss our positioning and draw strength from our diversity to address the challenges higher education faces.

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University pathway teachers' perceptions of students with disabilities and inclusive education: A thematic analysis

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Background/context. In the Australian higher education context, university pathways (UPs) are an initiative offered by universities to respond to the contextual needs of diversity and inclusion (Agosti & Bernat, 2018). Despite first being developed in responding to the learning needs of international students, UPs now also serve as an alternative route to university education for domestic students historically underrepresented in universities, such as students with disabilities (Pitman et al., 2016). Although there is an increase in participation rates over the last decade, students with disabilities, as an identified disadvantaged equity group in Australia, continue to be underrepresented in higher education (Pitman, 2022).

The initiative/practice. In ensuring quality, inclusive access to higher education, teaching staff's perception of inclusive education are crucial (Pitman, 2021). While there is a wealth of literature on the experience of students with disabilities in high education settings, studies on the perspectives of teaching staff are very limited. Even less is known about teachers working in the UP settings. Hence, this study aims to explore university pathway teachers' (UPTs) perceptions of (students with) disabilities and inclusive education.

Methods of evaluative data collection and analysis. Semi-structured interviews were conducted with ten UPTs and thematic analysis was undertaken to explore their perceptions of students with disabilities and inclusive education.

Evidence of outcomes and effectiveness. Thematic analysis results show that UPTs have limited experience with and hold negative perceptions of people and/or students with disabilities. They also feel that the integration, but not inclusion, is a better practice when it comes to the education of students with disabilities. Implications of these findings will be discussed in the presentation.

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Strengthening completion rates for Aboriginal and Torres Strait Islander tertiary students**Prof Bronwyn Fredericks¹, Dr Katelyn Barney¹, Prof Tracey Bunda¹**¹The University of Queensland, St Lucia, Australia

Background/context. Completion rates for Indigenous students remain significantly lower than non-Indigenous students (UA, 2020). The national data indicates that, while Indigenous students typically can take longer to graduate, the nine-year completion rates for Indigenous students remain around 47 per cent—significantly, below 74 per cent for non-Indigenous students (UA, 2020, p. 25). Some universities have higher Indigenous student completion rates than the national average. However, research-based evidence of these universities as “success models” is limited.

The initiative/practice. Drawing on findings from a National Centre for Student Equity in Higher Education funded research project (Fredericks et al., 2022), this presentation identifies graduate and staff perspectives on the success factors associated with completions by Indigenous students at five universities.

Methods of evaluative data collection and analysis. We draw on qualitative data from interviews with Indigenous graduates as well as staff who support Indigenous students at four Go8 and one non-Go8 university to explore their perspectives on what works and what can be improved to support Indigenous student completions. Thematic analysis was conducted with each interview transcript and then themes were then repeatedly examined and analysed for consistent themes and sub-themes. This process was complemented by reflective journals that involved interrogating and examining the themes.

Evidence of outcomes and effectiveness. The presentation will share success factors for Indigenous student completion including the importance of Indigenous centres to provide a sense of community and belonging, ITAS (Indigenous Tutoring Assistance Scheme) and scholarships, and the influence of family. A conceptual model of best practice to strengthen Indigenous student completions that was developed will also be shared.

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Using instructional coaching to enhance teachers' supervisory capacity: A school-university partnership approach**Assoc Prof Deb Clarke¹, Mrs Stacey Jones¹**¹Charles Sturt University, 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 workplace setting where practical teaching skills can be developed and rehearsed through authentic teaching experiences. Unquestionably, the capacity of the teachers in schools who supervise TES has significant impact on the experience of the TES and their willingness to engage in the breadth of school opportunities that form the profession.

The initiative/practice. The project examined how a co-facilitated instructional coaching model of professional learning (Hammond & Moore, 2018) enhanced teachers' supervisory capacity. 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. 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 teacher practice.

Methods of evaluative data collection and analysis. As a qualitative study, data were collected from semi structured interviews with teachers, notes from dialogue between teachers and mentors, teachers' artefacts and mentors' reflective journals. Data were analysed using intra and inter textual analysis of interviews 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 derived from self-directed professional learning, and increased perceived quality of teachers' ability to supervise.

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Understanding and supporting university students' study strategies**Mr Jonathan Brazil¹**¹The University of Queensland, Woolloongabba, Australia

Background/context: The ability to consolidate knowledge is critical for the recall, application, and transfer of knowledge during education and in the workplace. To consolidate knowledge, a plethora of education research highlights two of the most potent study strategies are retrieval practice and spacing. Considering the demonstrated benefits of these strategies, it is important to understand and support their use during self-regulated learning. This is particularly the case in higher education in the 2020s where students increasingly need to be self-directed, with greater flexibility in where, when, and how they study.

The initiative/practice: The purpose of this review was to develop a sense of the prevalence of effective study strategy use and the effectiveness of activities to improve use across published research. The review reveals a) what strategies higher-education students employ, why, when, and how and b) the effectiveness of targeted educational activities at improving students' study strategy use. Suggestions for future research are presented on how to better measure and augment study strategy use.

Methods of evaluative data collection and analysis: A literature review of published articles that explicitly attempted to understand or support independent use of retrieval practice and spacing use while studying in the higher education. Weighted averages of prior study strategy surveys were calculated where appropriate.

Evidence of outcomes and effectiveness: The corpus of research articles explicitly examining the use of retrieval practice and spacing was relatively small, but some consistent patterns emerged. We found that higher education students seem to underutilise effective study techniques, tending to favour rereading and cramming. Students seem to lack the knowledge of what works and why. A variety of factors, such as motivation, impact strategy use. Activities to support strategy use have shown small impacts on retrieval practice use and almost no impact on spacing.

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Designing contemporary curriculum to prepare students for a nutrition telehealth clinic: an academic narrative**Ms Sophie Porter^{1,2}, Ms Joanne Andrews^{1,3}, Ms Karen Wallace^{1,4}**¹Endeavour College of Natural Health, Adelaide, Australia, ²Higher Education Research and Development Society of Australasia, Australia, ³Dietitians Australia, Australia, ⁴Nutrition Society Australia, Australia

Background/context. During the height of Covid-19, Endeavour College of Natural Health (ECNH) had to quickly pivot from traditional face to face delivery of clinical subjects to online delivery, including client consultations via telehealth (TH). Using this experience, and the demand in community for access to TH, ECNH decided to include TH in the curriculum so that our students are industry ready and competitive when they graduate. In designing the new curriculum, we used a case-based learning approach and recommendations from the literature to teach specific TH skills to maintain professional standards, legal requirements and client safety¹. Specific TH skills include dedicated communication skills, technological needs, and alternatives to physical assessment¹.

The initiative/practice. This discussion piece describes the process of designing curriculum through transformative learning theories to prepare students for nutrition TH clinics. It highlights our challenges with TH delivery, key learnings, and recommendations for future education best practice.

Evidence of outcomes and effectiveness. It is evident that TH is going to be the way of the future for medical and allied health services, as it increases access and is a cost-effective method of health service delivery². In response to this, new curriculum for nutrition TH clinics has been designed for delivery in 2023, coupled with new resources for clinical educators, including a self-reflective tool² and new pre-clinical training for students. Qualitative data from students and clinical educators is being collected during the roll out of this new curriculum to inform continuous improvement and evidence-based practice. Sharing our learnings will assist others in the nutrition and education field to set up their own student-led TH clinics.

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Teaching climate change communication in Australian universities: examining perceived barriers and enablers**Mr Matt Carew¹**¹Monash University, Clayton, Australia

Background/context. Teaching climate change communication (CCC) skills to students can help them to communicate across boundaries of culture, discipline and industry, and helps to position them as future leaders, decision- and policymakers (Annan-Diab & Molinari, 2017). This is particularly true in higher education (Leal-Filho & Hemstock, 2019). However, CCC appears to not be widely taught in Australian universities; of 2361 climate change units listed online on Australian university websites, only 39 included CCC as a teaching topic.

The initiative/practice. The purpose of the research project is to investigate how and where CCC is currently being taught in Australian universities. Specifically, it aims to explore the barriers and enabling factors that educators encounter in teaching this topic.

Methods of evaluative data collection and analysis. 22 semi-structured interviews were conducted with educators from Australian universities. Participants were categorised into two groups: those who teach CCC (n=12), and those who teach climate change but not CCC (n=10). This would allow the barriers and enablers specific to teaching communication to be identified. Interview transcripts were open-coded and thematic analysis was conducted using NVivo.

Evidence of outcomes and effectiveness. Commonly perceived barriers to teaching CCC were communication skills being undervalued/underprioritised, lack of training, the difficulty of interdisciplinarity, lack of awareness of CCC as a topic, and prioritisation of hard science over soft science/social sciences. Commonly perceived enablers to teaching CCC were access to an interdisciplinary team or collaborators, top-down support from the university, personal values/attitudes, sustainability values/strategy of the university, and access to relevant training. Some of these barriers and enablers align with previous research literature on climate change education and communication education; however, lack of awareness of CCC as a topic and the prioritisation of hard science over soft science appear to be barriers novel to CCC education more specifically.

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Supporting students' transitions into higher education: Outcomes of a scoping review of assessment principles**Dr Elizabeth Goode¹, Dr James Valentine², Ms Amita Krautloher³, Dr Pranit Anand⁴**¹Southern Cross University, Lismore, Australia, ²Charles Darwin University, Darwin, Australia, ³Charles Sturt University, Port Macquarie, Australia, ⁴University of New South Wales, Sydney, Australia

Background/context. Assessments have been identified as a key hurdle for students transitioning into higher education (HE). Therefore, it is important for academics to design assessments that are grounded in best practice principles aimed at supporting student success in HE, particularly in their first year (Kift, 2009). However, very little work has focused specifically on what can be learned from assessment practices used in enabling education (<https://enablingeducators.org/>) to support students' transitions into HE.

The initiative/practice. A scoping review (Arksey & O'Malley, 2005) of Australian enabling education literature was conducted, focused around two key research questions: What pedagogical principles are explicitly connected to assessments in Australian enabling education? What can university educators learn from this literature to support students' transitions into HE?

Methods of evaluative data collection and analysis. Three databases and thirteen targeted publication sources were searched for peer-reviewed journal articles and reports pertaining to assessment in Australian enabling education from 2012 to 2022. From the 765 sources located, 24 full-text sources were examined using collaborative discourse analysis.

Evidence of outcomes and effectiveness. The review identified twenty assessment principles for supporting student success in HE. The results also highlight a need for greater clarity in how these concepts are defined as well as an opportunity for sharing good practice examples between programs and institutions. Overall, the scoping review showcases best practice assessment design principles for students transitioning into HE.

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Challenging assumptions: Experiences of working in the 'third space'**Dr Puvaneswari P Arumugam**¹, Dr Mahen Jayawardena¹¹Deakin University, Burwood East, Australia**Format of the roundtable.** Point for Debate.

Context/background. Many higher education institutions have embraced digital teaching and learning as standard modes of education. With this change, there has also been a greater focus on the role of third space professionals (Whitchurch 2012)/academics who are supporting 'traditional/disciplinary' academics in their teaching and learning. Third space professionals/academics, just by the nature of their role, challenge disciplinary academics about teaching and learning when they ask questions; provide alternatives to traditional ways of teaching; encourage a more student-centred approach; bring to the table ideas from their own disciplinary backgrounds; and exhibit different assumptions and beliefs about teaching and learning.

Point for debate. In your third space role, do you experience tensions and challenges owing to the assumptions of your role by teaching academics? How does that impact your work?

Intended outcome. In this roundtable discussion, we seek to explore the different experiences of others in third space roles who support teaching academics; the assumptions they hold about their role, and the ways those assumptions sit alongside of or in tension with those with whom they work and support.

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Preparing the future higher education workforce**Dr Florence Boulard**, Assoc Prof Elizabeth Tynan¹James Cook University, Douglas, Australia**Format of the roundtable.** Work-in-Progress

Context/background. In acknowledging that teaching has become a central responsibility of academics (Austin, 2002; Norton, 2013), in 2021 James Cook University (JCU) invited higher degree research (HDR) candidates within the College of Arts, Society and Education to a masterclass delivered across a series of six workshops. The new initiative aimed to positively engage HDR candidates within a supportive community of Teaching and Learning scholars. It provided professional development opportunities that developed scholarship in Teaching and Learning. Together the HDR candidates explored concepts of educational learning theories and principles of pedagogy. They evaluated the relevance and implications of these concepts and principles in their own research discipline and those of other participants. The group discussed institutional and national teaching and learning policy in higher education. At completion of the masterclass, participants had the opportunity to document their learning through the development of their own teaching and learning philosophy. Following the success and feedback obtained from the 2021 program, the graduate research school (GRS) offered a second masterclass in 2022, this time expanding it by offering the opportunity to all HDR candidates irrespective of the college they were affiliated with at JCU. This allowed participants to build peer-to-peer networks with HDR candidates that crossed college and discipline boundaries. It is expected that another "Teaching at University" masterclass will be offered to all HDR candidates at JCU in 2023.

Point for debate/focus of the work-in-progress/topic for discussion. Do HDR candidates and high education institutions see teaching as an important component of future academic careers? How are we currently supporting the future higher education teachers? What can be done to shape, refine and improve similar opportunities for HDR candidates?

Intended outcome. Develop a deeper understanding of what is currently being done to prepare the teaching workforce of tomorrow's higher education institutions in Australia and overseas. Share best practice and increase collaboration on this topic.

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Capacity development of research supervisors to support sustainable post-graduate supervision in developing nations**Mrs Natasha Kitano¹**¹*Queensland University of Technology, New Farm, Australia***Format of the roundtable.** Work-in-Progress

Context/background. Many higher education institutions (HEIs) around the world place a significant emphasis on the provision of skills training for higher degree research students (HDRs) throughout candidature. These skills include specific research competencies, generic academic competencies, as well as transferable skills training (Hasgall et al., 2019). However, there is limited literature on the skills supervisors need to guide their students throughout candidature. It has been well documented that the quality of supervision is a fundamental factor determining the quality of the HDRs experience (McGagh et al., 2016), so this research focuses on the types of training HDR supervisors need to ensure the success of the candidate. I will focus on developing world contexts where there is limited resources and support.

Point for debate/focus of the work-in-progress/topic for discussion. The focus of the work-in-progress is to discuss the types of skills training research supervisors need.

Intended outcome. The implications of this research could add to the quality assurance of HEIs in general, but in particular, it is hoped that it can aid in the human capital development and advancement of developing countries.

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Importing/exporting Aboriginal and Torres Strait Islander culture via transnational higher education**Dr Gabrielle Murray¹, Ms Cathy Doe¹**¹RMIT University, Doncaster, Australia**Format of the roundtable.** Work in progress

Context/background. This round table will explore how embedding Indigenous perspectives in curriculum at an Australian university collides with 'the global' – in this case, an off-shore campus of XXXXXX. Commitment to *UNDRIP* (2007) and policies including *AIATSIS Code of Ethics* (2020) and Universities Australia's Indigenous Strategies (2017, 2022) have seen higher education institutions across Australia attempt to redress their colonial past through creating research and learning environments that safeguard cultural heritage and foster Aboriginal and Torres Strait Islander aspirations (XXXXXX, 2010). Internationalisation of higher education has been highlighted (Denman 2007; Altbach & Knight, 2007; Kleibert, Bobée, Rottleb & Schulze, 2020); furthermore, the World Indigenous Network Higher Education Consortium (WINHEC) has challenged barriers to inclusive education for First Peoples in western universities (Robertson et al., 2012). However, discussion around exporting Aboriginal and Torres Strait Islander culture via off-shore campuses is nascent.

Point for debate/focus of the work-in-progress/topic for discussion. Our focus is offshore campuses, a form of transnational education whose colonial antecedence is shadowed in their 'full control' of curriculum development (Kleibert, Bobée, Rottleb & Schulze, 2020). Connection to place is vital for Aboriginal and Torres Strait peoples, but where this relationship is unfamiliar, the message becomes distorted. How do we navigate the restraints of colonisation and local conceptions of First Peoples or ethnic minorities? Is it appropriate to use Indigenous knowledges and perspectives in offshore teaching, or should we develop universal behaviours and respectful protocols beyond the bicultural frameworks of Australian higher education institutions?

Intended outcome. We want to understand how to frame 'place' within higher education – place being so vital in Aboriginal and Torres Strait Islander culture – and how this translates to another's country. This round table will consider language and behaviour that might become common ground, and establish future directions.

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Introducing ALEx: somaesthetics, affect and improving moral judgement in learners**Dr Andy Wear¹**¹*The University of Melbourne, Parkville, Australia***Format of the roundtable.** Work-in-Progress

Context/background. I presented the initial research on this topic at HERDSA 2022 and am seeking to present and develop this work further by way of constructive feedback and critique. Previously presented as a conceptual paper, this year I share the subsequent research that has contributed to the development of a prototype for a card sorting game – ALEx (acronym for Aesthetic Learning Experience) – that translates the theories investigated into educational practice.

Intended outcome. To gather feedback on the design of the ALEx card sorting game and share research and experiences that have informed its development.

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Abstract. Since last year's HERDSA roundtable session I have been developing a theory of experiential learning that augments Richard Shusterman's notion of *Somaesthetics* – "the critical, meliorative study of the experience and use of one's body as a locus of sensory-aesthetic appreciation" (Shusterman, 1999: 302). During the course of this work, I have focused on the nexus between theory and application, with particular attention on how educators might engage aesthetic pedagogies in the learning environment. This work has resulted in the development of ALEx – a prototype for a card sorting game that helps teachers design activities that hone sensory-aesthetic learning. Supported by a taxonomy that differentiates *essential*, *augmenting* and *transformative* learning experiences, ALEx provides 'players' with structures and strategies to rethink their approach to teaching and reinvigorate their learning activities.

I see this roundtable as an opportunity to build upon last year's discussions and receive feedback on ALEx, particularly with regards the perceived value of distinguishing between each of the five sensory modes and the more holistic domain of *somaesthetics*. I will also present an overview of the theory that has informed its development; specifically affect theory and the scholarship detailing the relationship between affective learning and moral judgement (Gregg & Seigworth, 2010). The consideration of moral judgement as a learning outcome or graduate attribute is relevant and timely for my work in Management Education, which has been subject to increasing criticism for consolidating the neo-liberal hegemony, with its educators "hypocrites" (Gioia & Corley, 2002) and "silent partners in corporate crime" (Swanson & Fredrick, 2003) whose very "theories and ideas have done much to strengthen the management practices that we are all now so loudly condemning" (Ghoshal, 2005: 74). Clearly, the appetite for improving the ethical dimension of educational experiences and outcomes is growing, and ALEx seeks to contribute to this movement.

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How to design an effective team-lead scholarship strategy?

Dr Amber Moore¹, Ms Manisha Thakker¹, Dr Dhivya Rajasekaran¹, Dr Noosha Ehya¹, Dr Danielle Burgess¹, Mr Ashley Hillsley¹

¹Torrens University Australia, Melbourne, Australia, ²Southern Cross University, Lismore, Australia

Format of the roundtable. Work-in-Progress

Context/background. It is well known that scholarship and scholarly teaching are essential features of a university academic's role, equipping academics with skill development and keeping them up to date (Boyer, 1990). The Health Science Scholarship Strategy is intended to support Health Science (HS) academics to develop their scholarly teaching practices and enhance scholarship from a discipline community perspective. It also includes strategies for promoting research capabilities, development and outcomes. The aim is to promote a sense of peer support and spaces to develop and improve scholarly activity in all its forms. With the Covid-19 pandemic forcing team members based around Australia to work online, peer support for redefining academic identity was deemed essential. This pilot emerged out of the need for strategic connection to design a professional learning space that supports the development of professional identities (Caza & Creary, 2016; Clarke, Hyde, & Drennan, 2013).

Focus of the work-in-progress. As a pilot initiative, the HS Scholarship Strategy is a co-creative initiative that is a local in nature and designed to address the contextual needs and topics areas of the team, to facilitate a culture of scholarship within the team (Van Schyndel, et al., 2019). It contains two main elements - a community group called the Scholarly Teaching Think Tank, known as the ST3, and the Research Incubator Group, or RIG. As a work in progress, the ST3 has run three online workshops in 2022 with synchronous and asynchronous reflective activities. Team feedback has been collected through workshop engagement and a survey.

Intended outcome. This roundtable will discuss the success of the strategy so far to engage and support academic staff in developing their scholarly identities and activities. Researchers will also invite participants' feedback on implemented strategies. Dialogue will be on ways to help further improve outcomes and refine strategies such as this one that may also support other academic teams.

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Exploration of factors which promote and inhibit the introduction of evidence-based teaching practices in biomedical sciences**Mrs Tirtha Goradia**¹, Assoc Prof Susan Blackley², Assoc Prof Daniel Southam², Dr Ricky R. Lareu²¹Endeavour College of Natural Health, Perth, Australia, ²Curtin University, Perth, Australia**Format of the roundtable.** Birds of a Feather.

Context/background. Biomedical science students require the necessary skills to meet the demands of 21st century; however, there are growing concerns that traditional didactic teaching approaches are not adequately preparing graduates with these skills. The didactic approach is lecturer-centered, whereby, the lecturer transmits information to the students and students passively listen and receive this knowledge (Kim et al., 2019), making it difficult for students to relate concepts to pre-existing knowledge (Cooper et al., 2015). A potential solution is the implementation of evidence-based teaching practices (EBTP) that are based on empirical research. EBTP encompass a variety of pedagogies including: problem-based learning, inquiry-based learning, social-constructivist learning as well as personalised learning (Frost et al., 2018). These pedagogies promote active learning within an authentic learning environment in a way that allows students to relate content and skills to real world experiences (Bouwma-Gearhart et al., 2018). However, there are various factors that influence instructors' implementation of EBTP. An explanatory sequential mixed-methods research study was conducted across large metropolitan public universities offering biomedical science degrees in Australia to investigate the EBTP implemented by instructors and to identify the factors that influenced instructors' implementation of these teaching practices. 39 instructors participated in the study. The findings of the study reveal positive statistically significant correlation between enablers and the number of teaching practices implemented by instructors. Constructs such as academic identity, self-efficacy, academic workload, attitudes, social and structural environments, stood out as factors that influenced instructors' implementation of EBTP.

Topic for discussion. The factors of influences, pressures, and the changing nature of academic work and academic identities that influence implementation of EBTP will be discussed.

Intended outcome. This discussion will generate professional learning opportunities and will assist institutions and educators to expand the supportive measures needed to change academic practices.

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How teaching confidence among early career academics affects the learning outcomes of low-socio-economic students in the tertiary classroom**Ms Roopali Shiromany¹**¹Central Queensland University, Brisbane City, Australia**Format of the roundtable.** Work-in-Progress

Context/background. Higher education is a high-stakes learning environment as it acts as a bridge between an individual's student life and professional career (Teague, 2022). Hence, measures need to be taken to make it more inclusive and accessible for low-socio-economic background (LSES) students as they have often been neglected in the tertiary classroom studies when considered in relation to teaching confidence of early career academics (ECAs) (Devlin & O'Shea, 2012; Hemmings, 2012; McAlpine, Amundsen & Turner, 2014). The findings will inform understanding of the experience of the early-career educators and provide recommendations for strategies to assist teachers in the tertiary classroom. Additionally, it aims to provide recommendations for increasing retention rates of LSES students by identifying parameters of teaching confidence affecting the LSES students' learning outcomes which will be measured by looking at their student grades. The data gathered from the set of LSES and non-LSES students would be used as comparative data to inform results of the study. The data collection tools for the study would be classroom observations, semi-structured interviews and survey questionnaires.

Point for debate/focus of the work-in-progress/topic for discussion. The discussion will be based around the situation of ECAs in universities, effects of their teaching confidence in the classroom, prominent themes in ECA literature and methods around measuring variables of teaching confidence and LSES learning outcomes in the tertiary classroom.

Intended outcome. Through the discussion, relevant opinions and ideas will be considered to help inform investigation into the research topic. This study will help in contributing to the development of relevant teaching practices in the tertiary education sector to support LSES students who may be at greater risk of attrition or require greater support to succeed promoting equity, access, inclusiveness and participation levels to support students and teachings in the university sector.

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Using a typology to identify and integrate employability skills development in teaching and assessment practice**Dr Valeria Cotronei-Baird¹**¹*The University of Melbourne, Carlton, Melbourne, Australia*

Using a typology to identify and integrate employability skills development in teaching and assessment practice Format of the roundtable. Work-in-Progress Context/background. Universities are often expected to produce work-ready graduates with a set of employability skills such as critical thinking, analysis, problem-solving, communication (verbal and written) and teamwork skills (Hibberd & Grove, 2009; Jackson, 2014; Jackson & Chapman, 2012). Yet, despite the critical role of academics in curriculum design, delivery and assessment, there is minimal guidance on how to identify and integrate the skills in teaching and assessment practice in a subject's curriculum. During the roundtable, a typology for identifying and integrating employability skills in the curriculum will be presented. The typology was garnered from a previous study (Author, 2020) that compared academics' espoused practice and actual practice (Argyris & Schön, 1974) of employability skills development in their subjects. The purpose of the typology is to guide instructors to discuss, demonstrate, facilitate, and assess employability skills development through their curriculum. The focus of the roundtable is to debate to what extent the typology is applicable for facilitating the identification of any disconnection between espoused theories and actual practice and for fostering the identification of employability skills and best teaching and assessment practice possibilities in participants' own subjects. Point for debate/focus of the work-in-progress/topic for discussion. Is the typology an appropriate way to identify gaps in and strategies for the teaching and assessment of employability skills development in subjects? Intended outcome. Analyse and debate the typology for the integration of employability skills in participants' teaching and assessment practice References. Argyris, S. E., & Schön, D. A. (1974). *Theory in practice: Increasing professional effectiveness*. Jossey-Bass. Author. (2020). Title. *Australasian Journal of Economics Education*, 17(1), 24-55. Hibberd, S., & Grove, M. (2009). Developing graduate and employability skills within a mathematical sciences programme. *MSOR Connections*, 9(2), 33-39. Jackson, D. (2014). Business graduate performance in oral communication skills and strategies for improvement. *The International Journal of Management Education*, 12, 22-34. Jackson, D., & Chapman, E. (2012). Empirically derived competency profiles for Australian business graduates and their implications for industry and business schools. *The International Journal of Management Education*, 10, 112-128.

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Austerity and its impact on the university**Dr Navé Wald¹, Prof Tony Harland¹**¹*University of Otago, Dunedin, New Zealand***Format of the roundtable**

Point for debate

Context/background. Here we will examine the neoliberal changes that have impacted on the university and in particular the adoption of austerity as a way of governing and controlling work. Our main argument is that neoliberal policies and in particular austerity measures, have negatively impacted on both academic work and university governance, with processes such as compliance, measurement of work against standards, new public management and the erosion of traditional democratic decision making, have all rendered the academic workforce worse off with the quality of the educational enterprise suffering (Roper 2018). Neoliberalism has directly resulted in casualisation (Lama & Joullie 2015), loss of participatory governance, as well as loss of academic freedom. It has eroded democracy in a public institution that has a responsibility for preserving democracy in society. Academic life for many is now about the gradual lowering of wages, resource cutbacks, loss of collegiality and disempowerment.

Point for debate. What is not known is how far austerity can be taken with respect to the public university without terminally impacting on the quality of academic work. It is these data that are missing from the debate and one might speculate that there must be limits to austerity. If so, how are these determined and what are the impacts on academics when austerity goes too far?

Intended outcome. In our discussion we would like to focus on two questions, first the experiences of academics asked to do 'more with less' and second the methodological question on how this might be approached in research.

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An innovative and flexible course design that provides tailored support to university students in Early Childhood Education**Dr Angel Mok¹**¹University of New England, Armidale, Australia

Background/context. It is estimated that by 2025, there will be an additional 8000 early childhood teacher (ECT) positions needed to be filled in Australia (National Children's Education and Workforce Strategy, 2021). It is suggested that the fastest way to address this serious and chronic workforce shortage is by upgrading diploma-qualified educators to university degree-qualified teachers (Future Tracks, 2019). The challenge for this cohort of experienced educators, already engaged in full-time employment, is that many also have demanding family commitments. Finding an appropriate life/work/study balance means it can often take Early Childhood Education students many years to finish their study, plus, course attrition is high.

The initiative/practice. To address these challenges, and to provide tailored support to this student cohort, two academics initiated an initial teacher education program that has an innovative structure. This program integrates students' prior knowledge and work experience in teaching and learning, and through the provision of flexible study paths, students are able to decide their own study loads. Originating and championed from within the Early Childhood Education team, this bottom-up approach is a testimony to the power of individuals to make a positive difference to the student experience.

Methods of evaluative data collection and analysis. Data were collected from a range of stakeholders including, a survey of past students seeking their feedback on their experience in studying the previous Early Childhood course, and from a director in early childhood education in TAFE NSW to seek an understanding of the diploma qualification, that will be the prerequisite for the new course. A literature review of course design principles and the university's course design framework were also used to inform the new course's learning design.

Evidence of outcomes and effectiveness. A new course that has an innovative structure was created and approved by the university with no request for amendments. Authentic learning and assessments that are relevant to their work are used in this course.

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"Where to go next?": Embedding employability into honours psychology curriculum**Dr Ali Enright¹**, Ms Rianna Lopez¹Flinders University, Bedford Park, Australia

Format of the roundtable. Work-in-progress.

Context/background. Students invest in and expect institutions to support them to make successful transitions into employment. Quality Indicators for Learning and Teaching's 2021 Graduate Outcome Survey indicated that only 60% of psychology graduates were employed. These data reflect student feedback that they were unclear about how to compete for jobs postgraduation. Embedding employability skills into curriculum improves postgraduation employment outcomes (Senior et al., 2014). Best practice indicates that that skills should be practical (e.g., writing job applications), and embedded into curriculum rather than parallel to it (Cranmer, 2006). As such, we redesigned a Psychology Honours topic and embedded practical employability skills, using Cranmer's (2006) bolt-on and embedded approaches. Specifically, we embedded four key skills psychology graduates require for successful transition into employment: 1) sector and organisation research, 2) job advert analysis, 3) resume writing, and 4) cover letter writing. Each skill was embedded into curriculum via revised learning outcomes, workshop content, and assessments. Twenty-six students completed a pre- and post-test survey measuring their knowledge of employability skills, confidence in these skills, actions required for successful postgraduation employment, and development of industry connections.

Point for debate/focus of the work-in-progress/topic for discussion. How to best weave employability skills into a Psychology Honours curriculum.

Intended outcome. Improved employability outcomes for psychology graduates.

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Enhancing future-focused capabilities with case-based methods in professional master's programs

Assoc Prof Amanda Wolf¹¹Victoria University of Wellington, Wellington, New Zealand**Format of the roundtable.** Birds of a feather

Context/background. Many professional master's programs require students to have prior work experience. Accordingly, teaching and learning is expected to build on that experience, complement on-the-job learning, and equip students for future challenges. Adult learning theories – transformative, experiential, situated, and more (see, e.g., Merriam & Bierema, 2014) – have generated an enormous body of practical ideas. Yet Boud and Falchikov's (2006) challenge remains: how can assessment [and coursework] prepare students for the unknown and complex situations for which their learning is meant to better prepare them? Given today's extensive menu of innovative assessments, it is timely to (re)consider assumptions about how intended learning mechanisms translate into actual learning pathways and enduring capabilities. In professional programs for work-experienced students, typical assessments rely on case methods, including short and long prepared cases, student-generated cases, critical reflections, theory-to-practice 'applications', varieties of client-sponsored project work, and conversational sharing of vignettes in class discussions.

Topic for discussion. What assumptions about case-based learning mechanisms should be amended or replaced? How do experienced professionals develop future-practice-relevant 'casing' capabilities (Ragin, 2018, adapted for T&L) from engaging in case-learning opportunities? What versions of case-based teaching and learning seem most effective in helping students into double- and (potentially) triple-loop learning? How does peer-to-peer learning figure in?

Intended outcome. Greater sensitivity to learning mechanisms in case-based professional teaching and learning, and new ideas for tailoring pedagogies to better assist students to learn the skills (diagnostic, prognostic, and prescriptive) of 'casing' for effective transfer to future situations.

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Decolonising the curriculum: Countering knowledge-power relationships in the architectural design studio

Dr Aparna Datey¹¹The University of Queensland, St. Lucia, Australia**Format of the roundtable.** Discussion of work-in-progress

Context/background. Models of architectural design education are historically produced in the Global North and re-produced in the Global South, but includes mindsets, approaches, curricula and examples that are blatantly 'western' (Mheta et al., 2018). The current discourse on addressing inequities and imbalances of resources, opportunities, and perspectives, prompt imperatives for creating a decolonised space of design knowledge (Salama & El-Ashmouni, 2022).

Point for debate/focus of the work-in-progress/topic for discussion. How do different disciplines counter knowledge-power relationships when designing curricula?

Intended outcome. Generating a discussion about what decolonising the curriculum looks like in different disciplines to refine and expand approaches in architectural design education.

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This roundtable presents the pedagogical approach of decolonising an undergraduate architectural design studio course. The approach included sharing precedents or examples of building projects which is a "disciplined practice" and demonstrates how problems were previously solved (Boling, 2021). Precedents form an 'archive' that bridges between abstract ideas and design action. However, the archive is dominated by examples from architects mainly from western contexts. The course was designed to provide a diverse archive of exemplars to expand student's knowledge base; tutors were invited to share their repertoire of examples; and students were encouraged to employ knowledge and skills from prior learning to solve the problem set in the project brief and validate personal learning by recording and sharing their design process. Such distribution of power amongst course coordinator, tutors and students facilitated co-construction of knowledge and countered the traditional master-apprentice knowledge-power relationships in design studios.

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Community and engagement: Is it possible to inculcate empathy in students through experiential learning?**Dr Misty So-sum Wai Wai-Cook¹**¹National University of Singapore, Singapore

Background/context. The inclusion of a community engagement component in any curriculum should include: 1) service learning so that students could reflect on issues facing their communities; 2) organised outreach activities so that they could take on specific projects that address specific needs of the community; and 3) conduct community-based research that addresses the community's needs by seeking new knowledge or skills to improve the community (Ayaya, 2020; Preece, 2016; Watts & Hodgson, 2019). According to the "Border pedagogy" framework, the inclusion of both classroom learning and community engagement practices in a course should indeed raise students' awareness about their own culture in new ways, appreciate cultural differences, increase awareness of social inequities, and envision a more democratic society. Such exposures should inculcate empathy and mutuality in students (Hayes & Cuban, 1996; Loebick & Torrez, 2016).

The initiative/practice. The participants in this study enrolled in this 13-week course called "Communication in the 21st Century: Strategies and Challenges". Amongst the various communication skills taught in this course, students are required to understand the needs and challenges that people in different age groups face and migrant workers experience from different perspectives, and explore possible ways to demonstrate empathy.

Methods of evaluative data collection and analysis. The data come from quantitative analysis of students' perceptions of the course, and the qualitative analysis of students' critical reflections to illustrate how they demonstrated empathy.

Evidence of outcomes and effectiveness. This presentation will share how the instructor designed a course to align theory and practice to inculcate empathy in students through experiential learning. It will also discuss students' perceptions of academic and community engagement components, and students' critical reflections that show the situations when they were and were not able to demonstrate empathy as they crossed the emotional and cognitive borders in experiential learning.

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Shifting the dial on student success through a whole-of-institution approach to active, immersive learning**Dr Elizabeth Goode¹, Prof Thomas Roche¹, Prof Erica Wilson¹**¹Southern Cross University, Lismore, Australia

Background/context. This showcase reports on an initiative to raise student outcomes through a combination of active learning pedagogy and a non-traditional approach to scheduling known as block or immersive learning (Turner et al., 2021). Immersive models aim to provide a more focused learning experience than the traditional semester, engaging students in just one or two units at a time over shorter teaching terms. This research examines whether the immersive model has improved student success at a broad scale across two years of delivery – extending findings from a pilot year study (Goode et al., 2023) – and identifies the student groups whose success rates were most affected.

The initiative/practice. In 2022, an immersive, active learning teaching model was rolled out across Education, Science, Engineering, Arts and select Health courses at a regional Australian university. This showcase examines the impact of the new delivery model on student success in 2022, adding to existing data from its pilot year of implementation in Business, Civil Engineering and Enabling courses in 2021.

Methods of evaluative data collection and analysis. Student performance data were collected from matched-pairs of units offered in the new immersive model in 2021 and 2022 and the traditional trimester model in 2019. Inferential statistical tests were conducted to compare outcomes in the two teaching models, and to identify student groups and disciplines for which impacts were more pronounced.

Evidence of outcomes and effectiveness. The data show that the immersive model had a statistically significant positive impact on success rates for both domestic and international students across the institution. Impacts appeared stronger for international and online students, for novice students studying at a pathways or first-year undergraduate level, and for students in the disciplines of Business/Arts and Health.

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Speaking up: promoting authentic interprofessional communication through real-world simulation in an undergraduate nursing program

Prof Kerry Reid-Searl¹, Ms Larissa Smart², Mr Danny Sidwell¹, Ms Katie Teare³, Assoc Prof Melanie Greenwood¹, Assoc Prof Pieter Van Dam²

¹University of Tasmania, Hobart, Australia, ²University of Tasmania, Burnie, Australia, ³University of Tasmania, Launceston, Australia

Background. Clinical simulation provides an account of real-world practice¹, yet there is little research in interdisciplinary learning for students of nursing. A common factor contributing to patient harm is ineffective communication between health care professionals. Simulation is used to teach students to identify patient deterioration and communicate concerns via a phone to medical officers. These simulations rarely involve the physical presence of medical students where direct communication can occur. This led to the design of a three-shift interdisciplinary simulation where clinical decision making was used to solve authentic problems. A tool kit was developed to enable replication of the simulation and facilitate ease in delivery. The tool kit included a user guide, rules of engagement, handouts on the significance of the simulation, and guides for each learner playing different roles including cue cards.

The initiative. The simulation involved nursing, medical and pharmacy students working together across three different shifts whilst caring for a deteriorating patient. Clinicians and academics performed the role of 'nurse in charge' to support students. Throughout each simulated shift, cue cards would require students to communicate with each other to respond to the unfolding patient situation and time critical events also required urgent attention from students.

Evaluation of data. Following ethics approval, the simulation was evaluated by participants (N= 97) using an adapted Satisfaction with Simulation Experience Scale.² Qualitative data from open ended questions were analysed using thematic analysis and simple descriptive statistics used for data analysis.³

Evidence of outcomes. With a 95% response rate, findings indicated that the simulation helped participants *develop their clinical reasoning skills (90%)*, *improve clinical decision-making abilities (96%)*, *recognise patient deterioration early (86%)* and *practice communicating with other healthcare professionals (82%)*.

Conclusion. Three shift simulation is an authentic simulation designed to promote interprofessional communication. The tool kit enables the replication of the simulation across multiple campuses and potentially to other nursing programmes.

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Balancing challenge with care: Students' perceptions of classroom based experiential learning in vocational Master's degrees**Assoc Prof Grace Thompson¹**¹The University of Melbourne, Melbourne, Australia

Background/context. Learning activities in vocational courses typically combine theoretical and practical content to ensure that graduates are 'practice-fit' and ready for aspects of professional life. Experiential learning activities include learning tasks such as scenario-based role plays and demonstrations (Kolb, 2015). In classroom context, these non-graded learning tasks are often constructively aligned with graded assessments or core competencies that are relevant to work placement and future employment requirements.

The initiative/practice. Classroom-based experiential learning tasks are centred around the principle of 'learning through doing'. Learners are often invited to engage in these tasks with peers in an attempt to emulate real-world practice contexts (Eide, Johansson & Eide, 2020). Despite literature highlighting positive learning outcomes associated with experiential learning, relatively little is known about the student experience of associated challenges or risk of harm through their engagement. Risk is in fact considered to be inherent in these learning activities as students are deliberately placed out of their comfort zones, challenged and destabilised (Morris, 2020). Learning through SPLTs can therefore elicit strong emotional responses in some students, which can either enable or be a barrier to learning and achievement (Taylor, 2018).

Methods of evaluative data collection and analysis. Students from four vocational master's degrees at [University name removed] answered quantitative and qualitative questions designed to understand their perspective of the degree to which experiential learning activities are considered valuable to their learning, and the challenges and/or benefits they identify.

Evidence of outcomes and effectiveness. Findings from the convergent mixed methods analysis indicate that relational pedagogies should be central to the design of experiential learning tasks. The main theme, 'Balancing challenge with care', was informed by subthemes connected to relational qualities of the cohort/group, individual student qualities, and pedagogical aspects related to being clear, collaborative and constructive.

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Online proctored exams: Rhetoric vs reality**Assoc Prof Kelli Nicola-Richmond^{1,2}, Prof Phillip Dawson^{1,2}, Prof Helen Partridge¹**¹Deakin University, Geelong, Australia, ²Centre for Research in Assessment Digital Learning Environments (CRADLE), Melbourne, Australia

Background/context. Remote proctoring of exams is one of the most divisive issues in higher education. In this type of assessment, students undertake an examination on a computer of their choosing, at a location of their choosing, while they are monitored by a third party (Raman et al., 2021). Critiques of remote proctoring abound, and there are a variety of perspectives particularly in relation to cheating (Logan, 2020). However, these perspectives are largely based on rhetoric with limited empirical data to support or refute the value of remote proctoring. The voices of students and educators who are experiencing remote proctoring are largely absent in the literature.

The initiative/practice. This study seeks to understand experiences of remote proctoring for educators and students, to help disentangle the rhetoric from what actually happens in practice.

Methods of evaluative data collection and analysis. A Mixed-methods approach was adopted using online questionnaires and in-depth interviews. 481 students who were sitting exams in business, law, science, engineering, built environment and health disciplines consented to their answers to the questionnaire being used in this study. 23 students participated in interviews. Thirteen academics who had management and teaching responsibility in units with an online proctored exam consented to their answers to the questionnaire being used in this study, five academics participated in interviews.

Evidence of outcomes and effectiveness. Data analysis revealed that the experience of online proctored exams was generally positive although there were mixed preferences for online versus on-campus exams. Whilst both students and academics reported that they believed students would cheat, actual reported instances of cheating were minimal. This may have been because of the use of open-book exams. Based on these findings we believe that online proctored exams offer a viable form of on-going assessment, and suggest a range of ways forward for universities.

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Transition to telehealth: experience of clinical educators in implementing nutrition telehealth consults in a student led community clinic**Ms Sophie Porter¹, Ms Joanne Andrews^{1,3}, Ms Karen Wallace^{1,4}, Dr May Kocatepe^{1,5}**¹Endeavour College of Natural Health, Adelaide, Australia, ²Higher Education Research and Development Society of Australasia, PO Box 6106 Hammondville, Australia, ³Dietitian Australia, PO Box 2087 Woden, Australia, ⁴Nutrition Society Australia, Level 3, 33-35 Atchison Street St Leonards, Australia, ⁵Association of Academic Language and Learning, Australia

Background/context. The Covid-19 pandemic upended the traditional way of delivering clinical education in higher education. Endeavour College of Natural Health (ECNH) is well known for its quality clinical training of undergraduate nutrition students. The Bachelor of Health Science (Nutritional and Dietetic Medicine) degree at ECNH is rich in clinical curriculum, requiring students to complete 420 hours in our public Wellness Clinics. With public health orders in many states requiring closure of physical campuses, ECNH swiftly transitioned to telehealth (TH) for nutrition consultations nationally.

The initiative/practice. This research explored the experiences of clinical educators in the transition from face-to-face nutrition consultations (pre-Covid-19) to TH delivery during Covid-19 lockdowns in a student-led community clinic.

Methods of evaluative data collection and analysis. Discourse analysis was used to synthesize results from focus groups of eight clinical educators from across Australia.

Evidence of outcomes and effectiveness. As evidenced in the literature, there are many benefits to clients and practitioners alike, in offering TH services, including access, equity and cost¹. Our study highlights the learnings of nutrition clinical educators and includes recommendations for future implementation of TH into contemporary nutrition curriculum. Findings were congruent with current literature, including technology barriers, lack of formalised guidelines and resources and reduced opportunity for students to gather anthropometric and other physical assessment data. Perceived benefits included ease of client recruitment and retention, increased access and flexibility for clients and an opportunity to prepare students for current industry trends. Recommendations included dedicated on campus TH consult rooms, equipment and clinic management processes, as well as training in technology, client resources and student assessment. This study, along with published research, supported the decision for ECNH to integrate TH into the curriculum of the Bachelor of Health Science (Nutritional and Dietetic Medicine) degree.

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Oral assessments: Effective and authentic? Aspects to consider**Dr Shashi Nallaya¹, Assoc Prof Katherine Baldock¹, Assoc Prof Sheridan Gentili¹**¹Teaching Innovation Unit, University of South Australia, Adelaide, Australia**Background/context.**

The oral assessment (OA), considered an authentic form of assessment, has been found to effectively assess the skills and knowledge required in professional settings (Akimov & Malin, 2020). While perceived as an effective assessment, the OA can contribute to student anxiety and reliability challenges if not designed well (Hungerford, Walter & Cleary, 2015). To date, no systematic review has summarised the strengths and limitations of OA and considerations to guide their design. This presentation focuses on the findings and recommendations for effective OAs.

The initiative/practice.

A systematic review was undertaken to explore where and how oral assessments have been implemented, and their outcomes, strengths, and limitations. This will inform best practice in OA design and delivery to support effective learning outcomes for students.

Methods of evaluative data collection and analysis.

Searches were run using the ERIC ProQuest, Web of Science, Scopus and A+ Education databases. Search strings included 'oral assessment' or (exam, test, quiz, presentation, online, viva, digital). Search limits included 'English Language'; '2011-2021'; and 'peer reviewed'. Studies were screened in duplicate, with discrepancies resolved through discussion.

Evidence of outcomes and effectiveness.

Seventeen of the 2657 studies generated in the search were analysed. Capacity to listen, interact and observe their students' body language and assess in-depth knowledge were some identified strengths. Limitations included lack of standardisation, equity concerns for non-English speaking students and student anxiety. OA are effective if assessors used established frameworks to guide its planning and implementation.

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All aboard: Implementation of authentic assessment across a faculty**Dr Tiffany Gunning¹**, Ms Karla Wells-Duerr¹*Deakin University, Geelong, Australia*

Background This Authentic Assessment project was implemented as a component of a faculty-based initiative that fostered whole-of-course approaches to curricula design and delivery to enhance the employability of our graduates (Young et al., 2022). The project combined previous work and research completed within the faculty (three citations removed to preserve anonymity) to develop an Authentic Assessment model that could be scaffolded across courses. The research objective was to investigate the usefulness of the model to teaching teams and students.

The initiative The resulting Authentic Assessment model features a team-based project set within a real-world context, where students are required to complete self and intra-team peer-assessment of teamwork skills (citation removed) to develop their reflection and evaluative judgment skills (Tai et al., 2018), while focusing on the development of their teamwork skills. Student's oral communication skills are also assessed through discussion, presentations, or oral defense. Assessments use four-level outcomes-based rubrics (Rust, 2002). Consistent messaging in resources, branding and professional development were a core focus.

Methods of evaluative data collection and analysis. Students and academics participating in the five trial Authentic Assessment units were invited to complete an anonymous online survey (ethic approval ***-2021-62). They were asked what they liked and disliked about the Authentic Assessment. Thematic analysis of their feedback was conducted inductively using NVivo, to provide insight into the perceived value of Authentic Assessment and highlight areas for improvement.

Evidence of outcomes and effectiveness. Academics confirmed the benefits of Authentic Assessment, including that it specifically helped students to understand the importance of developing teamwork skills and that the new rubric style helped both the students and the markers. It was noted that the student feedback was generally positive and contained the terminology used in the Authentic Assessment branding and messaging, demonstrating recognition of the skill sets that we wanted them to focus on. As a result of this research, the strategy was approved from trial to implementation across the faculty to ensure all students experience a minimum of three authentic assessment touch points.

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A Lightboard video supports numeracy skills in 1st year biology students**Dr Ann Parkinson¹**, Dr Aaron Wiegand¹, Assoc Prof Selvan Pather¹, Dr Carolyn Jacobs^{1,2}¹*University of the Sunshine Coast, Sippy Downs, Australia*, ²*University of Queensland, Brisbane, Australia*

Background/context. Numeracy skills are essential in the biological sciences, but a lack of these key skills, or a lack of confidence to engage in mathematics, is becoming more prevalent in undergraduate students (Quinnell et al, 2013).

The initiative/practice. Lightboard (LB) videos are instructor-made videos, recorded through an illuminated glass panel, with the instructor writing on the opposite side using fluorescent markers. The video picture is flipped horizontally so that the presenter faces the viewer whilst annotating the problem. They offer a visually appealing method of instruction that can engage the viewer whilst guiding them through the problem.

Methods of evaluative data collection and analysis. All students received instructions (written and tutor assisted) on scale bar calculations in their tutorial classes (Week 1). Students were invited to watch a six-minute LB video on the scale bar calculation technique (via the course learning management system; multiple views allowed) which provided instruction on the skill of calculating a scale bar for a scientific cell drawing. Participants answered pre and post video survey questions (Likert scale, open-ended). These included questions about their initial ability, and how effectively they perceived the video to have aided their learning. Scores for a relevant problem in an invigilated practical examination (Week 13) were then compared between students who watched (n = 69) or did not watch the LB video (n = 356 (T test)).

Evidence of outcomes and effectiveness. Students who watched the LB video performed better on the exam question compared to students who did not (mean scores 81% cf 72%; p < 0.001), regardless of their overall course grade. Students perceived that the video improved their understanding of the method (80%) and that they were engaged for the full duration of the video (93%). Lightboard videos are effective in supplementing learning outside of face-to-face classes.

References.

Quinnell, R., Thompson R., & LeBard R. J. (2013) It's not maths; it's science: exploring thinking dispositions, learning thresholds and mindfulness in science learning, *International Journal of Mathematical Education in Science and Technology*, 44(6), 808-816, <https://doi.org/10.1080/0020739X.2013.800598>

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Exploration of TATAL communities of practice: The final stage of a longitudinal project

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

The initiative/Practice. TATAL (Talking about teaching and learning) communities of practice employ models of social reflection to construct a teaching philosophy statement and a teaching portfolio through a process of writing stories as reflective inquiry that connect peers within and across disciplines, institutions and countries. Such practices enable university educators to embed scholarly practices into their day-to-day teaching tasks, as reflective practitioners.

Methods of evaluative data collection and analysis. The particular significance of this research is its longitudinal perspective across multiple TATALs. The project used a two-staged, mixed methods evaluation perspective by gathering both quantitative and qualitative data. During Stage 1 historical data were gathered and examined from TATALs formed annually between 2008 and 2018, whereas Stage 2 investigated the contemporary TATALs formed in 2019, 2020, 2021 and 2022. Various data gathering methods were employed throughout the study including questionnaires, questionnaires administered face-to-face and online, personal experience anecdotes, stories and focus group discussions.

Analysis of the data gathered during the final round of data collection conducted in Stage 2 revealed the following themes in relation to TATALers' work: enhanced teaching practice; enhanced social connections and changing ability to influence their world as a teacher; finding their own voice; being more confident in their own identity as a teachers/academic developers; the spurring of new research, new publications and more TATALs.

Evidence of outcomes/effectiveness. Evaluation of TATALers' experiences suggest TATAL communities support participants' learning for personal and professional growth. This support augments the professional learning activities offered within the higher education sector to support university teachers' development as educators and scholars. TATAL participation has enhanced their teaching knowledge and skills to enrich students' learning; and increased their confidence, competence, sense of connectedness and collaboration. Across the higher education sector in Australasia, TATALers' abilities are widely recognised through the award of HERDSA Fellowships with twenty-one TATALers being awarded Fellowships between 2013 and 2022.

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Improving the effectiveness of Communities of Practices (CoPs) for knowledge sharing and professional development

Assoc Prof Edward Palmer¹, Dr Thomas Wanner¹, Dr Daniel Lee¹

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Background/context. CoPs are about the creation, deepening and exchange of knowledge and social learning (Blackmore, 2010; Wenger et al, 2002). CoPs are used to improve the effectiveness of organisations in knowledge economies (Blackmore, 2010). However, the use of CoPs within higher education is limited (Mercieca, 2017) as is research about how knowledge is created, shared and maintained within CoPs at universities (Lave & Wenger, 2006).

The initiative/practice. This HERDSA funded project objectives were to examine how CoPs operate and how knowledge is created and shared within CoPs; identify factors that enhance knowledge creation and dissemination within and through CoPs to teaching communities and provide guidelines about knowledge management and sharing.

Methods of evaluative data collection and analysis. We employed a mixed methods research design and collected data from CoP members and other academic staff through surveys, semi-structured interviews, and focus groups. We targeted HERDSA SIGs as well as groups such as the Higher Education Research Group of Adelaide and local communities and staff. Survey data was analysed using descriptive statistics and qualitative data analysed through thematic analysis.

Evidence of outcomes and effectiveness. Members valued cross-disciplinary discussion and noted the need for good leadership of CoPs. Respondents saw CoPs as effective in sharing knowledge and practices within CoPs (84%), but less so outside of the groups (36%). CoP members saw personal benefit (86%) in being a member but identified making time for CoPs as being a major barrier. Mechanisms for sharing knowledge outside the community revolved around formal communication strategies including conferences, special forums, networking events and workshops.

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Pandemic partnering across the seas: a partnership between University of Auckland and University of Sydney offering evidence-based professional-learning for educators

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In 2021, the University of Sydney's (USYD) Educational Innovation team partnered with the University of Auckland's (UoA) Organisational Development department to pilot a revised approach to academic development for teaching staff. Building on the design of Sydney's new modularised professional learning framework, which saw educator engagement increase 75% (3400+ module completions in two years), the pilot programme for UoA involved three core modules: *Curriculum design and constructive alignment*, *Assessment and feedback for learning* and *Interactive and collaborative designs for blended and online learning* for a group of 120 UoA educators and curriculum leads. Topics aligned to key elements of the strategic TeachWell@UoA Framework, principles of adult learning (Knowles, 1990) and self-determination theory (Ryan & Deci, 2000) to facilitate and demonstrate best practice. At the time, the Academic Development function was a relatively new addition to the Organisational Development portfolio, which speaks to the changing nature of academic development within higher education (Sutherland, 2018). The programme was also designed and delivered during the extended lockdown in Auckland which opened space for international collaboration, and innovative and creative ways to design professional learning programmes. Surveys and follow up conversations indicate that the pilot programme was well received, culminating in an evidence base to support the design and delivery of professional learning at UoA going forward. UoA is now developing a modular approach to professional learning for teaching with consideration for the end-to-end staff journey, and their 10-year academic workforce strategy. The authors - who have quite varied expertise and professional roles - will share their reflections on the pilot programme and what this might mean for professional learning going forward.

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Cultivating agency: Student participation and non-participation in employability-building activities

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Background/context. Higher education institutions offer a wide range of in- and co-curricular opportunities to foster students' employability, and many students are also engaged in other employability-building activities while at university, such as part-time paid work (Fényes, 2021). To make the most of these activities, students need to act with agency and proactive intentionality, as well as reflectiveness. However, personal, social, structural and economic challenges can exert strong influence on students' agentic behaviour and engagement with employability-building activities (Jackson & Dean, 2022). This study explores students' propensities to participate in such activities, barriers to engagement, and links between participation and the development of graduates' employability resources.

The initiative/practice. This presentation focuses on two research questions: (1) how engaged are students in curricular, co-curricular and extra-curricular employability-building activities, and (2) what factors impact engagement in these activities? It also explores if and how these findings vary by participant characteristics.

Methods of evaluative data collection and analysis. Online survey data were collected from 324 Bachelor graduates from diverse disciplines in two Australian universities who completed their degrees between 2020 and 2022. Quantitative analysis identified factors influencing participation in different employability-building activities. Focus groups explored graduates' perceptions of the value of different activities, and individual and contextual influences of relevance.

Evidence of outcomes and effectiveness. Survey results revealed low levels of engagement with student employability-building activities, and that graduates tended to perceive activities as only moderately valuable. Identified barriers to engagement related to lack of confidence and knowledge, personal pressures, and outside commitments. Systematic differences were found by individual and contextual factors. Some focus group participants also suggested that sufficient relevant employability development opportunities were not made available by their institutions. We discuss implications for higher education policy and practice, focussing on how we can break through the barriers to foster student' sense of agency in their career development.

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Jackson, D., & Dean, B.A. (2022). Employability-related activities beyond the curriculum: how participation and impact vary across diverse student cohorts. *Higher Education*, 1-22.

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What works in clinical supervision: Piloting an evidence centre for professional practice supervisors**Dr Adam Burston**^{1,2}, Dr John Mahoney¹, Dr Ann-Marie Gibson³, Mrs Nicole Blakey⁴¹Australian Catholic University, Banyo, Australia, ²Nursing Research and Practice Development Centre, The Prince Charles Hospital, Brisbane, Australia, ³Australian Catholic University, Strathfield, Australia, ⁴Australian Catholic University, Fitzroy, Australia

Background/context. Clinical placements are an opportunity for university students to apply their learning, develop professional skills, understand the health sector, and develop strong relationships with others in their field. Placements provide a critical opportunity for adult learners to contextualise learning within their profession. The success of a clinical placement is, in part, contingent on the quality of the supervision students receive (Courtney-Pratt et al., 2012), with well-supported students more likely to experience positive academic and professional outcomes (Herron et al., 2016).

The initiative/practice. This project aimed to fill a critical gap by piloting a multidisciplinary evidence centre for professional practice educators (PPE). The Research Informed Professional Practice Education (RIPPE) toolkit was developed to include a series of evidence-based summaries to support professional practice supervision. The toolkit contains summaries of high-quality systematic reviews on 10 professional practice supervision topics such as providing feedback, reflective practice and motivational climate.

Methods of evaluative data collection and analysis. Based on the COM-B behaviour change model, a self-designed survey measured educators' abilities to use the best-available evidence, ease of accessing it, their desire to be evidence-informed and use of evidence in their supervision before and after use of the RIPPE toolkit. A focus group was used to collect data on the usefulness, useability, and value of the toolkit, and analysed thematically.

Evidence of outcomes and effectiveness. Prior to engaging with RIPPE, 95% of PPE's reported not having the time to locate or interpret high-level research evidence. Following the use of RIPPE, 100% felt that using systematic reviews to inform professional practice education created learning environments. Over three-quarters indicated they would consult this high-level evidence in the next 12 months to inform practice change.

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Reframing the study of Language and Culture through critical employability**Dr Angie Knaggs**¹, Dr Adriana Diaz¹The University of Queensland, St Lucia, Australia**Background/context.**

Although employability is a highly desired graduate outcome, the word 'employability' is sometimes viewed with suspicion or anxiety by both educators and students. This is particularly true for certain Humanities, Arts and Social Sciences (HASS) disciplines.

The initiative/practice.

The School of Languages and Cultures at the University of Queensland: academic staff, learners, researchers and industry partners, have all embarked in a strategic employability curriculum journey aiming to co-construct and clearly articulate a common understanding of employability, which may be embedded, and in most cases, simply 'surfaced', across disciplines, programs and courses. This multi-stage journey is guided by a focus on the process of capability development rather than on delivering a product.

Methods of evaluative data collection and analysis. The project is underpinned by the evidence-based, Advance HE Framework for Embedding Employability in Higher Education, which was designed by a group of leading Employability researchers in the UK. We lean heavily on the emerging work of Kate Daubney, head of Careers and Employability at King's College London as the HASS focused research-education mix of that context mimics ours at UQ. Daubney's work in 'extracted employability' (2020; 2021), or the surfacing of employability that is innate in the curriculum, informs our practice through the reminder of the crucial consideration that pedagogy for employability is most effective when germane to curricular and pedagogic regimes. Preliminary data drawn for an academic staff survey and complemented by staff and student testimonials as well as detailed documentation of this multi-staged employability journey, all inform 3 illustrative case studies.

Evidence of outcomes and effectiveness.

These case studies shine a light on the impact of this journey through concrete examples of curriculum innovation: from redesign of learning outcomes and curriculum artifacts (authentic assessment tasks and marking criteria) to strategic mapping and cumulative embedding of employability learning experiences and transferable capabilities.

References.

Daubney, K. (2020), "Extracted employability: the employability value of what is taught", in Norton, S. and Dalrymple, R. (Eds), *Enhancing Graduate Employability: A Case Study Compendium, Advance HE, York*, (pp. 89-93). Published Case Study of 2019 Conference Presentation.

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Growth of online third-party partnerships - maintaining quality assurance

Prof Mahsood Shah¹, Dr Anja Pabel²¹Swinburne University of Technology, Sydney, Australia, ²Central Queensland University, Cairns, Australia

Background/context. Australian universities increasingly work in partnership with EdTech companies (aka Online Program Management [OPM]) to offer online courses. As universities continue to establish partnerships with a focus on growth and revenue, it is critical that robust quality assurance systems are in place to ensure the quality of online third-party delivery. To date, no study has been undertaken in Australia on the size and scale of OPM partnerships (Shah & Lim, 2021). Likewise, there is no research on the issues and challenges facing universities in relation to OPM partnership course delivery. The study is timely and relevant due to the growth of OPM in Australia. An article in the University World News provides a quick snapshot on the rise of EdTech higher education providers who are partnering with universities (Field, 2021).

The initiative/practice. In third-party delivery, there are risks related to sharing of curriculum and assessments, re-development of learning resources and assessments for online pedagogy, staffing and remuneration, resourcing and infrastructure, and adequacy of learning support required by students. In late 2021, the Australian Government released the Australian Strategy for International Education 2021-2030. The strategy encourages universities to offer online offshore education (Australian Government, 2021).

Methods of evaluative data collection and analysis. Due to absence of publicly available national data on third-party arrangements, content analysis of each Australian university's website was conducted with a focus on finding information on OPM partnerships. Apart from examining the size and scale of OPM partnerships in Australia, the study also considers risks associated with third-party delivery.

Evidence of outcomes and effectiveness. The analysis suggests that 33 of the 42 Australian universities offer more than 850 courses in online third-party arrangements. The study examines issues around quality that needs to be considered before partnerships are established. The preliminary findings are useful to inform policy and practice on quality assurance of OPM in Australia and enable further research.

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Relationship between career certainty and academic performance – A study of military undergraduates

Dr Shevahn Telfser¹, Captain James Hawley¹¹Australian Defence Force Academy, Campbell, Australia

Background/context. The Australian Defence Force requires its officers to have an intellectual edge, which in part relies on a strong academic foundation from undergraduate studies (Ryan, 2020). Brown (2003) used the term *credentials are the currency of opportunity* to describe the relationship between educational success and competitiveness in the workplace. Unlike students from the broader Higher Education sector, Defence undergraduates have the assurance of secure employment, while studying and after graduation, the result of which removes many of the performance drivers that are associated with securing an initial employment offer.

The initiative/practice. Beyond the certainty of employment this research focuses on how job affiliation influences the intrinsic motivation of military students to strive for higher performance during undergraduate study.

Methods of evaluative data collection and analysis. Using degree completion and attainment of a Weighted Average Mark of greater than 75% at graduation the academic performance of military students (n=1675) over five academic intakes was analysed. Cohorts were grouped according to military service (n=3) and broad academic discipline (n=4). Career certainty was categorised into two groups, those commencing study with a known specific job task profile and those with an undefined or generalist job task profile for initial employment on graduation.

Evidence of outcomes and effectiveness. The academic performance of cohorts with known job task profiles were more likely to be associated with higher grades and a greater rate of completion of degree studies on time than those with undefined/generalist job task profiles. Higher academic performance associated with career certainty was repeated in academic intakes, military service and academic disciplines. Noting that the competitive behaviours associated with initial employability are absent within this study, the motivation for improved performance in students with greater job affiliation requires further investigation to develop the necessary framework to encourage academic excellence.

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Power and process: an exploration of intercultural student-teacher partnership**Miss Meng Zhang¹**, Assoc Prof Kelly Matthews¹¹*The University of Queensland, Brisbane, Australia*

Background. Engaging students as partners (SaP) has received significant attention globally as an approach that fosters meaningful learner-teacher collaborations and relationships in higher education (Matthews et al., 2018). While the engagement of learners from diverse cultural-linguistic backgrounds in partnership is growing, a recent scoping review on intercultural partnership found an overwhelming 'what's working' focus in existing literature and encouraged more research to investigate the process of intercultural partnership practices (Zhang et al., forthcoming).

The initiative. To address this gap in the literature, we conducted a focused ethnography to investigate how learners and teachers from diverse cultural-linguistic backgrounds navigate power dynamics and work together in pedagogical partnership (Trowler, 2014).

Data collection and analysis. Data was collected through individual interviews, focus groups, document analysis, and longitudinal observations of three partnership project groups. We used thematic analysis to interpret the findings through Bourdieu's (1977) concepts of habitus, capital, and field.

Outcomes. This article contributes to the larger focused ethnographic research project and provides a deeper understanding of how participants disrupt the hierarchical learner-teacher power relationship through negotiating cultural meanings and recognising cultural capital in intercultural partnership. We offer insights into generating new knowledge through cultural understanding, leading to more inclusive educational practices in higher education.

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Is critical thinking the antidote to the emergence of generative AI?**Assoc Prof Jason Lodge¹**, Prof Deborah Brown¹, Dr Peter Ellerton¹, Ms Brooklyn Corbett¹, Ms Yael Leibovitch¹*The University of Queensland, St Lucia, Australia*

Background/context. The seemingly rapid emergence of powerful generative artificial intelligence has created some difficulties for higher education. Some assessment practices, in particular, are seemingly now obsolete. One resolution to this emerging set of issues is to emphasise critical thinking in higher education teaching practice and assessment. Generative AI technologies currently cannot think. These tools are fundamentally databases, statistical models, and algorithms. Critical thinking has long been a core promise of a higher education and features in many, if not most, institutional statements of graduate outcomes. But how has the notion of critical thinking been operationalised and how have practitioners been attempting to foster it in higher education?

The initiative/practice. We carried out a systematic review of critical thinking initiatives across higher education institutions globally over the last two decades. The purpose of this review was to determine how critical thinking is being conceptualised and how individuals and institutions have attempted to help students to develop their capacity for critical thinking.

Methods of evaluative data collection and analysis. This project followed an established systematic review methodology. Articles on higher education and critical thinking in high-impact journals for the period 1999 – 2022 were screened. A total of 237 articles were included in the review.

Evidence of outcomes and effectiveness. While critical thinking is poised to take on additional importance in the wake of the emergence of generative AI, the current state of the art suggests there is much to do. Despite the fanfare in institutional graduate attribute statements, critical thinking in the higher education literature is poorly conceptualised. The review also revealed that attempts at improving critical thinking are piecemeal, at best. We will provide some evidence-informed guidance on possible avenues forward in this showcase building on successful critical thinking initiatives in other education sectors.

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Is AI ready to capture the social construction of knowledge?**Mr Tristram Lawson¹**¹The University of South Australia, Adelaide, Australia

Background/context. Artificial intelligence and Digital learning are two emerging and converging fields that are shaping the future of education and technology. This presentation compares how effective *state-of-the-art* Natural Language Processing (NLP) models, a domain of Artificial Intelligence (AI), is when compared to humans experts at capturing the social construction of knowledge using the Community of Inquiry (Col) framework coding schema (Garrison et al., 1999)

The initiative/practice. The objective of this research is to report on the accuracy of NLP compared to humans when performing content analysis and coding tasks using the Col coding template (Garrison et al., 1999), as informed by current approaches (Andre et al., 2021; Ferreira et al., 2020; Guo et al., 2021). The research presents the outcomes of a methods analysis and critically analyses the effectiveness of AI compared to a human performing the same task. It also opens 'bigger picture' discussions on the potential of reporting on the social construction of knowledge occurring in digital learning using AI.

Methods of evaluative data collection and analysis. The analysis of 1132 forum messages, sampled from UniSA course University Studies, underpin the methods analysis and enabled the comparative content analysis and Col coding tasks to be performed for both AI and human actors. Observed accuracy, Cohen's Kappa (Cohen, 1960) and Pooled Kappa (De Vries et al., 2008) inter-rater reliability calculations were performed to measure the accuracy between the two coding raters.

Evidence of outcomes and effectiveness. Overall the NLP model was 52% accurate at capturing the social construction of knowledge using the Col coding template and had a pooled Cohen's Kappa inter-rater reliability score of 0.431 which is below the recommended Cohen's Kappa agreement threshold limit of 0.7 required to be considered valid (Ferreira et al., 2020). This indicates it is not (yet) effective enough to replace manual, human administered, Col discourse analysis and coding practice.

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The multidimensionality of feedback literacy: Do students' perceptions of information, emotions and social interaction matter in giving and receiving feedback?**Dr Misty So-sum Wai Wai-Cook¹**¹National University of Singapore, Singapore

Background/context. Researchers have proposed students' ability to provide feedback is attributed to their ability to regulate the uptake of information, emotions, and social interaction during the feedback process (Li & Yu, 2022). However, little research has been done to substantiate the relationships between feedback literacy criteria that relate to the uptake of information, emotions, and social interaction.

The initiative/practice. This study proposes that Li and Yu's (2022) multidimensional feedback process can be linked and measured based on the list of criteria that define feedback literacy (Carless & Boud, 2018). More specifically, this presentation shares the investigation of the development of students' feedback literacy and whether there are relationships between students' feedback literacy. The critical roles that the instructors and peers play to nurture and support students' willingness to give and receive feedback in a safe community of inquiry (Garrison & Vaughan, 2008) will also be discussed.

Methods of evaluative data collection and analysis. The participants in this study enrolled in this 13-week Content-Language-Integrated-Learning Course. All participants were in the researcher's classes. They were required to give and receive feedback from the researcher who was their instructor and their peers.

Evidence of outcomes and effectiveness. This presentation will share the results that show the need for instructors and peers to play a role in promoting students' feedback literacy in a safe environment. Instructors must provide clear instructions and guidance in a safe community of inquiry. Students should feel safe and empowered in their group to receive and give feedback. This presentation will also discuss the process that the instructor used to enhance students' ability to regulate the uptake of feedback, improve their capacity to utilise strategies and resources to receive and provide feedback, and increase their willingness to receive both positive and negative constructive feedback throughout the feedback process.

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Postdocs' desire for stability: Differing needs for domestic and international scholars**Dr Elizabeth Jach¹, Mrs Chelsea O'Brien¹, Ms Stacey Hansen¹**¹University At Albany, State University of New York, Rochester, United States**Format of the roundtable.** Birds of a Feather

Context/background. Postdoctoral positions are temporary and therefore those serving in them transient. In addition, they are on the receiving end of concerning behaviors in the academy, such as discrimination and sexual harassment (Bixenmann et al., 2020).

Topic for discussion. In interviews, postdocs described feelings of isolation, distance from their families and home, and the inability to establish roots in their professional and personal lives. Yet differences in these experiences arose between domestic and international postdoctoral scholars, exposing distinct needs.

Intended outcome. Specific practices at varying ecological levels can ameliorate the barriers to success for postdocs (Ferguson et al., 2021; Rivas et al., 2019). By increasing scholars' sense of belonging to the institution or academic discipline, postdocs' experience can be positively affected. The analysis conducted by the research team initially focused on experiences of postdocs in the US, but as data were analyzed the team recognized that their findings invite larger conversations of the postdoc experience globally. In addition, we hope to invite a conversation about the terminology we use to discuss country of origin and residency for scholars, and how this language reinforces othering.

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Generative AI tools: A boon or bane to Higher Education?**Dr Hanoku Bathula¹, Dr Deepika Jindal¹**¹The University of Auckland, Auckland, New Zealand**Format of the roundtable.** Point for debate.

Context/background. While artificial intelligence (AI) based tools have been in use in higher education (Roll & Wylie, 2016), recent advances in the form of ChatGPT, promoted by Microsoft, have taken the world by storm since November 2022. (Chow, 2023). Google entered the race with its own AI chatbot, Bard, in February 2023 (Thorbecke, 2023). These digital tools can quickly create new and realistic visual, textual, and animated content and have enormous potential to transform the higher education experience for all stakeholders. Generative AI tools can help in higher education in several ways, such as course design, assessment, feedback, learning and personalised lessons (Dilmegani, 2023). On the one hand, students can get their assignments checked for English, create summaries of their papers in seconds, or answer a specific question. On the other hand, there are fears of plagiarism in assessments. Due to its potential, Microsoft is integrating the ChatGPT in its search engine, Bing, and Office suite. We ignore it only to our peril. Whether educational institutions like them or not, these Generative AI tools and other chatbots are here to stay.

Point for debate. Academia is presently divided in responding to Generative AI tools. Should they be banned or embraced in higher education for assessment, feedback, and learning? While some high education institutions have banned them, others see them as an opportunity. Which point of view is correct?

Intended outcome. The current impact of these tools is not fully understood or captured in assessment and learning in higher education. We hope to discuss, debate, and share experiences to understand how to best leverage the potential of these Generative AI tools for better assessment and learning outcomes, for students and tertiary institutions.

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Scaffolding, stimulating and deepening reflection in a developmental peer observation of teaching program**Ms Karen Benson¹, Dr Phuc Diem Le¹**¹RMIT Vietnam, District 7, Viet Nam**Format of the roundtable.** Work in Progress

Context/background. In 2022, an institution-wide collaborative developmental peer observation of teaching Program (POT) was implemented at an Australian university in Southeast Asia. The POT was designed to enhance practice through critical reflection. The qualitative analysis of 60 observee forms revealed that 'reflection' was descriptive, predominantly autobiographical, and celebrated narrow perspectives of practice rather than being reflective and developmental. The literature claims that in POT the reflection process has the greatest impact and must be emphasized at the *individual* practitioner and *institutional* level (e.g., Hammersley-Fletcher and Orsmond, 2004) yet guidance how to scaffold, stimulate and deepen reflection is scarce (Thomas et al., 2014). Furthermore, within many POT programs the reflection occurs only after the post-observation meeting). The 2023 revisions to the POT attempt to bridge this gap and scaffold reflection in a structured and accessible manner before, during and post observation.

Point for debate/focus of the work-in-progress/topic for discussion. The L&T Unit has drawn on the analysis of 2022 observation forms, the literature and a range of practice guides on reflection in POT to develop a series of just-in-time, interactive prompts in digital observation forms at all observation stages to better scaffold reflection. This development of the POT is being put into practice in 2023 and is being evaluated as a SoTL project.

Intended outcome. This round table aims to bring those interested in critical reflection in POT to review the scaffolding process and prompts. We are seeking feedback and input to contribute to the refinement and progression of the model. [257 words].

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Business capstone project courses: A structured and collaborative partnership between companies and students**Mr Patrick Dodd¹, Dr Hanoku Bathula¹**¹University of Auckland, Auckland CBD, New Zealand**Format of the roundtable.** Work-in-Progress.

Context/background. As a capstone course of the Master of Business Management programme, the Consultancy Project is designed to address real-world business problems. A key feature of the Capstone Project is close collaboration with the client companies who seek students' knowledge and expertise in addressing their business challenges (David et al., 2021). The Capstone Project has two distinct tracks: Strategic Management and Digital Marketing. As a collaborative business project, it brings together several industry and university stakeholders. The content and delivery of the project involve an authentic and work-integrated learning experience, where students work alongside businesses to understand their problems and find suitable and feasible solutions (Helms and Whitesell, 2017). The Capstone Project is co-designed and co-produced, creating a truly collaborative project with the real world.

Point for debate/focus of the work-in-progress/topic for discussion. The companies selected for the initial rollout are a B2B SaaS provider for the aviation industry and a hard kombucha brewer from the FMCG sector. The preparation for this course started a few months before its delivery with careful searching and screening. The university and company agree on their responsibilities and expectations; company managers meet students periodically to provide clarification and directions. The assessments are also designed to provide business solutions to companies while equipping students with critical thinking, analytical and problem-solving skills (Gilbert & Wingrove, 2019).

Intended outcome. Both the company and students gain from this collaboration making it a win-win for all parties.

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Trauma-informed pedagogy in higher education: A cross-disciplinary approach**Prof Jessica Gildersleeve¹, Dr India Bryce¹, Dr Kate Cantrell¹**¹University of Southern Queensland, Toowoomba, Australia**Format of the roundtable.** Birds of a feather

Context/background. Drawing on the theme of *Values, Justice and Integrity – Social Justice and Higher Education*, this roundtable seeks to facilitate robust discussion regarding trauma-informed approaches which increase access to higher education for students who have experienced trauma. Educators have a social and pedagogical responsibility to account for and actively address adversity and traumatisation within their learning environment. This roundtable will provide tertiary educators with a space to examine this important challenge for higher education and to discuss targeted approaches to trauma-informed learning which promote student safety, resilience, and success. This roundtable is suitable for all tertiary educators, particularly those delivering sensitive, traumatic, or 'triggering' material (ie social work, counselling, human services, psychology, criminology, history, literature).

Point for debate/focus of the work-in-progress/topic for discussion. Experiences and challenges in teaching sensitive material while supporting students with lived experiences of trauma; strategies for implementing cross-disciplinary trauma-informed education in the tertiary sector.

Intended outcome. In an effort to reduce the risk of trauma responses to sensitive pedagogical content, and ameliorate the impact on students, several researchers have published strategies and guidelines for teaching about trauma (e.g. Carello & Butler, 2014; Gilin & Kauffman, 2015). These support attention to secondary traumatic stress, vicarious trauma, compassion fatigue, burnout, and self-care in curriculum. Participants in this roundtable will be interested in: identifying and understanding impacts for at-risk students (traumatisation and retraumatisation); becoming familiar with a range of trauma-informed frameworks across disciplines; generating ideas for trauma-informed learning activities and assessment.

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Expanding new supervisor capability in scholarly teaching and learning: A needs analysis

Dr Jenny Martin¹, Assoc Prof Alison Owens, Dr Paul Tofari, Prof Sara Bayes, Dr Ben Mountford, Dr Ellen Warne, Dr Nicola Brown, Dr Claire Lynch

¹ACU, Melbourne, Australia

Format of the roundtable. Birds of a Feather.

Context/background. This round table will promote discussion about the needs of pre-HDR research students and their supervisors. New supervisors in the pre-HDR space may not have supervised HDR students. Yet little support is offered to improve supervisor capabilities at this level. Indeed, the role of the supervisor of pre-HDR (undergraduate and post graduate taught research) students falls outside of the Higher Education Standards Framework and has generally been overlooked (MacFadyen et al. 2019). This is a problem because providing research supervision is well known as being the most advanced level of teaching (Owens et al., 2019). Further, capable supervisors impact positively on the development of student research skills, highlighting the importance of investment by universities in supervisor training for staff working at this level (Drennan & Clarke 2009, 496).

Point for debate/focus of the work-in-progress/topic for discussion. The work in progress is an inter-Faculty project at ACU to identify pre-HDR students' and supervisors' perspectives on supervisor capability and its development. Focus group interviews were analyzed using positioning theory. Audience members will have an opportunity to contribute their own institutional arrangements and perspectives on pre-HDR supervisor development.

Intended outcome. The perspectives offered in the round table will develop participants' awareness of challenges in pre-HDR supervision and possible solutions. It will also inform the development of an online micro-credential for supervisors.

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Increasing student learning in STEM by using digital tools to enhance feedback and outcomes

Dr Indu B Wadhawan^{1,2}, Dr Pearl Panickar^{1,2}¹South Australian Institute of Business & Technology, Adelaide, Australia, ²University of South Australia, Adelaide, Australia**Format of the roundtable.** The Work-in-Progress format**Context/background.** We consider student learning in STEM courses and how digital tools such as Desmos, Kahoot and Voyant can improve feedback and learning. The problem faced by teachers in mathematics-rich courses is that sharing and collaboration is hampered by the difficulty of sharing work in online forums. Forum posts are not popular with students in mathematics/statistics disciplines as writing mathematics online is not as straightforward as typing sentences. This is an issue in the online environment, especially for students studying online only.**Point for debate/focus of the work-in-progress/topic for discussion.** We are looking for easier ways for students in mathematics-rich courses to contribute especially considering those without touch screen laptops and iPads. One strategy is the use of specific tools which support mathematical language.**Intended outcome.** 1. To discuss the problem faced by students and teachers, of sharing and collaborating online in mathematics-rich learning; 2. To discuss the use of Desmos as a replacement to the discussion forum. Desmos works like a discussion forum with the advantage of mathematically rich applications such as sketching graphs, writing equations and drawing simulations. Students can post their mathematical solutions to a question asked, followed by a discussion. Desmos also facilitates collaborative games; 3. To discuss other solutions such as Kahoot and Voyant; 4. To help students to obtain feedback (visualisations and summary of data); 5. To enable students to use feedback to reflect, make meaning and make improvements; 6. To assist students to become self-regulated learners.**References.**

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Teaching threshold concepts through WIL to support student learning

Dr George Joukhadar¹, A/Prof John D'Ambra, Ms Frieda Maher

¹UNSW, Sydney, Australia

Format of the roundtable. Point for Debate

Context/background. Studies have revealed that students often struggle with mastering "troublesome knowledge", which can hinder their learning progress. Threshold Concepts (TCs) have been recognized as obstacles to comprehension, disrupting the process of effective learning (Burch et al, 2015). To tackle these educational challenges, educators should create effective learning environments that help students identify these TCs, which will aid in their transformational learning (Meyer and Land 2006). A team of three experts in the field of Business Process Management (BPM) designed and adopted an evidence-based model: Tell (online modules), Show (lectures), Do (workshops), Consolidate (authentic industry collaboration)—for designing learning activities influenced by Merrill (2018). A mixed-method research design was employed, incorporating both quantitative (n=700) and qualitative (n=400) students' feedback from 2020 and 2021. In early 2022, a pilot was conducted with a class of 77 students to assess the newly developed model and its impact; it included interviews with student representatives. The thematic analysis found early mastery of TCs is crucial, and a lack of understanding can lead to difficulties with "troublesome knowledge." The educators face the challenge of ensuring students master the TCs throughout the curriculum.

Point for debate: The validity of the Tell-Show-Do-Consolidate model.

Intended outcome. To enhance students' mastery of BPM TCs, educators want to integrate the BPM lifecycle with a case study from industry and a learning design based on Merrill's First Principles of Instruction (Merrill, 2018). This approach aims to:

- Promote mastery of TCs.
- Connect with theory.
- Apply knowledge to practice.
- Foster transformational learning.

This approach is aligned with the Understanding-by-Design model (Wiggins & McTighe, 1998) by connecting learning outcomes with authentic assessments, industry links, immersive experiences, team problem-solving, and transformational learning. The 2022 results fostered students' understanding of the structure of the BPM life cycle and the processes involved, encouraging them to experiment and apply their knowledge to produce innovative results (Ciborra, 2002).

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What makes for an authentic assessment in first-year higher education?**Dr Tim Chambers¹**¹Deakin University, Burwood, Australia**Format of the roundtable.** Work-in-progress

Context/background. Transitioning into higher education can be complex for students as they face dramatic lifestyle changes. Understanding the need to establish healthy lifestyle choices that can reduce health risks later in life, whilst simultaneously navigating first-year challenges, is particularly salient for allied health students. One strategy to raise awareness of these challenges is to set authentic assessment tasks that promote critical self-reflection whilst also aligning with contemporary health and social issues. Such strategies parallel recent shifts in thinking on authentic assessment, which emphasise thinking about why the task matters (i.e., to students and society) and less about the task itself (McArthur, 2023). Doing so can potentially foster student wellbeing but also enables them to better connect with the social world.

Point for debate/focus of the work-in-progress/topic for discussion. This roundtable builds upon the author's preliminary research investigating assessment authenticity in a large (n=1000+) first-year health psychology unit. The aim of the discussion is to explore the merit of applying McArthur's (2023) principles to designing first-year assessments. Central to the discussion will be the following questions: What makes for an authentic assessment in first-year? How can we make authentic assessments meaningful for first-year students? Can authentic assessments contribute to developing student wellbeing and if so, how? How can we (re)design authentic assessments for first-year students?

Intended outcome. Building on the existing literature, it is anticipated that this roundtable will generate ideas and strategies related to the implementation of authentic assessments in first-year cohorts.

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There is no silver bullet: the bronze, silver, gold approach to employability-based learning**Ms Gayle Brent¹**¹Griffith University, Southport, Australia

Format of the roundtable. The discussion will include a consensus decision-making process designed to facilitate the contribution of current and aspirational ideas for employability-based learning (EBL), narrowing to an achievable set of practical actions that can be implemented to suit specific student cohorts, contextualised for each university/institution.

Context/background. It is concerning that measures of success of EBL initiatives are often based on employment outcomes (e.g. Bridgstock, 2009). Instead, the impact of EBL could be gauged by how students respond to professional learning opportunities, how they critically evaluate their learning to identify relevance to their own circumstances, and how they draw from their learning to implement personalised career actions, develop their professional identity, and evidence their capability (Green et al., 2019).

Point for debate/focus of the work-in-progress/topic for discussion. Given limited resourcing currently available in HE, delivery of highly-personalised EBL is challenging to implement, and it is therefore generally agreed that there is no "silver bullet" approach to this complex issue (e.g. Pegg et al., 2012). In this roundtable, participants will discuss the variety of existing approaches to EBL (including barriers and opportunities for success) and will then generate aspirational ideas for future, evidence-based approaches. Importantly, this will include a focus on measures of success that do not rely on employment outcomes, and instead, are integrated within a given EBL task to intrinsically evidence the impact on students' career development learning.

Intended outcome. Participants will draw from their ideas to establish an agreed set of core design principles for successful EBL. They will begin to develop practical, evidence-based solutions that are achievable within their context, with the core goal to enhance student engagement in meaningful professional development throughout their degree, including measures of success for the student, the educator, and the university.

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Using gamification to enhance student engagement in the hybrid classroom, employing online interactive quizzes built with H5P**Dr Irudhaya Rajesh Johnsam¹, Mr Roger Howley¹**¹Flinders University, Bedford Park, Australia

Format of the roundtable. The presenters will briefly outline the approach, and the results so far, of their study investigating the impact on student engagement of adding online gamification elements to an MBA leadership course. A group discussion of how the study could be extended and how the benefits could be enhanced and used more widely will follow.

Context/background. Since the pandemic, many universities worldwide have moved to hybrid teaching. While much existing research has focussed on online teaching delivery, the investigation into hybrid teaching delivery requires more attention (Raes 2022). With a mix of students attending online and face to-face, a key challenge for academics in hybrid delivery is to encourage engagement. Our study used weekly interactive quizzes combined with a leader board and other gamification elements to investigate the impact of gamification techniques on student engagement.

The data was collected from 51 students via Google anonymous survey.

The students agreed that weekly concept games using H5P interactive learning tool enhanced engagement and improved group collaboration in the hybrid workshops. It appears that these techniques introduce aspects of active investigation and problem-solving (Al-Zahrani 2015) that can lead to higher engagement.

Point for debate/focus of the work-in-progress/topic for discussion. The focus of this work-in-progress is on using easily implemented gamification elements to enhance student engagement in a hybrid setting and improving on the work done so far.

Intended outcome. To improve the ongoing study and to interest others in trialling gamification in this context.

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Creating a scholarship of teaching and learning community of practice: Capacity building, success and sustainability**Dr Jennifer Z. Sun², Dr Melissa J. Saligari⁵, Ms Karen Benson⁸, Dr Doug Jackman⁷, Ms Sue Sharpe, Dr Dongmei Li⁵, Dr Phuc Diem Le⁸, Dr Trisha L. Poole⁴, Dr Betty Exintaris⁶, Dr Nilushi Karunaratne⁶, Assoc Prof Deb K. Clarke¹**¹Charles Sturt University, Bathurst, Australia, ²University of Sydney, Sydney, Australia, ³Endeavour College, Melbourne, Australia,⁴University of Southern Queensland, Toowoomba, Australia, ⁵University of Melbourne, Melbourne, Australia, ⁶Monash University, Melbourne, Australia, ⁷University of Canberra, Canberra, Australia, ⁸RMIT, Ho Chi Min City and Hanoi, Vietnam

Format of the roundtable. Birds of a Feather

Context/background. Scholarship informs quality teaching in higher education and has emerged as an institutional accreditation criterion (TEQSA, 2017). Subsequently, the measurable outcome, the scholarship of teaching and learning (SoTL) has become a significant priority. However, SoTL presents challenges for discipline-specific and teaching-focused academics, academic developers, and those new to the academy. Navigating the nuanced voice and investigative approaches to SoTL impact their confidence, and subsequent engagement. For some, SoTL requires refashioning their professional identity and reconceptualising their roles. These challenges are compounded by lack of skilled mentors and limited opportunities for systemic professional learning. To support and empower those who engage in SoTL to collaborate and build their capacity (Tight, 2015), an online Asia-Pacific community of practice (CoP) (Lave & Wenger, 1991) was created and facilitated by an experienced HERDSA SoTL scholar.

Point for debate/focus of the work-in-progress/topic for discussion. Participants will reflect on their own experiences of SoTL and devise questions to pose to CoP members, when engaging in a "speed dating" style *dialogue*. The CoP members will share their own experiences of the enablers and constraints, membership motivations, professional benefits, and sustainability strategies that facilitate SoTL leadership.

Intended outcome. This roundtable is of particular interest to those new to SoTL (mentees) or those investigating the factors that influence a positive, sustainable and productive SoTL CoP (potential mentors/facilitators). This roundtable aims to empower participants to engage in or lead a SoTL CoP at their own institution and establish new cross-discipline and third space SoTL networks.

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Ethics and evidence-informed practice: Overcoming misinformation**Dr Julie Reis¹, Assoc Prof Denise Blanchard², Dr Kim Van Wissen³**¹University of Newcastle, Callaghan, Australia, ²Te Pukenga, Eastern Institute of Technology, Taradale, New Zealand, ³Te Herenga Waka, Victoria University of Wellington, Newtown, New Zealand**Format of the roundtable.** Birds of a feather**Context/background.** Nurses have both a professional and ethical obligation to halt the cycle of inaccurate information by using the best evidence to inform clinical decision-making. Since the COVID-19 pandemic commenced, health professionals, policy makers and the public have been beset by a plethora of information. With increasing availability of health information across various media platforms, the circulation of misinformation may be amplified. While confusion, fear, anxiety, and mistrust may mark everyday conversation, there is a need more than ever for nurses to use the skills and knowledge to achieve evidence informed practice in clinical practice. As one of the most trusted groups of health professionals (Al-Amer et al, 2021), now more than ever, nurses should speak the truth; the facts and the evidence that underpin their practice, regardless of personal ideology and stance (Guest & Villeneuve, 2021)**Point for debate/focus of the work-in-progress/topic for discussion.** Key questions for the round table are: How do we manage the dissemination of misinformation in health care through education? What education is required to prevent the spread of misinformation? How should evidence-informed knowledge to be used to address misinformation in health care?**Intended outcome.** The round table provides opportunity to discuss how misinformation impacts upon the ability of the nurse to identify reliable sources of information to inform clinical decisions and secondly how to avoid or prevent perpetuating the leaking of personal stance into their nursing role through education. It is intended that discussions will inform a publication in *Higher Education Research & Development* highlighting how education may be used to address issues relating to misinformation.**References.**

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Decolonising the curriculum: A case study**Dr Susan Brooman-jones¹, Ms Jessica Russ-smith¹, Dr Vanessa Fredericks¹**¹Australian Catholic University, North Sydney, Australia**Background/context.** Decolonisation is not a metaphor (Tuck & Yang, 2012). Decolonising the curriculum in higher education is essential to the University's wider commitment to transform, decolonise and build relationships of respect that question and deconstruct power, privilege and injustice. We all play a role in decolonising the curriculum. We are one Wiradyuri Wambuul woman and two white women working as academic developers in a central learning and teaching unit at a national university. Framed by Indigenous theories and knowledges, this case study focuses on changes we have implemented in the first two micro-credentials in the Graduate Certificate in Higher Education (GCHE) at ACU.**The initiative/practice.** The GCHE aims to develop teachers as tertiary educators by enhancing participants' capabilities in learning and teaching. This case study focuses on the first two micro-credentials, which introduce the foundational teaching concepts that underpin learning across the GCHE. We saw an opportunity to build cultural capability for staff and students by embodying decolonising in our practice. The goal was not to add on to the curriculum but to embed the changes across the curriculum through diverse voices and reflective tasks. This approach challenges tokenistic actions of equity and inclusion that attach "diverse" groups as an add on as opposed to embodying them in the core of education.**Methods of evaluative data collection and analysis.** We report on how this approach has informed the first phase of curriculum revisions. Founded on critical self-reflection, we examine our positionality and embodiment of the change process. This understanding is supported by consideration of initial student reflections on, and engagement with, the diverse resources and reflective tasks.**Evidence of outcomes and effectiveness.** Decolonisation is an ongoing process of deconstructing power, privilege and challenging social norms. While it is still very early in our journey to decolonise the curriculum, the conversation has started. By sharing our early reflections and the initial outcomes for students, we hope to empower others.**References.**

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Demonstrating cultural diversity and inclusivity in selecting academics in higher education in Australia**Dr Kashmira Dave¹**¹UNE, Armidale, Australia**Context**

The benefits of diversified workforce are undeniable. This research aims to contest the idea of inclusion and the impact of biases in academic appointments. It is argued that the meaning of inclusion is significantly framed by the selection panel members' biases around the candidate's identity. Individuals use questionable arguments to justify implicit biases around race (Norton et al., 2004).

Methods of evaluative data collection and analysis

The participants from different gender, cultural and racial backgrounds, people with disability and people from LGBTQA+ who are university employees who either have been interviewed for academic positions or have served on selection panels of academic recruitment will be appointed. This research will employ a mixed-method approach through semi-structured interviews and surveys. Thematic analysis following Chi (1997) eight step verbal data analysis protocol will be followed for the data analysis.

Evidence of outcomes and effectiveness

The exhaustive literature review revealed a gap in no studies on how the racial and cultural biases in academic selection Process. The result will provide insight into how the biases of the selection panel members influence the selection process for academic recruitment in Australian universities. It will also shine some light on the idea of inclusion and how it is an opportunity in education and society to identify and challenge discrimination and exclusion at the local and national levels.

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Professional identity crisis, reconciliation, and reconstruction---A narrative inquiry into experiences of novice EFL teachers in China's private universities**Miss Xiangchen Zhang¹**¹University of Auckland, Auckland, New Zealand

Background/context. The professional identity construction is a dynamic and complex psychological process closely related to a teacher's agency, teaching efficacy, motivation, and outcomes. Novice English as foreign language (EFL) teachers are prone to encounter professional identity crisis (PIC) that impedes their professional identity construction especially in the initial three-year period of academic career (Baldwin & Blackburn, 1981). The organisational identification of novice EFL teachers at China's private universities is negatively affected by the inferior social status of private universities in Chinese tertiary education field. This low level of teacher's organisational identification leads to a complicated process of professional identity construction worth noticing.

The initiative/practice. A prominent manifestation of PIC is imposter phenomenon (IP) (Clance & Imes, 1978). The author probes into what led to the PIC of novice EFL teachers at China's private universities, what are manifestations of PIC, and how they overcame it while reconstructing professional identity and reconciling between personal expectations and institutional requirements.

Methods of evaluative data collection and analysis. This study starts from a qualitative survey among 102 novice EFL teachers followed by a narrative inquiry of seven teachers. The author applies metaphors in thematic data analysis.

Evidence of outcomes and effectiveness. Results show that the PIC was caused by discrepancies between different self-states. Participants had high self-expectations (ideal self), but their performances (actual self) deviated from the institutional requirements (ought self). Their pre-constructed teaching beliefs conflicted with the culture of private universities. They followed two paths of professional identity reconstruction---assimilation (adapting to the institutional culture) and dissimulation (rejecting the sense of membership). Solutions to PIC are learning from model teachers, making professional achievements, exerting positive emotions, and seeking for academic cooperation.

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Evaluation of approaches to build relationships in a large second-year unit of study

Dr Alice Huang¹, Dr Matthew Clemson¹¹The University of Sydney, Sydney, Australia

Background/context. Positive relationships and sense of belonging, with others and in their course, are important for student learning (Kahu et al., 2022). A major challenge of biochemistry is that it is conceptually difficult. Large cohort size (~800 students) and fewer face-to-face classes have limited the opportunities for students to interact with peers and teaching staff to discuss concepts and assessments. This meant it was essential to develop scalable approaches to build positive relationships, both online and in-person, to support student learning.

The initiative/practice. We aimed to encourage meaningful interactions between students and with staff online and on-campus, where possible, so that students could reach out when they needed help and feel like they were part of a learning community. We used regular personalised communication, PeerWise (question-authoring tool, where students could rate and comment on each other's questions), redesigned tutorials to support assessment tasks, and maintained highly active discussion boards throughout semester.

Methods of evaluative data collection and analysis. We previously used engagement data and exam results to evaluate the effectiveness of PeerWise on student learning (Hilton et al., 2022). We now present the results of student feedback (2020 to 2022) to evaluate student perceptions about the support received. Data include responses to Likert and free response questions to describe the best aspects of the unit and aspects that need improvement.

Evidence of outcomes and effectiveness. Students appreciated the rapid responses from teaching staff and the support they received from tutorials. Engagement with question-authoring activities throughout semester were closely correlated with improvements to student performance in multiple choice and short answer questions of the final exam, however some students commented that these tasks significantly added to their in-semester workload.

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Students' self-reflection of their contribution to group assessment using the Facts, Feelings, Findings and Future model

Dr Ann Parkinson¹, Dr Eva Hatje², Dr Mary Kynn³, Dr Nicole Reinke¹¹University of the Sunshine Coast, Sippy Downs, Australia, ²Queensland University of Technology, Brisbane, Australia, ³Curtin University, Perth, Australia

Background/context. While student engagement in group assessment tasks is vital for the development of team-work skills, students often find the group assessment experience to be frustrating, unfair, and stressful. Often these feelings stem from the perceived low contributions or poor academic abilities of other group members.

The initiative/practice. With few studies investigating the student's experience using self-reflection, we asked students to reflect on their own individual performance, contributions, and experiences after completing a group assignment. The purpose of this study was two-fold. Firstly, for students to evaluate their own contribution to a group assignment; and secondly, to examine the strategies they identified to promote future team-work success.

Methods of evaluative data collection and analysis. Second-year physiology students (n = 214) at a regional university in Australia, participated in this study. Following submission of the group assignment, each student submitted a 400-word reflection on their own contribution using the four-F reflective model (McCabe & Thejll-Madsen, 2018). Student reflections were investigated by thematic analysis of the four reflective foci: facts, feelings, findings, and future.

Evidence of outcomes and effectiveness. Most students acknowledged positive aspects of both completing the group assessment and their contribution to the work. Communication was identified as being key to group success. Other common themes were about group dynamics and organisation of group activities. Students also noted their own skills and areas for improvement and made plans for completion of group work in the future. Future strategies included: being strategic in group formation, planning and starting work early, and ensuring communication is clear and regular. These results highlight the value of reflection for students about their own actions and contributions to groupwork, and for academics to guide students in the early stages of groupwork to promote a positive and successful groupwork experience.

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Context matters! Enhancing student engagement through redesign of a laboratory project course: lessons learnt from multiple-modes of course delivery**Dr Julie McIntosh¹**, Dr Kathryn Jones¹¹University of Auckland, Auckland, New Zealand

Background/context. What happens when a new lab course, designed to engage students in project-based experiential learning and contextualize their theoretical knowledge, is taught in different delivery modes?

The initiative/practice. We redesigned a laboratory course from a series of discrete sessions to a project-based real-world scenario laboratory to facilitate deeper understanding of core concepts and enable students to construct connections between individual course topics (Brownell et al. 2012). The series of practical sessions includes multiple opportunities to refine specific practical skills and gain iterative formative feedback to allow students to evaluate their learning as the project progressed (Juwah et al, 2004; Esterhazy et al, 2021). The course was designed for in-person teaching but since 2020, has been delivered in multiple modalities. The change in modality prompted me to consider the effect of this change on both the student and staff experience.

Methods of evaluative data collection and analysis. Qualitative analysis of the student experience was gathered through focus groups and questionnaires. Staff feedback was collated through interviews. This enquiry was based around on the following three questions:

- Do students learn to integrate theoretical concepts when knowledge is contextualised in a real-world scenario?
- Do they remain engaged with the project and see value in this experiential learning if a lab environment is not available?
- How can we maintain relational teaching and student engagement when taught in multiple modalities (often taught simultaneously)?

Evidence of outcomes and effectiveness. Our findings highlight the value of connectivity and the importance of contextualizing student learning using experiential learning experiences despite a change in teaching modality.

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Growing inclusive learning communities: Enhancing inclusive teaching and learning through professional learning, student partnerships and effective practice**Assoc Prof Deanne Gannaway¹**, Assoc Prof Jack T.H. Wang¹, **Prof Gwendolyn Lawrie¹**, Dr Anna Kull¹¹The University of Queensland, St Lucia, Australia

Background/context. Strong inclusive learning communities thrive when participants perceive they have opportunity to contribute and that their needs are acknowledged and addressed. When students are provided with access and participation in learning their sense of belonging in the community grows. Further, we argue that inclusive practice is not about identifying different groups within a cohort, instead it should enable all students to access learning regardless of their individual prior learning, circumstances and needs. Such an approach is offered in Universal Design for Learning (UDL), which has been widely applied; however, evidence of its effectiveness remains scarce to inform generalisable application of the framework (Boysen, 2021; Roski et al., 2021; Capp, 2017). In addition, it is evident that enabling teachers to adopt UDL and successful inclusive education practice relies on the integration of institutional policy, shifting campus culture, investment by all stakeholders and classroom practice (Lawrie et al., 2017).

The initiative/practice. This presentation shares the experiences of a teaching innovation project conducted at an Australian research-intensive university designed to grow a culture of inclusive teaching and learning practice.

Methods of evaluative data collection and analysis. In this project, we aimed to develop a practitioner-informed professional learning module that engages and values academics' inclusive practice. This process involves the design and evaluation of a framework to establish a mechanism to deliver course-level inclusive learning 'health' checks via an interactive digital App. The underpinning framework has been developed through engagement of academic practitioners, professional staff, and student partners to capture student voice.

Evidence of outcomes and effectiveness. This presentation shares our findings to date, particularly the responses from students that have informed the development of our framework and ultimately our health check tool.

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Co-developed future-focused curriculum literacy with students-as-researchers

Dr Sakinah Alhadad¹, **Dr M. Sarah-Jane Gregory**², Assoc Prof Kate Galloway², Dr Lana Mitchell³, Prof S. Niru Nirthanan³, Ms Rebecca Cozens¹, Ms Michelle Grant-Iramu², Prof Ruth Bridgstock⁴, Ms Zameera Suleman², Dr Samid Suliman², Mr Deep Patel², Assoc Prof Amanda Daly², Mr Ashraf Docrat³, Ms Katharina Gutjahr-Holland¹, Ms Jess Hedger², Dr Hazel Jones³, Dr Khamsum Kinley³, Assoc Prof Christopher Love²

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Background/context. Curriculum literacy (CL) literature often focuses on educators' knowledge on theories and processes for curriculum design (Schroeder & Curcio, 2022). While curriculum is a core part of student learning, the notion of curriculum literacy and what this means for student learning and academic success remains unexplored. We conceptualise 'curriculum literacy' as the knowledge and ability to read, understand and communicate information related to curriculum as a feature of their university learning and of lifelong learning.

The initiative/practice. The project implemented a sustainable design-based research approach (Collins et al., 2004) with the research team encompassing students-as-researchers (n=8) and an interdisciplinary academic and professional staff (n=11). The work articulates the meaning and importance of CL as a capability set that is central to the development of future-focused graduates responsible for their lifelong learning.

Methods of evaluative data collection and analysis. This is a three-phase mixed-method project, each feeding into an overarching goal of designing, building, and disseminating resources that support stakeholder CL. Phase 1: Participatory workshop (n_{students}=21/ n_{staff}=21) and surveys (n_{students}=78/n_{staff}=74); Phase 2: Work Integrated Learning (WIL) – autoethnography for CL (n=2); and Phase 3: Initial Toolkit development (n_{students}=5/n_{staff}=9). Data have been analysed using various qualitative and quantitative methodologies. Findings from each phase informed the subsequent phase, culminating in the final initial co-designed toolkit for curriculum literacy.

Evidence of outcomes and effectiveness. This presentation showcases early key findings from each project phase. The initial toolkit prototype will be shared. Early impacts have included raising awareness of the critical understanding and nature of CL for all stakeholders, some of which differed, and others similar across stakeholders. Consequently, the co-design of resources and advisory notes support understanding of CL to enable student success. The findings have implications for effective design and communication of curriculum for the development of future-focussed curriculum literacy.

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Co-designing curriculum to build capability and increase quality in teaching and learning**Ms Laura Fairbrother¹**¹Charles Darwin University, Darwin, Australia

Background/context. Where universities once measured success against research output, increasingly they are including the student experience as a benchmark (Devlin & Samarawickrema, 2010). A successful student experience relies on the design, development and implementation of quality curriculum, and this can be problematic for a number of reasons. Firstly, the academics responsible for designing curriculum may not have the necessary educational knowledge or expertise (Patfield et al., 2022), and because teaching so often sits in the shadow of their research obligations, motivation and commitment to improve practice or increase capability can be low (Rogers & Swain, 2021). Additionally, support and/or resources, including time, can be extremely limited. For many, this can lead to the deterioration of professional teaching practice, disconnection from professional development, and a reduced sense of identity, authority and confidence to lead and develop quality education (Scornavacco et al., 2022).

The initiative/practice. This Action Research project investigates the impact of implementing a codesign approach (McKercher, 2020) to build capability in curriculum development in HE through effective collaboration between subject experts and other major stakeholders.

Methods of evaluative data collection and analysis. The research adopts a mixed methods approach collecting both qualitative and quantitative data regarding the effectiveness of the intervention. Qualitative data will be gathered through participant and student focus groups, interviews, and evaluation surveys. The quantitative data will include students' unit and course evaluation scores, and data for retention and success. An extensive literature review will provide underpinning principles and tensions to be addressed by this intervention as well as a thematic gaze through which to consider the data analysis.

Evidence of outcomes and effectiveness. The evidence of outcomes and effectiveness will be measured through increased academic buy-in and self-efficacy in quality curriculum design and delivery, increased student success and satisfaction, and its adoption into policy and procedure.

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Cultivating inclusive behaviours of internship students through critical reflections**Mrs Geraldine Hardie¹**, Assoc Prof Shamika Almeida¹¹University of Wollongong, Wollongong, Australia

Background/context. This study takes place at a regional Australian university with third-year undergraduate students enrolled in an internship subject, with most students in their last session before graduation.

The initiative/practice. As part of Assessment 1A, students are asked to undertake a bias test and consider their individual biases and what this means in dealing with other students in general and during the internship placement in the workplace. Assessment 1B combines what they learned about themselves and requires students to critically reflect with their group members to see the similarities and differences and identify how these biases may impact their behaviour. Students must use relevant theories (i.e. Brewer's (1991) Optimal distinctiveness theory) to make meaning of their identified biases and behaviours in the workplace. Students use a group presentation-type approach to present their reflections to the whole class and are encouraged to generate discussion with their peers within a safe space. The tutor moderates this discussion.

Methods of evaluative data collection and analysis. Using an autoethnographic approach, we make meaning of our experiences managing the assessment process, listening to the students' critical reflections, moderating the class discussions and providing feedback on their assessments. To make meaning of our experiences, we used the social constructivist theory of learning (Vygotsky, 1978), which notes how culture and context are essential in understanding what occurs in society.

Evidence of outcomes and effectiveness. We find that bias tests alone do not help increase awareness of diversity issues in the workplace. Instead, bias tests must be used with critical self-reflective skills and an expert instructor facilitating a safe learning space. Students who are open to authentic self-reflection and courageous to have a reflective dialogue with their peers about their biases could learn to cultivate inclusive spaces for their peers at university and work. We conclude that students' learning experiences about values, justice and integrity in the workplace can be achieved through targeted activities such as bias tests, critically reflective assessments and trained facilitators.

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Local, relational, and age-specific: Identifying supports for rural, mature-aged nursing and allied health students**Dr Claire Quilliam¹**, Dr Nicole Crawford^{2,1}, Ms Alison Buccheri¹, Prof Carol McKinstry³, Dr Sara Brito¹The University of Melbourne, Shepparton, Australia, ²Curtin University, Bentley, Australia, ³La Trobe University, Bendigo, Australia

Background/context. Mature-aged students form a high-proportion of the total student population enrolled on regional and rural higher education campuses. They are a valuable cohort to enable the building of the rural health workforce (Anonymous; Anonymous). Rural mature-aged students often juggle numerous non-university commitments as well as study and are likely to experience different study barriers to school-leavers (Anonymous). Little is known about the experiences of rural, mature-aged nursing and allied health students, particularly with respect to the types of supports they find useful (Anonymous).

The initiative/practice. This study aimed to identify the kinds of supports that mature-aged nursing and allied health students need to participate and succeed in higher education on a regional campus.

Methods of evaluative data collection and analysis. Stakian instrumental case study design was employed. Cases comprised three Australian regional university campuses. Data were collected via campus surveys, interviews and focus groups with mature-aged nursing and allied health students (n=21), university staff (n=9) and placement supervisors (n=6). Within and cross case analysis were conducted to identify campus characteristics, current and potential student supports.

Evidence of outcomes and effectiveness. Approximately half of the pre-registration nursing and allied health students enrolled on these campuses were mature-aged. Numerous supports were identified across the three cases, including i) formal university supports (e.g., counselling services); ii) informal university supports (e.g., lecturers reaching out to struggling students); iii) community-provided supports (e.g., employer flexibility); and iv) student-provided supports (e.g., a mature-aged student study group). Gaps and potential supports were also identified: notably, regarding placement experiences, study expenses, teaching and learning practices, and student connections. No university-provided supports were specifically designed for mature-aged students. The study findings suggest access to local, relational and age-specific supports for mature-aged health students studying on a regional campus would assist their successful participation in higher education.

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Interactive student retention timeline project -Phase 1

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Background/context. Improving student success and retention is a priority for higher education institutions, especially in Australia where 19% of undergraduates consider leaving their course before completion (Australian Government Department of Education and Training, 2021). To positively impact student success and retention, institutions must identify effective practices, communicate them to staff, and encourage the use of those strategies (Tight, 2019, Higher Education Standards Panel, 2018). The project described here is a new approach to addressing these needs.

The initiative/practice. The Faculty of Health Sciences (FHS) at ACU is committed to supporting students and improving student retention rates. We have developed the first phase of an interactive Student Retention Timeline which maps out key "at-risk" points during an ACU's student enrolment and pairs this with targeted retention-related activities and support services. This project is a critical step towards understanding the retention landscape at ACU and enabling the success of our students.

Methods of evaluative data collection and analysis. Periods of high risk for student attrition were collected and collated from a range of data reporting sources across the university. A scoping exercise revealed the various retention-based activity occurring across the university and these data were used to create the timeline using a Time mapping software.

Evidence of outcomes and effectiveness. The major outcome of this project is the creation of a timeline designed to facilitate a coordinated approach to student retention efforts across the university. This provides staff with access to the range of retention strategies that span across University, Faculty, and Discipline boundaries enabling timelier implementation of interventions strategies. This effectiveness of this tool will be measured in a follow up study in 2023.

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Developing a SoTL identity in Higher Education: exploring tensions, commonalities and shared experiences**Assoc Prof Barbara Kensington-Miller¹**¹University of Auckland, Auckland, New Zealand

Background/context. Developing an identity as a Scholarship of Teaching and Learning (SoTL) scholar is a non-linear and liminal process. Productive tensions inherent in carrying out SoTL scholarship within and across traditional academic disciplines, roles, and structures, contribute to shaping and ultimately transforming one's identity as a SoTL scholar. Many academics choosing to do SoTL research are aware of, and have experienced, negative attitudes towards SoTL, troublesome SoTL knowledge and identities, competing values within the academy, and unhelpful hierarchical and disciplinary boundaries. SoTL happens across a landscape of practice in which boundary crossing can lead to disengagement and feelings of inadequacy.

The initiative/practice. An international SoTL group of 6 members, from different contexts - discipline, institution, country, and culture - connected through a shared interest in SoTL. They explore their SoTL identity development over 3 years.

Methods of evaluative data collection and analysis. Multiple methods of data were collected: 200-word autobiographies, responses from the group to the autobiographies (annotations directly in the text), and semi-structured group interviews. Initial autobiographies in 2019 recorded a chronological account of each member's involvement in SoTL. In 2021, new autobiographies answered the question: *At this moment in time, to what extent and under what conditions is identity a productive notion or tension for understanding SoTL researcher experience?*

Six group interviews followed for each person. The interview protocol was generated from analysis of the autobiographies and a detailed reading of particularly salient experiences. Each member transcribed their own interview. Thematic analysis was inductively carried out for emerging themes.

Evidence of outcomes and effectiveness. Four main areas were identified for how the 'productive tensions' within academia as SoTL scholars were navigated: accepting autonomy, finding community, embracing change, aligning our values. These will be illuminated providing another perspective of occupying SoTL space that is often troublesome and full of tensions.

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Understanding faculty members' motivation and intentions to adopt hybrid teaching: Application of the UTAUT2 model**Prof Ida Fatimawati Adi Badiozaman¹, Dr Mehdi Haselisonghor²**¹Swinburne University of Technology Sarawak, Kuching, Malaysia, ²Islamic Azad University, Tehran, Iran

Background/context. In the endemic stage of the pandemic, many higher education (HE) institutions are opening their doors to students to ensure the continuity of teaching and learning. Nonetheless, many HEs have opted for hybrid teaching as a way forward despite not having a complete understanding of hybridity or readiness, especially for its faculty members.

The initiative/practice. For this reason, the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) (Venkatesh, 2012) model was used to (i) predict factors that can influence HE faculty members' acceptance of hybrid instruction and (ii) identify factors influencing the faculty members' behavioural intention to use hybrid instruction based on performance expectancy, effort expectancy, social influences and facilitating conditions.

Methods of evaluative data collection and analysis. The study population consisted of all 114 faculty members at Islamic Azad University (IAU) of Sistan and Baluchestan, Iran. Data were analysed using SPSS 22 and AMOS -23 software. Data was collected with a two-part questionnaire. The first section included demographic items while the second section had items adapted from the UTAUT2 questionnaire (Venkatesh, 2012) to reflect hybrid acceptance and intentions items.

Evidence of outcomes and effectiveness. The results confirmed the direct impact of behavioural intentions of faculty members' on hybrid teaching. Results show that performance expectancy, social influence, hedonic motivation, regulators' support and project team capability affected the behavioural intentions of faculty members to use hybrid teaching whereas effort expectancy, facilitating conditions, price value and facilitating leadership did not. This research further extends the UTAUT2 model by introducing and validating three new constructs: facilitative leadership, regulatory support, and project team capability. Our findings suggest that HE should promote hybrid pedagogy, offer training, and provide continuous support to faculty members. When an educational institution supports its teachers and, by extension, the students in hybrid teaching, it influences their acceptance.

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Marketing: The missing aspect of the creative writing university curriculum?**Dr Jacqueline Burgess¹**, Dr Paul Williams¹¹*University of the Sunshine Coast, Sippy Downs, Australia*

Background/context. Students studying creative writing often have ambitions to be a published author. However, they will be entering an insecure and highly competitive industry (Larson, 2020; Crimmins et al., 2021). Furthermore, both traditional and independent publishing requires marketing labour and activities, not just creative writing skills (Matulionyte et al., 2017). However, few university creative writing degrees teach any marketing skills, and the marketing knowledge of creative writing students remains unexplored.

The initiative/practice. To address this research gap, and to provide information relevant to the curriculum design of creative writing majors and degrees, nine semi-structured interviews with creative writing students at a Queensland university were conducted.

Methods of evaluative data collection and analysis. A qualitative methodology was utilised because it is highly appropriate for exploratory research (Eriksson & Kovalainen, 2008). Semi-structured interviews allowed for follow-up questions, probing, clarification, and gaining rich insights (van de Weerd et al., 2016). The interviews commenced with grand tour questions (Leech, 2002) and were recorded with the permission of the students and transcribed. This research utilised thematic analysis to analyse the data (Braun & Clarke, 2006) using a traditional human interpretative approach in combination with the software program, NVivo 12 plus, to allow for greater accuracy of meaning expressed by the participants (Arvidsson & Caliandro, 2016; Kozinets et al., 2018).

Evidence of outcomes and effectiveness. Despite audiences and value being essential parts of marketing (American Marketing Association, 2017), students described marketing as promotion or selling their work reflecting a less sophisticated understanding. All confirmed they were uncertain what marketing was, wanted to publish books after their studies and, save one, wanted more marketing knowledge in the curriculum. Furthermore, all the students used social media but not to highlight their writing. Authors, even those who have publishers, need to undertake marketing activities such as using communication channels to build an audience and building a brand and need to understand the purpose of marketing to do so effectively (Matulionyte et al., 2017). This research is the first to explore the marketing knowledge of creative writing university students. Overall, it appeared that the students were likely to graduate and with little marketing knowledge. Including guest lectures from marketing academics and professionals in the publishing industry, and team teaching could address these marketing knowledge gaps for students.

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Generating sustained student connectedness through student induction

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Background/context. This study examines the efficacy of an induction session on day one of university to facilitate sustained peer networks. Such networks enhance student belonging, reduce anxiety and lead to higher study persistence (Hausmann et al., 2009), and address recent challenges associated with student connection and isolation rates.

The initiative/practice. Students were invited to complete an optional pre-induction form. The information provided here was used to group students at the induction session with peers with similar personal and study interests. Students who didn't complete the form were randomly assigned to separate groups, not based on interest similarity. In the induction session, students completed a collaborative activity with their groups. Assigning students to groups with peers with similar interests is based on literature arguing that individuals who exhibit commonalities are more likely to develop sustained friendships (Bryden et al., 2011).

Methods of evaluative data collection and analysis. First, students completed a survey with Likert and open-ended questions measuring their induction session satisfaction. We compared responses to test whether satisfaction differs depending on whether students complete the form. Second, we surveyed students in the later stage of the teaching semester following the induction to measure to what extent they kept in touch with peers they met at induction and whether this differs depending on pre-induction form completion.

Evidence of outcomes and effectiveness. We find that students who completed the form are significantly more satisfied with opportunities to meet peers and also the information provided at the induction session. We found significantly and substantially higher proportions of students kept in touch with peers from their induction session groups when they had completed the pre-induction form.

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Followers, customers, or partners: Comparing conceptualisations of students as partners in Australian, Mainland China, and Hong Kong universities

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Background. Engaging students as partners (SaP) in higher education teaching and learning is an approach to fostering meaningful pedagogical relationships that recognises students' contribution to shaping educational practices. A growing body of research is signalling the numerous beneficial outcomes, along with complexities of, SaP. Yet, scholars are calling for more culturally situated SaP research, especially outside of anglophone countries, and there is now a growing research profile on learner-teacher relationships (as a SaP precursor) and SaP in the Asia-Pacific region.

The research. This research is timely as we leverage the emerging SaP scholarship in Mainland China and Hong Kong and bring it into conversation (in the spirit of Healey et al, 2020) with Australian research to answer the question: How can collective understanding of SaP as global praxis be expanded through an exploration of socio-cultural convergences and divergences of scholarship in Australia, Hong Kong, and Mainland China?

Methods. The dataset of this research comprises findings from three recent qualitative studies conducted (separately) in Australia, Mainland China, and Hong Kong, that explored the conceptions of SaP in the three contexts by interviewing university undergraduate students and academics. The findings of the three studies are analysed by using reflective thematic analysis. The analysis focuses on illuminating qualitative variation (Prosser & Trigwell, 2014) across the three studies through a socio-cultural lens offered by the ecological model of partnership (Liang et al., forthcoming).

Evidence of outcomes and effectiveness. Through understanding and comparing perceptions of SaP, and of identity and power in pedagogical relationships, raised by the three studies, this research reveals how the potential insights into partnership in a specific cultural context is influenced and shaped by broader culture. Our analysis provides an example of naming and recognising cultural qualitative variation and demonstrate the effectiveness of thinking ecologically about SaP by situating everyday practices in broader cultural contexts. (295 words)

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Assessment design by students enhances engagement and assessment literacy**Assoc Prof Christopher Love¹**, Dr David Hills¹¹Griffith University, Nathan, Australia

Background/context. In recent years we have observed an unwillingness of students to participate in classroom based problem-solving in second year biochemistry. Students have anecdotally mentioned that they “feel embarrassed” or “fear of being ridiculed” if they answer questions incorrectly which had led to their silence in problem classes. To enhance engagement a Students as Partners (SaP) approach was implemented to empower students (Cook-Sather et al., 2014; Healey et al., 2014). One aspect of this partnership was to provide an opportunity for students to design assessment.

The initiative/practice. This SaP initiative involved students designing multiple choice questions (MCQs), with scaffolding resources, as an active learning exercise, and negotiating the percentage of student-generated which would appear in the final exam. Deeley and Bovill (2015) have highlighted the benefits of student participation in assessment design and noted that student engagement in assessment can impact in several ways such as enhancing their ability to evaluate their own work and supporting assessment literacy.

Methods of evaluative data collection and analysis. A student evaluation of the partnership activities and student reflections were collected. A quantitative and thematic analysis was performed on this data using Nvivo to gain an understand the students’ perspective of their experience in co-designing assessment.

Evidence of outcomes and effectiveness. Student reflections provided a direct insight into the learning practices being used in developing MCQs. Thirty-six percent of students commented that the task was more difficult than anticipated, particularly designing feasible incorrect answers (10.1%). Student comments such as, “activities like these make me feel more involved in the course and increases my interest” suggested the partnership was genuine and inclusive (Matthews, 2017), while other reflections supported Deeley and Bovill’s (2015) notion that developing assessment improves assessment literacy, “I think this process will help us in choosing the correct answer when doing other multiple-choice questions”.

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Interventions improving response rates for student evaluations of teaching**Dr Rachael Murray¹**, Dr Annalese Semmler¹, Dr Samuel Cunningham¹, Dr Eva Hatje¹, Dr Joanne Voisey¹, AssocProf Henk Huijser¹, Dr Yasmin Antwertinger¹, Ms Savannah Aitcheson¹, Dr Sheree Hurn¹¹Queensland University of Technology, Gardens Point, Australia

Background/context. Student evaluations of teaching (SET) are an integral part of quality assurance. Many institutions now administer SET surveys online, but these often come with low response rates affecting validity (Capa-Aydin, 2016).

The initiative/practice. This study employed 3 interventions aimed at increasing SET response rates in semester 2, 2021 to increase validity: closing the loop on student feedback; a prize incentive; and regular promotion of the survey, including through student champions.

Methods of evaluative data collection and analysis. The university wide SET contained 5 Likert scale response and 2 open-ended questions through the standard university SET online portal. Student response rates were compared between 1) the 5 subjects (4 undergrad and 1 postgrad), 2) other subjects the students were enrolled in, 3) subjects in the same degrees that these students were not enrolled in, and 4) subjects the same students with the intervention completed in the prior semester. The number and length of comments and lexical diversity were also measured.

Evidence of outcomes and effectiveness. Response rates for students in undergraduate subjects undertaken in semester 1 (no interventions) was 22.3%. A slight increase was seen for subjects where students had not been exposed to interventions in semester 2 (26.2%). A significant two-fold increase ($P < 0.000$) in response rates was seen for subjects with the intervention (44.6 %) and in the other subjects the same students were enrolled in (43.8%). 83.3% of students in the intervention group left a comment, averaging 65 words, with a lexical diversity of 0.80, suggesting students were providing complex sentences. The postgraduate course students, typical professionals undertaking the degree part-time, had a response rate of 23.9% for semester 1, which significantly improved in the subject with the intervention (41.9%) and in other subjects the same students were enrolled in (31.6%). The incentive strategy was also the major driver for some students but not all students to complete the survey. Overall, results suggest targeting just a few key subjects in a degree would increase the response rate for all subjects in a semester if using the same online portal for all subject surveys. Therefore, there are considerable potential benefits from increasing both the response rates and the quality of feedback, followed by a clear and consistent closing the loop strategy.

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Leveraging student-generated data for enhancing authentic learning in business analytics**Dr Bernard Conlon¹**, Dr Stephanie Wilson¹¹*The University of Sydney Business School, Darlington, Australia*

Background/context. With the increased availability of data and growth of Data Science, many more students are studying statistics. The Guidelines for Assessment and Instruction in Statistics Education College Report (GAISE, 2016) provides six recommendations for teaching introductory statistics. We discuss an innovation using a real-world student-generated data set to implement these recommendations, enhancing student engagement through authentic learning techniques in a large first-year undergraduate core unit in Business Analytics. We discuss the overlap between the recommendations and the authentic learning factors of Villarroel et al. (2018).

The initiative/practice. A real-world student-generated data set was integrated into collaborative workshop exercises and assessments, enabling students to experience the stages involved in an investigative statistical study including data collection and cleaning, analysis, visual presentation, and report writing.

Methods of evaluative data collection and analysis. A quantitative survey prior to, and following, implementation examined how well students felt the six GAISE aspects of statistical learning were addressed. A focus group was also conducted following implementation to obtain qualitative feedback, and Unit of Study Survey (USS) scores and comments compared with those prior to implementation.

Evidence of outcomes and effectiveness. The quantitative survey results indicate an improvement across several of the GAISE criteria. Students in the focus group agreed the tasks helped them apply the unit's key concepts and methods and supported their engagement. They agreed that working on a real student-generated data set made the analysis more interesting and appreciated having to prepare and clean the raw data. All three components of the assignment (presentation, progress report and final report) were seen as helpful to their learning process and basing several weekly workshop questions on the same data reduced cognitive load, allowing students to become familiar with one large data set. USS scores showed a marked improvement when compared to the prior semester.

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Listening to students: The state and impact of student belonging in Business curricula**Dr Simone Faulkner¹**, **Dr James Wakefield¹**, Dr Kathy Egea¹, Dr Alisa Percy¹¹*University of Technology Sydney, Ultimo, Australia*

Background/context. Informed educators have long recognised the importance of students' sense of belonging as critical to student engagement and persistence in their studies (e.g. Tinto, 1997, 2017; Thomas, 2012), but it has found even greater salience in the post-Covid learning environment.

The initiative/practice. In this paper, we report on a study we have been conducting over the past 2 years to make sense of student belonging in a large, multifaceted undergraduate Business degree with a very diverse cohort.

Methods of evaluative data collection and analysis. Phase 1, was exploratory and used an appreciative inquiry approach (student survey and co-design workshop) to make sense of what belonging means to students and what kinds of practices they felt fostered their experience of belonging. The insights generated in this phase informed trial interventions in two target subjects in Spring, 2021, Phase 2. In Phase 3, a quantitative survey (n=110) was conducted to evaluate these interventions and to further explore students' experience of belonging whether this is moderated by student demographics.

Evidence of outcomes and effectiveness. Students are generally comfortable contributing in class and receive academic support, however, perceived student isolation, peer support and friendship development are a concern. We found direct relationships between students' sense of belonging, in terms of academic support, class contributions and peer study support, and subject performance, however, this is moderated by student characteristics. Belonging is more strongly associated with student performance for recent school leavers and younger students. This means that belonging has particularly powerful outcomes for student transitioning to university. Our findings imply that teacher presence and opportunities for students to form networks with peers are critical in learning and assessment design.

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Developing assessment rubrics to effectively assess and provide feedback on employability skills**Dr Valeria Cotronei-Baird¹**, Dr Wasana Karunaratne¹¹*The University of Melbourne, Carlton, Melbourne, Australia*

Developing assessment rubrics to effectively assess and provide feedback on employability skills Format of the roundtable. Work-in-Progress Context/background. In our business faculty of a large research-intensive university, many academics have found it challenging to assess and give feedback on employability skills (e.g., written, verbal and non-verbal communication, teamwork, and problem-solving skills); particularly with regards to different academics providing fair, transparent, and consistent grading and feedback to a large and diverse cohort of business students. Education research has established that assessment rubrics can help mitigate these challenges. These benefits include managing the quality and consistency of marking and providing feedback and explicitly articulating the expectations, marking criteria, and assessment standards to students (Brookhart, 2013, 2018; Brookhart & Chen, 2015; Dawson, 2017; Panadero & Jonsson, 2013). This roundtable asks participants to discuss and evaluate our step-by-step guideline to instructors for developing assessment rubrics for the assessment and feedback of employability skills. Point for debate/focus of the work-in-progress/topic for discussion. What are the aspects that need to be included in the rubrics to provide students with clear guidance on the expectations and feedback when the assessment involves developing employability skills? What guidelines should be provided to markers when developing marking rubrics to maintain the quality and consistency in marking and effective feedback? Intended outcome. Discuss and evaluate the information and guidelines we provide students, instructors, and markers to assess and give students feedback on employability skills development. References. Brookhart, S. M. (2013). How to create and use rubrics for formative assessment and grading. ASCD. Brookhart, S. M. (2018). Appropriate criteria: key to effective rubrics. *Frontiers in Education*, Brookhart, S. M., & Chen, F. (2015). The quality and effectiveness of descriptive rubrics. *Educational Review*, 67(3), 343-368. Dawson, P. (2017). Assessment rubrics: towards clearer and more replicable design, research and practice. *Assessment & Evaluation in Higher Education*, 42(3), 347-360. Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational research review*, 9, 129-144.

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Understanding postdoctoral scholars as learners and professionals**Dr Elizabeth Jach¹**, Ms Stacey Hansen¹, Chelsea O'Brien¹¹*University at Albany, State University of New York, Albany, United States***Format of the roundtable.** Work-in-Progress

Context/background. Postdoctoral positions are often considered a stepping-stone into tenure-track positions in the academy. They are described as temporary, short-term positions that provide training and practical experience for researchers (National Postdoctoral Association, n.d.). On-going research on postdoctoral scholars' experiences in the U.S. highlights that postdocs are at once learners and contributors, yet neither student nor professor. The in-between nature of these positions complicates how their needs are considered by researchers, administrators, funding agencies, and policy makers.

Point for debate/focus of the work-in-progress/topic for discussion. This discussion will explore two theoretical underpinnings for understanding postdoctoral scholars' experiences and needs: sense of belonging and professional socialization. Sense of belonging refers to a person's feeling of connection to and mattering within an organization; it is used to understand undergraduate and graduate student persistence and success in higher education (O'Meara et al., 2017). Professional socialization refers to a process by which a person identifies with and acculturates to a professional community (Shahr, 2019).

Intended outcome. Participants will discuss distinctions between sense of belonging and professional socialization and consider how the theories can 1) identify postdocs' needs, 2) (re)inform approaches to address postdocs' needs, and 3) be informed by postdoc experiences.

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An evidence centre for higher education: The case of INSPIRE

Dr John Mahoney¹, Dr David Barnett², Dr Cath Emmerson³, Dr Ann-Marie Gibson³, Dr Liana Cahill², Prof Anthony Whitty², Dr Michael Noetel⁴

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Background/context. To make informed decisions, educators need to combine their expert knowledge, students' preferences, and empirical finding. The former two are often easy-to-hand, the latter is not. Not only do educators need to have the skills to find, read, interpret, and apply empirical research, they also need to be able to critically evaluate it.

The initiative/practice. This presentation outlines the INSPIRE (INitiative to SuPport the Integration of Research in Education) project and its impact on decision making in higher education. INSPIRE is an evidence centre that aims to provide educators with quick and easy to read summaries of best-available evidence from higher education.

Methods of evaluative data collection and analysis. Seventy-four staff from across a National university completed self-report measures of their use of teaching practices. They also completed measures of perceptions of capability, opportunity, and motivation regarding using evidence to inform their teaching practices. They completed these measures at the start and end of an academic year. In between these timepoints, staff participated in a training about evidence-based teaching and were introduced to the INSPIRE toolkit. Focus groups were also held with staff at the post-intervention timepoint.

Evidence of outcomes and effectiveness. Descriptive statistics revealed that one in every three participants reported that they used empirical evidence to inform their decisions prior to the training compared to one in every two post-intervention. Participants' perceptions of feeling supported to use evidence to make decisions doubled and there was a significant reduction in the use of teaching practices that could hinder learning (e.g., seductive detail in presentation slides). The focus groups revealed that there were still opportunities to grow a community of practice around evidence-based teaching. The INSPIRE toolkit and updates made to it since this first iteration will be presented.

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Curricula integration of student wellbeing resources: Exploring Australian and New Zealand perspectives

Dr Gavin Mount², Assoc Prof Melissa Davis¹, Assoc Prof Linda Ferrington³, Dr Denise Taylor⁴, Dr Ben Kelly³

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Format of the roundtable. Work-in-Progress.

Context/background. While research addressing student wellbeing has identified the need for a 'whole of university' response (Neves & Hillman, 2019), leading pedagogic research has highlighted the challenges of integrating student wellbeing tools into 'the curriculum environment' (Cranney et al., 2016). It is increasingly recognised that universities need to actively 'build the capacity of academic educators to better support student mental wellbeing' (Baik et al., 2017). More research is needed on how curricula integration of wellbeing resources can be most effective from staff and student perspectives.

Point for debate/focus of the work-in-progress/topic for discussion. This workshop will discuss preliminary findings from research into student and staff perspectives on the integration of student wellbeing resources in three institutions in Australia and New Zealand. Stemming from the findings of the study, participants will engage in discussion related to (i) how student wellbeing resources can be integrated into the curriculum and; (ii) how do we best evaluate students' views on the accessibility, relevance and usefulness of these resources.

Intended outcome. This workshop will provide information to participants about experiences at three Australian and New Zealand institutions and provide opportunities for participants to reflect how these insights may inform their own practices.

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The impact of third space roles in leading and facilitating communities of practice in higher education

Ms Sarah Spackman¹, Mr Collins Fleischner¹, Ms Karin Watson¹¹UNSW, Kensington, Australia**Format of the roundtable.** Birds of a Feather

Context/background. Academic staff are increasingly required to incorporate into their practice changes in technology, student needs, and institutional priorities. How can professional learning support changing academic practices in these complex institutional environments? CoPs are acknowledged as an effective way to bring higher education staff together around aspects of educational practice (McDonald, J. & Carter-Steel, A., 2017), and to do so on an iterative basis. The authors posit that key roles such as leaders and facilitators (Borzillo, S., Aznar, S. & Schmitt, A., 2011) acting in the liminal 'third space' (Whitchurch, 2013), are both hallmarks of a well-functioning CoP and are critical to their success. However, the role of third space professionals in CoPs is not widely represented in current discourse. The authors' experiences leading and facilitating an institution-wide education focussed CoPs initiative within a research-intensive university have informed their reflection on changing learning and teaching roles and teams in higher education.

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

What contributions do third space professionals make to the development and practice of CoPs? How might CoP leaders and facilitators articulate the impact and value of their educational practices? Discussion will address opportunities and challenges that exist in this work, how institutional environments support CoPs initiatives, how institutions engage, define and perceive staff in third space roles, and whether narrative methodology might be used to evidence and translate perceived value into a formal evaluation of impact for third space professionals working with CoPs.

Intended outcome. Participants will situate their own third space practice and consider the impact of their changing learning and teaching roles and teams in the context of CoPs initiatives across the sector in Australia and Aotearoa New Zealand. A summary will be compiled and shared with participants following the session.

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HE.....LP ! Staff wellbeing during challenges and change

Assoc Prof Naomi Dale¹, Marie Fisher², Dr Debbie Lackerstein³, Dr Gavin Mount³¹University of Canberra, Bruce, Australia, ²Australian Catholic University, Watson, Australia, ³University of New South Wales, Canberra BC, Australia**Format of the roundtable.** Birds of a Feather

Context/background. Student wellbeing in higher education was rightly a focus of teaching and learning, even before the challenges of the pandemic made it a greater necessity. Staff wellbeing was a key element in building resilience in the sector before the pandemic, with calls for more than the existing "DIY approach" (O'Brien & Guiney, 2018). The challenges of high workload, work-life balance, job insecurity, isolation, and inclusion, combined with the need to manage rapid change in teaching and technology, stretched the limits of staff resilience and their ability to adapt and maintain a sense of control and organisational commitment. Liu & Yin (2020) suggest that organisations need to provide resources to build effective, collective wellbeing strategies thorough support networks that foster frequent sharing experiences and that build trust and connection. This workshop will seek to uncover current literature and University wellbeing practices and approaches and explore how collective support can improve academic wellbeing.

Topic for discussion. There is an intrinsic interconnection between student and staff wellbeing (Brewster et. al., 2022). We collectively need a sustainable and effective, whole of institution approach. The format of the session will be guided by key questions: How do you increase wellbeing in your academic work? Do you encourage colleagues to engage in wellbeing strategies at work? How could we transform wellbeing at our institutions? Are current strategies working? What needs to change in organisational and personal approaches to wellbeing in Higher education?

Intended outcome: The intended outcome of the roundtable is for participants to share feedback and resources that will promote wellbeing.

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How, where, and when do students experience meaningful learning?

Dr Daniel Andrews¹, Dr Bhawana Bhatta Kaudal²¹Monash University, Clayton, Australia, ²University of Melbourne, Parkville, Australia

Context/background. STEM courses increasingly seek to employ teaching practices that promote meaningful learning due to its benefits in knowledge retention, knowledge transfer, and student engagement. Meaningful learning allows the learner to connect new information to their prior knowledge, while motivating the learner to want to learn (Cadorin et al., 2016; Dreifuerst, 2012). A student's intrinsic motivation towards learning can be fostered by providing opportunities to act with autonomy to develop competence, while undertaking a task they can relate to (Ryan, 2000).

Biosciences students at the University of Melbourne (N = 321), believed they were most likely to engage in meaningful learning during face-to-face workshop/tutorial or practical sessions, when they applied their knowledge to new contexts to solve problems or answer questions, while interacting with peers and educators. By contrast, barriers to meaningful learning identified included inadequate opportunities to check their understanding, lack of engagement or challenge, and difficulty interacting with peers and educators.

Topic for discussion. Having collected students' views on meaningful learning, it is important to consider how we can design learning sessions to promote meaningful learning. So, in practice, how can we create meaningful learning opportunities in the different types of learning sessions such as lectures, workshops, tutorials and practicals?

Intended outcome. The intended outcome of this discussion is to identify practical strategies to design learning sessions that promote meaningful learning across each learning format.

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The benefits of peer champion services to help students to transition to new learning technologies**Dr Nicole Johnston¹, Danielle Degiorgio¹**¹Edith Cowan University, Joondalup, Perth, Australia**Format of the roundtable.** Birds of a Feather

Context/background. From 2021 to 2022, X University transitioned from Blackboard to Canvas as the LMS for the university. In order to support students to transition to Canvas, the Library expanded the peer assistant for learning technologies service to include a new canvas peer champion service. Library staff worked in partnership with students to manage the service including running a service both online and face-to-face at three campuses with students running drop-ins, helping to facilitate orientation workshops, delivering technology demos, and developing materials and resources such as tip sheets. The service has been utilised by a diverse range of student groups including international students, students with disabilities and first in family. The feedback from the peers has shown that supporting other students has helped them gain a better understanding of learning technologies as well as allowed them to learn new skills and build relationships with their fellow peers and students.

Point for debate/focus of the work-in-progress/topic for discussion. What benefits are there to both staff and students for working in partnerships? Research suggests that student peers develop skills such as leadership, time management, teamwork, critical thinking, cultural awareness and communication skills (Ford et al., 2015; Shook & Keup, 2012). In this case study of new learning technologies, the partnership benefited both the peers and the students they supported gain technology skills both for study and lifelong learning as well as training opportunities for staff who were teaching the peers about the new technologies. What new learning technologies or systems could peers champion in the future at universities? Could peers be involved in supporting their peers with new learning landscapes such as AI?

Intended outcome. This roundtable aims to facilitate a robust discussion on the benefits of utilising peer champion programs to support students learn new technologies, discuss the benefits of student-staff partnerships for both students and staff and discuss ideas for future student-staff partnership models in higher education. Partnering with students has allowed the Library to work more closely in partnership with students to improve services and support for students transitioning to new learning technologies.

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Measuring the impact of SOLT initiatives in a mixed-sector provider**Assoc Prof Melanie Williams¹**¹William Angliss Institute, Melbourne, Australia

Background/context. Building on a Scholarship of Learning and Teaching (SOLT) framework showcased at HERDSA 2022 (Williams 2022), this roundtable reports on the impact of the framework using a modified version of Hinton's (2016) *Impact Management Planning and Evaluation Ladder* as a departure point for discussion of how to measure the impact of SOLT.

The initiative/practice. Under the framework, academics are allocated 5% of their workload for SOLT. They must produce three-year plans for scholarship that include annual scholarly outputs and impact reports. Examples will be provided of the reported impact of the academics' scholarship in the second year of their three-year projects.

Methods of evaluative data collection and analysis. Impact reports were analysed thematically to identify key areas of impact in terms of changes in the researchers' own thinking and/or understanding, changes in practice that have resulted in a direct impact on students, benefits to students' learning/experience, and contributions to knowledge in the field.

Evidence of outcomes and effectiveness. At the time of writing, only 64% of academics' impact reports had been submitted and a small sample analysed. Preliminary analysis suggests academics gained a deeper understanding of good assessment design and the learning process, and enhanced capacity for reflective practice. There was a discernible shift in emphasis towards collaborative learning and teaching practices. Students' motivation, engagement, and self-direction showed notable gains and their comprehension of the subjects improved, as did employability skills and capacity to reflect critically on themselves and others. Evidence supporting the findings include recorded teacher observations and reflections, student self and peer-evaluations, assessment of student outputs, and analysis of student critical reflections. 91% of eligible academics produced and disseminated scholarly outputs that met the framework's standards for scholarly practice.

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Supporting mathematics learning of EAL learners with instructional videos in higher education**Miss Shihua Yu¹**¹Monash University, Melbourne, Australia**Format of the roundtable.** Work-in-progress format.**Context/background.** Learning mathematics with instructional videos can be a challenging process especially for students who come from a non-English speaking (EAL) background. While the effectiveness of instructional videos and hence the learning outcome are influenced by learners' language levels and prior experience (Mayer, 2022), information regarding learners' experience, background, approach and attitude is valuable in identifying the inhibitory and supportive factors involved in this learning process.**Focus of the work-in-progress.** My study has adopted a randomised pre-test post-test control group design to investigate the possible influential factors. Twenty-six Chinese students who were enrolled in a mathematics course were recruited from a foundation college in Australia. To better understand EAL learners' learning strategies and attitudes towards video learning, an online survey was conducted in addition to the test results.The preliminary findings from the pre- and post-test results have not only confirmed that instructional video was an overall effective tool ($p=.001$) in supporting EAL learners' mathematics learning, but also shown a significant impact ($p=.027$) of native-language (L1) subtitles supplemented by English narration on students' test performance. Such a phenomenon could be partially explained by the survey results which revealed that students from the L1-subtitle group had perceived a significantly lower cognitive load when reading L1 subtitles. Additionally, the survey findings indicated that students with a greater reliance on L1 spent more time on looking up words in dictionary and found the English subtitles more distracting while learning with videos. Overall, this study highlights the crucial role of language when EAL learners are learning mathematics with instructional videos.**Intended outcome.** Through this roundtable discussion, I hope to receive feedback and ideas from other educators and researchers on the preliminary findings. I also invite new perspectives or theories to interpret the results.**References.**Mayer, R. E. (2022). Instructional media and instructional methods in digital language learning: Are we asking the right questions? *Bilingualism: Language and Cognition*, 25(3), 396–397. <https://doi.org/10.1017/S1366728921000559>

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The influence of a 6-day fieldtrip on student perception of sustainability**Mr Suresh Krishnasamy^{1,2}**, Prof John Gaughan^{1,3}, Dr Shane Campbell¹, Dr Angela Lees¹, Ms Trish O'Hara¹, Miss Melody Thomson¹¹School of Agriculture and Food Sciences, Gatton, Australia, ²Institute for Teaching and Learning Innovation, St Lucia, Australia, ³Centre for Animal Science, Queensland Alliance for Agriculture and Food Innovation, St Lucia, Australia**Roundtable Format:** Birds of a Feather**Context:** With the importance of sustainable agriculture being of global concern, it is imperative that students have a good understanding of sustainability not just from a conceptual perspective but also from a practical one. As a capstone course of their programme, agricultural students embark on a 6-day field trip visiting various farms allowing them to see the various sustainability concepts they have covered being employed in industry.**Topic for discussion:** A study was carried out on students ($N=39$) to understand the student perception of sustainability including the impact of the 6-day fieldtrip on those perceptions. A pre-test (59% responses), post-test (44% response) [with 31% completing both] quantitative design study using a questionnaire with two parts (i) A 5-point Likert scale with 18 (9 positive and 9 negative) statements related to sustainability perceptions; (ii) An attribute ranking of attributes associated with economic, internal social, external social and environmental sustainability in order of importance. Descriptive statistics and paired-t-tests were used in the analysis. The student perception and rankings were consistent with a previous study of Nigerian farmers. Despite not being a localised context, the finding gives the teaching team confidence in our graduate's sustainability view as being comparable on a global stage. Paired t-test results showed significant changes to some perception statements (both negative and positive) along with attribute rankings.**Intended Outcomes:** The results will be presented, and the audience asked to consider its relevance to their disciplines and institutional contexts. The perspectives garnered in the roundtable will encourage educators to look towards field trips as a possible means of giving students concrete real-life application of classroom concepts and changing perspectives to understand their place in the global society.**References:** Adeola, R., & Adetunbi, S. I. (2015). Farmers' Perception of Sustainable Agriculture in South-Western Nigeria: Implications for Rural Economy. *International Journal of Applied Agriculture and Apiculture Research*, 11, 86–92. <https://www.ajol.info/index.php/ijaaar/article/download/141579/131322>

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AI bots: the new challenge in higher education**Dr Yeong Hann (John) Ling¹**, Dr Jennifer Irvine¹, **Dr Klaudia Budzyn¹**, Dr Nilushi Karunaratne², Dr Betty Exintaris²¹*Department of Pharmacology, Monash University, Clayton, Australia*, ²*Faculty of Pharmacy and Pharmaceutical Sciences, Monash University, Parkville, Australia***Format of the roundtable.** Birds of a feather.**Context/background.** The COVID-19 pandemic has resulted in many changes to the higher education landscape. The move to almost exclusively online learning and assessment arguably created increased opportunity to engage in academic misconduct, including plagiarism or collusion (Chiang et al., 2022). More recently, the development of open access artificial intelligence (AI) software such as ChatGPT, has created renewed concern about the challenges of preserving academic integrity in the tertiary setting. Although AI might present opportunities to enhance student learning, our tacit approval of its use by students also presents bigger questions about what they should be gaining from their tertiary education, and how to most appropriately assess their learning (Lazarus et al., 2022).**Point for debate/focus of the work-in-progress/topic for discussion.** Previously, advances in our understanding of learning have developed in parallel, or in response to, improvements in either accessibility of, or advances in technology. The most recent of these was the proposal of connectivism as a new learning theory which highlighted that knowing where to find the information could be equally as important as knowing the information (Goldie, 2016). Thus, does AI provide educators with a new means to adapt the way we teach, or should AI simply be treated as a form of questionable academic practice?**Intended outcome.** To share strategies and ideas for the incorporation of AI into the higher education experience in a way that is ethical, effective and sustainable, for both students and educators. This could include, but is not limited to discussion of: adjusting assessment approaches to mitigate AI's impact on academic integrity; determining the role of AI in improving our understanding of the learning process; and adapting our current learning theories to help better support student learning.**References.**Chiang, F. K., Zhu, D., & Yu, W. (2022). A systematic review of academic dishonesty in online learning environments. *Journal of Computer Assisted Learning*, 38(4), 907-928. <https://doi.org/10.1111/jcal.12656>Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age? *Medical Teacher* 38(10): 1064-1069. <https://doi.org/10.3109/0142159X.2016.1173661>Lazarus, M. D., Truong, M., Douglas, P., & Selwyn, N. (2022). Artificial intelligence and clinical anatomical education: Promises and perils. *Anat Sci Educ*, 00:1-14. <https://doi.org/10.1002/ase.2221>

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The creep of creativity: When 'quirky' research practices are not such an alienating concept**Mrs Alexandra Little¹**, **Dr Anne Croker¹**¹*University of Newcastle Department of Rural Health, Tamworth, Australia***Format of the roundtable.** Birds of a feather**Context/background.** We begin (creatively) with a 50-word story (yes, check it!).

"Buzz. Excitement. Creativity abounds! What is this wondrous way to research?

So rich and engaging. New, energising ways to challenge hegemony, engage voices, interpret data.

Unfamiliar, unsettling... terrifying?

But leaps into unknowns can start with small steps, shared vulnerabilities.

Explore. Understand. Be curious.

Challenge constraints in the pursuit of creativity."

As health professional educators and researchers, we are located within disciplines that don't traditionally engage in creative research methods. Rather, objectivity and reproducibility tend to be valued over subjectivity and the unexpected. So how then, did we become researchers who use photo-elicitation for collecting data, head out on 'pick-up-10-things-and-don't-think-about-it' walks to clarify our thinking, work with plasticine to generate research insights, and write 50-word stories to focus ideas? In these new spaces, shared vulnerabilities help shape more even playing fields to engage with diverse voices and ideas. But perhaps we are part of a 'creep of creativity' where once-quirky research practices are no longer strange to us. Have we become comfortable, perhaps even complacent, researching in counter hegemonic spaces? Could this have hidden risks for us, any future research collaborators, and our research credibility? What about funding?

Topic for discussion. We invite participants to be creative with us, as we engage with this topic. We explore what it's like, or could be like, to move beyond the safety of our socialised reliance on objectivity and reproducibility and be unsettled and vulnerable together. We unbundle opportunities arising from embedding creative approaches in data collection and analysis. We reflect on how to develop and maintain our creative momentum while enabling others to share their voices too. We consider how to avoid the creep of creativity becoming a clique of creativity (without the key ingredient of reflexivity), in order to enable excitement, uncertainty, richness and diversity of voices to be realised in educational research.**Intended outcome.** In this session we seek to promote reflection and curiosity about using creative methods in educational research. Research freedom? With funding??

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"It's all in the linguistics": Navigating languages of practice in collaborative workplace settings**Dr Anne Croker¹, Mrs Alexandra Little¹**, Dr Miriam Grotowski¹, Mrs Jane Ferns¹¹University of Newcastle Department of Rural Health, Tamworth, Australia**Format of the roundtable.** Work in progress

Context/background. The research underpinning this round table session was undertaken by an interdisciplinary team of six in our University Department of Rural Health. Our research used collaborative dialogical inquiry to explore a key aspect of helping students learn to work with other disciplines; that is, understanding and embracing disciplinary differences brought into collaborative workplace and educational settings. We began by focusing on clinical reasoning with the aim of supporting how this can be collaboratively role modelled and taught; a focus that soon expanded to include discipline languages. In this session we will explore four 'aha' moments from this research project. The first of these 'aha' moments was realising the 'taken-for-granted' extent of discipline languages, the second was distinguishing the presence of three languages of practice (used within own discipline, with other disciplines and with clients/patients), the third was recognising the importance of helping students learn to navigate between these different languages and the fourth was identifying a theoretical framework to guide this navigation (based on Communication Accommodation Theory's notions of converging, maintaining and diverging). Insights obtained from grappling with these 'aha' moments, and their implications for teaching, will be shared and discussed. We invite session participants to explore with us the linguistic considerations involved in balancing students' needs to learn to work collaboratively with people from other disciplines, with their need to learn to be a part of their own discipline.

Focus of the work-in-progress. Dialogue will be guided by the questions: How can we, as educators, become more aware of our 'taken-for-granted' languages of practice and in doing so knowingly role-model good collaborative practice, to students? How can we help them learn from our role-modelling? What might deliberate educational strategies focusing on collaborative reasoning look like?

Intended outcome. In this session we seek a deeper understanding of the role language plays in collaborative practice and how we can knowingly incorporate linguistic awareness into educational sessions. This understanding will inform our changed education practice that is integral to our collaborative inquiry.

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Where are emotions in our policies and guidelines on HDR supervision?**Assoc Prof Rebecca Olson¹, Assoc Prof Deanne Gannaway¹**, AssocProf Obaid Hamid¹¹The University of Queensland, St Lucia, Australia**Format of the roundtable.** Point for Debate

Context/background. Academics representing different disciplines have formed a professional learning community (PLC) to support our learning as HDR supervisors. Distinct from communities of practice which focus on enhancing practices, PLCs prioritise capacity building (Cochran-Smith & Lytle, 1999). As is typical of PLCs (Terry et al., 2018), we openly shared our challenges and reflected on our HDR supervision practices, ultimately striving for change. Through this process, we have come to recognise the importance of emotions in supervisory engagement (e.g., trust, mutual respect). Motivation and confidence building feature in scholarship on the transformation from HDR candidate to academic researcher (Orrell, 2016). The relationship develops along a continuum: with supervisors starting in positions of power, progressing to mentors, and ending as part of reciprocal relationships. But, without trust, the HDR Supervision relationship is unable to proceed.

Point for debate/focus of the work-in-progress/topic for discussion. A relational, socio-cultural understanding of emotion is useful in reconceptualising the learning-feedback-skill development process associated with fruitful HDR supervision. Drawing on recent scholarship on emotions and feedback literacy (Ajjawi et al., 2022), we define socio-cultural understandings of emotions – as opposed to dualistic understandings of mind and body, reason and emotion – as moods and named emotions that are embodied, diffuse, informed by (organisational) cultures and underpin ways of relating and being in a setting. Such an approach highlights differences in emotional expectations across disciplines (potentially reflected in HDR relationships). And yet, emotions are absent within policies and guidelines, with HDR supervisors advised to maintain 'professionalism'. There is a tension between the universalism of policies and training, and the need for bespoke, emotion-aware and context-attuned HDR supervision.

Intended outcome. This session draws on Billett's (2011) socio-personal framework – which foregrounds skills and dispositions as reflexive socio-emotional processes – to challenge current policy and training. We invite delegates to engage in open dialogue to develop a shared vision of an emotion forward HDR supervision landscape.

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Human- centred synchronous learning model: improving student engagement in fully online learning**Dr Dhivya Rajasekaran¹**¹Torrens University Australia, Melbourne, Australia

Background/context. A flipped online teaching and learning model is achievable through an online platform, facilitated with synchronous activities. Student expectations of flexibility for online learning, leads to the assumption of asynchronous rather than synchronous activities (Martinho et al; Müller et al, 2018; Schommer-Aikins and Easter, 2018). Further, online learning is equated to higher attrition rates (Bloemer et al, 2018; Su & Waugh, 2018;), which are likely to compound issues around the utilization of synchronous methods. Research is warranted to ascertain the most effective methods of engaging online students in synchronous flipped activities.

The initiative/practice. Student participation in synchronous sessions on average was only 27± 8% and a 67% fail rate was recorded for a first-year health science subject. Key factors that limit engagement of fully-online (FOL) Health Science (HS) students were identified and a human-centred synchronous model (HCSM) was built. HCSM included timetabled, structured activity-based sessions to ensure consistency across the course and nation-wide delivery. Employability and soft skills sessions were also included to offer a rounded experience for first year students.

Methods of evaluative data collection and analysis. Key factors that limit student engagement were identified through surveys (via qualtrics) and focus group interviews (via Zoom) with FOL HS students. Elements of an effective FOL experience were collaboratively identified using human-centred design thinking approach with academic staff through online sessions (via Blackboard (BB) collaborate) and NVivo 12 PLUS data analysis software was used for coding, analyzing and interpreting qualitative data. Students' attendance in the synchronous sessions and fail rate in the subject were analyzed using BB analytics data prior to and after the implementation of HCSM to assess the success of the model.

Evidence of outcomes and effectiveness. Implementation of HCSM increased student attendance by an average of 13 ± 10% across the twelve teaching weeks. Increased attendance in synchronous sessions by 36%, 16% and 25% were recorded in the first three weeks respectively. There was decrease in the number of fails by 8% and zero fails/ no attempts by 7% after the implementation of HCSM.

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Synchronous Hybrid learning: Analysis of students' experience and their educational outcomes**Dr Heidi Le Sueur¹**, Jonathan Hvaal¹¹ICMS - International College of Management Sydney, Manly, Australia

Background/context. The implementation of blended or mixed-mode teaching has been a topic of interest in the higher education sector for several decades (Spanjers et al., 2015). In recent years, the COVID-19 pandemic has led to an increase in demand for synchronous hybrid learning, which combines in-person and online learning experiences. Despite concerns raised by regulatory bodies such as TEQSA (2022) about the impact of mixed mode teaching on student engagement and support, these modes have been found to offer numerous benefits such as increased flexibility for students and several organisational and pedagogical benefits (Raes et al., 2020). In this study a synchronous hybrid learning mode was considered.

The initiative/practice. To ensure the successful implementation of synchronous hybrid learning at an Australian higher education institution, and to address both the concerns and opportunities, several initiatives and improvements were put in place based on Beatty's (2019) four core values: Learner Choice, Equivalence, Reusability, and Accessibility. Over a two-year period, numerous improvements were initiated to the hybrid delivery model. These were: refresher training to teaching staff, introduction of online engagement and collaboration tools, technology set up in the classroom, and tailored teacher support during teaching terms in response to student feedback obtained from mid-term evaluations.

Methods of evaluative data collection and analysis. The synchronous hybrid delivery mode needs more empirical investigation to complement existing qualitative studies on the impact of synchronous hybrid learning on student experiences, engagement, and outcomes (Raes et al. 2015). To address this gap, a 16 item online survey was administered over two years (Term 1 in 2021 to Term 1 in 2023), at each trimester term to students enrolled in hybrid classes. In total 515 students completed the survey over the two-year period. Student educational outcomes such as attrition, progression and fail rates were monitored and analysed at the end of each term over this period.

Evidence of outcomes and effectiveness. The pre-liminary findings of the survey results showed an increase in student satisfaction with synchronous hybrid learning over time as the number of classes increased across two years suggesting the positive impact of the several improvements that were initiated over the two years. Findings further indicate the significant opportunities the delivery mode provides to students, based on the majority of respondents agreeing or strongly agreeing with the importance of learner choice for the mode of learning and that they felt strongly engaged and included in the learning experience.

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Restarting the heart: paramedic student views on integrating gender identity and sexuality in health curricula at an Australian university**Assoc Prof Georgia Clarkson¹, Assoc Prof Alison Owens¹, Ms Caitlin Fitzgibbon¹, Ms Ashleigh Finn¹**¹*Australian Catholic University, Northcote Vic 3070, Australia*

Background/context. Stakeholders influence decisions around paramedicine program content. Mirroring population trends, stakeholders are predominately cisgender and heterosexual. Resulting curriculum is therefore predominantly heteronormative and cisnormative. This may not meet student needs in including perspectives of LGBTQI+ people. This can mean clinical practice needs of the LGBTQI+ community are overlooked. Learning needs of LGBTQI+ students may also be neglected. Student views on how LGBTQI+ people and perspectives might be integrated in curriculum, the benefits of such inclusion and the risks involved in maintaining the prevailing silence on the needs of this community are important, especially the perspectives of LGBTQI+ students and allies. These perspectives are explored and presented in this paper.

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

Methods: This research reports qualitative data that contributes to a broader mixed methods research project exploring LGBTQI+ presence in paramedicine curriculum at an Australian university. An initial survey of students ($n=187$ Clarkson & Fitzgibbon, HERDSA 2022) indicated that questions around LGBTQI+ student inclusion in curriculum and student or practitioner safety required further exploration. From the survey pool of 187 respondents, fourteen students were interviewed and data analysed and reported in this paper.

Evidence of outcomes: Students responded to five questions and four key themes were identified through a process of inductive and deductive analyses. These themes were: silence is unsafe, there is a need to 'normalise' the LGBTQI+ community through representation in curricula, developing knowledge and skills in communication protocols for engaging respectfully with LGBTQI+ people and community, inclusion of LGBTQI+ content in a safe and open learning context is the responsibility of all teachers.

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Developing higher education students' intellectual virtues through intentional practice**Dr Ellen Larsen¹, Dr Yvonne Salton¹, Dr Melissa Fanshawe¹, Dr Katie Burke¹, Mr Mark Oliver¹**¹*University of Southern Queensland, Brisbane, Australia*

Background/context. Higher education aims to develop students' discipline expertise while concurrently developing intellectual virtues such as curiosity, courage, and open-mindedness for lifelong learning (Baehr, 2013; Mills & Goos, 2017). In the context of Initial Teacher Education (ITE), external accountabilities have foregrounded the former in course and program development and delivery (Groundwater-Smith et al., 2015), while intellectual virtues, often considered synonymous with, in part, graduate attributes (Swartz, 2020), are less conspicuous in students' learning experiences. Given these attributes serve to ready graduates (Kuntz & Taylor, 2021) to meet the immediate and ongoing complexities of the teaching profession, an understanding of the ways teacher educators perceive they intentionally teach and guide students in developing these virtues is critical.

The initiative/practice. Researchers in the School of Education at one regional university explored the extent to which teacher educators intentionally planned for and taught the nine intellectual virtues (see Baehr, 2013) within their ITE courses. This exploratory research represented the reconnaissance stage of a larger action research project focused on the development and implementation of strategies designed to teach and nurture the students' utility of intellectual virtues in their learning.

Methods of evaluative data collection and analysis. Teacher educators working in undergraduate and/or postgraduate ITE programs completed an online survey about the extent to which they perceived they intentionally planned for and taught intellectual virtues. They further provided examples of practice in implementing each virtue to meet this end. Data were analysed using descriptive statistics and content analysis.

Evidence of outcomes and effectiveness. Findings indicate that participant teacher educators tended to perceive they were intentionally teaching the intellectual virtues in most instances, yet examples of practice suggested that their approaches are less targeted and lacking in specificity. This perception-to-practice disconnect is explored and implications for higher education are discussed within this presentation which includes animated video, reflective activities, and partnered sharing time.

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The transferable skills of musicians: A case for embedding the A in STEM higher education**Dr Diana Tolmie¹**¹*Queensland Conservatorium Griffith University, South Brisbane, Australia*

Background/context. The Australian Federal Government's future-focused employability agenda has seen STEM initiatives such as discounted higher education, and mandates for related compulsory core subjects within arts and humanities (A&H) degrees. Curiously, multiple employment sectors have been disrupted by environmental events and technological advances driving increased requirement for A&H related skills such as creativity, communication, collaboration and workplace identity resilience. Yet, there is no reciprocal recognition of the value of A&H, nor robust evidence that STEM degrees effectively foster such skills.

The initiative/practice. To begin to investigate the impact of A&H higher education training and employment within current non-arts workplace realities, the following 2023 research project sought to determine professional musicians' skills, attributes and values incorporated within non-music workplaces.

Methods of evaluative data collection and analysis. This mixed-methods study engaged in two stages of research and analysis. Stage One purposefully selected 15 musicians from three eastern Australian capital cities who simultaneously work in STEM professions to respond to semi-structured in-person interview questions regarding their self-identified workplace skillsets, attributes and values. Self-nominated co-workers were interviewed to corroborate their responses. Coding and analysis revealed broad themes informing Stage Two: a 20-open-and-closed-question survey of those who concurrently work in professional music and non-music STEM employment. Results of the survey were triangulated with Stage One, and highlighted specific industry employment trends.

Evidence of outcomes and effectiveness. The musicians possessed a plethora of skills and values that boosted the productivity and standards of their non-music workplaces. Their experience with passion-based arts training and careers afforded them a broader world-view which in turn enabled superior cognitive skills such as complex problem-solving, abstract reasoning and creativity. Furthermore, their music career 'calling' required the relinquishment of ego which further facilitated accurate critical decision-making and workplace morale. While the benefits of embedding A&H subjects within STEM degrees requires further investigation across the arts sector, there is a strong argument to place a higher value on A&H within future employability agendas.

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Mediating role of students' approaches to learning in the relationship between grit and burnout amongst first-year university students in Singapore**Mr Xiao-feng Kenan Kok¹, Dr Anna Parpala², Ms Shermain Puah¹, Dr Oran Devilly¹, Dr Sok Mui Lim¹**¹*Singapore Institute of Technology, Singapore, Singapore*, ²*University of Helsinki, Helsinki, Finland*

Background/context. Many first-year university students often lack the skills to identify appropriate learning strategies, and this may lead to increased burnout (Salmela-Aro et al., 2009). Although grit has been found to act as a protective factor against burnout, however, the effect of students' approaches to learning (SAL) in explaining or mediating the relation between grit and burnout, is still unexamined among higher education students. Grit (broadly defined as the passion and perseverance in striving for long term goals; Duckworth, 2016), burnout, and SAL are important factors for succeeding in university education.

The initiative/practice. This study examined if SAL acts as an intervening factor (mediator) between grit and burnout in a sample of 261 first-year students across various disciplines (e.g., Engineering, Health and Social Sciences, Infocomm Technology) at a Singapore-based university.

Methods of evaluative data collection and analysis. Data was collected via self-report questionnaires at two-time points, beginning (grit and SAL) and end (burnout) of the first year. A mediation model employing Structural Equation Modelling (SEM) was performed, with SAL as a mediator between grit and burnout.

Evidence of outcomes and effectiveness. The results revealed that unreflective approach mediated the relation between passion (i.e., grit) and cynicism (i.e., burnout), implying that adopting lower unreflective approaches explained why more passionate first-year students experienced lower cynicism. To reduce burnout, it is therefore important for educators to find practical ways to instil the passion in learning (e.g., cultivating gritty classroom culture, cultivating traits related to grit), in addition to reducing the focus on unreflective approaches to learning (e.g., fostering ability to monitor learning, relating learning to prior knowledge). Our study advances the understanding of how grit, SAL, and burnout are related, and potentially aids professionals at higher education intervene in the learning processes of first-year students.

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Learners peddling hard but struggling to keep up

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Background/context. This is a pilot study using learning analytics to explore the relationship between virtual learning environment (VLE) engagement and academic outcomes. It is well understood that there is typically a correlation between students' use of the VLE and academic success (Herodotou et al., 2019). However, an examination of several large-class cohorts found that within the fourth quartile of students' total visits to VLE module content, the relationship with exams scores became inverse. That is, that the more students accessed the VLE content, the worse were their exams scores. The students falling into this category were generally passing the courses, and so, because they were also engaging with the material, were not being picked up as potentially struggling academically. In an era of mass higher education, issues of student retention and progression have become increasingly important. It is hoped that this early indicator of anxiety or poor study skills will provide academic staff with an opportunity to offer support.

The initiative/practice. This project set out to establish how consistent this finding was across a range of cohorts and disciplines. Phase II will involve developing a predictive model which will allow for an intervention to help struggling students.

Methods of evaluative data collection and analysis. Ten module cohorts were selected on the basis of size (>200 students) across a range of disciplines that contained a series of VLE content items and a final exam. The exam scores for each student were then compared to their VLE activity (time spent/items viewed). Bayesian change-point analysis was used to model the data as coming from two different distributions, one before the change-point and one after the change-point. The Bayesian framework is used to infer the posterior distribution of the change-point location given the data. What we were looking for was the point at which the correlation between student VLE activity and exams scores changed from a positive to a negative relationship.

Evidence of outcomes and effectiveness. The presentation will explain the data to date, and the implications for student success and retention.

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Survive, revive and thrive – Experiences of doctoral students from a regional Australian university

Prof Sujana Adapa¹, Assoc Prof Subba Yarram¹University of New England, Armidale, Australia

Background/context. Doctoral students struggle to connect in the broader university context due to multitude of factors impacting their overall student experience. Doctoral students study experiences are understudied and extant literature calls for deeper investigation of this area (Le Roux, 2018).

The initiative/practice. To coherently understand the factors that influence doctoral student experience, a scoping study was conducted in a regional Australian University. Qualitative structured interviews were progressed with doctoral students (n=18) enrolled in the University's Business School.

Methods of evaluative data collection and analysis. Thematic analysis of the interview responses elicited relevant themes (Basil, 2010) which linked to surviving, reviving and thriving doctoral studies. The inductive approach aligned themes to categories of macro (societal), meso (institutional) and micro (individual) level factors.

Evidence of outcomes and effectiveness. Results obtained indicate that the doctoral students' experiences showed variance on the basis of domestic or international status. The responses provided by the international students further exhibited stark differences on the basis of economic stability, political instability, geographical proximity, bilateral agreements and prevalent culture between home and host countries. Overall doctoral student experience and study engagement are impacted by various macro (cultural, economic and political), meso (processes, policies and practices) and micro (personal, psychological and social) level factors. The intersectionality of macro, meso and micro level factors together compounded bare survival of students in their doctoral study program (Schreiner, 2012) with lower levels of engagement, connectedness and balancing. Doctoral students with better sense of control over macro, meso and micro level factors not only survived but also thrived in their studies (Charles et al. 2021). The emergence of a small distinct reviving student cohort seemed unique due to overlap of macro/meso or meso/micro or macro/micro level factors influencing their wellbeing and resilience calling for substantial revitalisation of the existing institutional processes and practices.

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Redefining work-life balance: PhD Candidature in Australia during the pandemic**Ms Citra Amelia¹**, Dr Alistair Welsh¹, Dr Monika Winarnita¹, Dr Ramon Lopez Castellano¹¹Deakin University, Burwood, Australia

Background/context. The COVID-19 pandemic generated unprecedented challenges for international PhD students, particularly in navigating work-life balance while adjusting to the sudden transition of remote learning arrangements. Work-life balance (WLB) is often associated with wellbeing and productivity, which has implications for PhD students' academic progress (Martinez et al., 2013; Ryan et al., 2021; Schmidt & Hansson, 2018).

The initiative/practice. This study explores the experiences of 111 Indonesian international PhD students during the pandemic and how they renegotiated identity positions to maintain a work-life balance and progress academically.

Methods of evaluative data collection and analysis. Drawing on positioning theory, this mixed-methods study used an online survey and in-depth interviews to examine participants' experiences when working from home (WFH) under lockdown restrictions in Australia or Indonesia after the Australian border closures. This paper focuses on qualitative interview data identified through thematic analysis (Braun & Clarke, 2006). Of 22 interview participants, we purposefully selected three specific narratives to capture in-depth details about how these participants navigated their WLB experience during the pandemic.

Evidence of outcomes and effectiveness. Data collected throughout 2020, provides valuable insights into how WFH affected PhD students' wellbeing and productivity. Survey findings show that almost half of the participants struggled with the abrupt change to WFH. In-depth interviews offer insights into participants' strategies to overcome the disruptive effects of WFH, including renegotiating assumed gendered roles. Family emerges as an important theme of WLB, including new understandings with heightened concerns for family members. This study contributes to a better understanding of the needs and wellbeing of international students, identifying the family as an important support structure during candidature. This raises questions about some scholarships with financial disincentives for family members to accompany PhD candidates while studying overseas. These findings have policy implications for scholarship providers and universities supporting international students.

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Forage: building connections to the workplace through virtual experience placements**Assoc Prof Sabina Cerimagic³**, **Dr Natasha Arthars²**, **Dr Danielle Eden¹**¹University of Sydney, Sydney, Australia, ²Queensland University of Technology, Brisbane, Australia, ³Australian Institute of Management, Sydney, Australia**Forage: building connections to the workplace through virtual experience placements**

Background/context. Virtual and simulated WIL experiences have increased in uptake as students in particular seek to develop their skills to build connections from study to the workplace. Forage was designed to prepare students for the workplace through interacting with a series of online virtual experience placement opportunities. Students have free access to the platform. Partner organisations include Fortune 500 companies such as JP Morgan, Visa and Ernst and Young. The Forage placements are virtual/simulated experiential learning programs designed with industry to replicated tasks and roles that students may encounter in the workplace.

Methods of evaluative data collection and analysis. To evaluate the impact of Forage, we analysed participant survey data from over 1000 students to understand the benefits of engaging with the platform and the virtual experience placements.

Evidence of outcomes and effectiveness. Findings suggest that participants joined Forage to gain skills, increase their career awareness and increase job prospects. Our analysis of qualitative and quantitative data from online participant surveys is explored and presented. We consider future implications for the use of virtual experience placement opportunities to build connections to the workplace.

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Exploring first year culturally and linguistically diverse migrant and refugee students' experiences of learner engagement and belonging**Dr Ronan Kelly¹, Dr Sam Cunningham¹**¹*Queensland University of Technology (QUT), Kelvin Grove, Australia*

Background/context. Culturally and linguistically diverse migrant and refugee (CALDMR) students often face significant social, financial and linguistic inequities in higher education (Baker et al., 2022). A critical factor influencing CALDMR students' educational outcomes is how they experience learner engagement through educator and peer relationships and a sense of belonging as they navigate new sociocultural terrain (Mupenzi, Mude and Baker, 2020). These experiences are particularly new and intense for CALDMR students in their first year of higher education.

The initiative/practice. To better ensure equitable outcomes for CALDMR students, there is a need to understand their first-year experiences and the issues related to learner engagement and belonging which they identify as important.

Methods of evaluative data collection and analysis. This study analysed 742 responses from first year CALDMR students studying at a large Australian university in the national Student Experience Survey from 2020 – 2022. Mixed methods were used, firstly with quantitative analysis of closed-ended survey items relating to learner engagement and sense of belonging. Secondly, text analysis was used to group comments into relevant themes for further investigation. Results were then compared between first year CALDMR students and domestic students who speak English as a first language.

Evidence of outcomes and effectiveness. This study provides a new contribution through large-scale analysis of qualitative survey data to identify important learner engagement and belonging issues for CALDMR students and triangulates this with quantitative survey data, ensuring a more robust analysis. The presentation offers new insights and recommendations on fostering a sense of belonging and enhancing learner engagement through educator and peer relationships for educators and institutions who aim to ensure equitable educational outcomes for CALDMR students.

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The impact of teacher feedback literacy on EAL student writing: two case studies from a Taiwanese university**Ms Vicky Chang¹**, Assoc Prof Chris Deneen, Prof Sophia Arkoudis¹*Melbourne Centre for the Study of Higher Education, University of Melbourne, Parkville, Australia*

Background/context. Emerging empirical evidence suggests that feedback literacy is an important factor in examining higher education (HE) feedback practices (Molloy, Boud, & Henderson, 2020). Models have demonstrated how the feedback literacy of teachers and students interact and contribute to effective uptake (Carless & Winstone, 2020). In English as an additional language (EAL) contexts, relatively few studies have investigated the role of feedback literacy in the feedback process or their interrelated effect on feedback uptake and subsequent writing improvement (Lee, 2017).

The initiative/practice. Drawing on a multiple-case study design, this research explores the relationship between how teacher feedback literacy could influence students' responses to feedback on HE EAL writing. The research took place in two EAL writing classes in a Taiwanese public university. The participants were two teachers and their 24 students.

Methods of evaluative data collection and analysis. To reflect students' immediate responses towards teacher feedback, students' drafts and revisions were examined and coded as either 'deleted', 'not attempted', 'revised accordingly', 'revised partially', and 'revised incorrectly'. To unpack the connections between teacher feedback literacy and student feedback uptake, course syllabi, course materials, teachers' oral and written feedback, and student and teacher interviews were deductively coded and analysed based on Carless and Winstone's feedback literacy framework.

Evidence of outcomes and effectiveness. Results show that the two teachers, with varying traits of teacher feedback literacy, influenced their students differently. Teacher A, who adopted a more teacher-centric approach to feedback, was more successful in impacting students to directly employ teacher feedback for writing revisions. On the other hand, results from Case B, in which the teacher implemented a more student-centred feedback practice, revealed more traces of student feedback literacy. This study validates feedback literacy frameworks proposed in HE and enhances them with evidence from an EAL writing specific discipline.

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Teaching philosophy statement: Do I need one? – The perspective and knowledge of educators from professional disciplines**Dr Manisha Thakkar**^{1,2}¹PhD candidate, Southern Cross University, Lismore, Australia, ²Learning Facilitator, Torrens University, Adelaide, Australia**Format of the round table:** Birds of Feather

Context/background: Academic positions, in professional disciplines such as health sciences, engineering, law and accounting, demand a postgraduate qualification in a relevant field to teach at a university level or a doctorate in the related field if it is a full-time lecturing position. Teaching jobs in these disciplines do not necessarily require a formal qualification in the field of education/teaching philosophy/pedagogy. However, most academics are commonly asked to write their Teaching Philosophy Statement (TPS) within the academic position application, performance review and promotion process at most higher education institutions (Klockner et al., 2021; Schönwetter et al., 2002). In one survey, Meizlish & Kaplan (2008) found that 57% of search committee chairs from multiple disciplines including chemistry and physiology requested a teaching statement during the job search process. TPS is becoming increasingly important as it measures academic's broad skillsets rather than just discipline specific expertise (Beatty et al., 2009). However, when it comes to writing TPS, many discipline specific academic faculty members find the process of writing the statement a bit daunting or even foreign as there is no set or correct approach for the writer to follow (Boye, 2012). Moreover, obtaining TPS models tailored to specific disciplines can also be challenging due to the different expectations among disciplines (Samraj & Monk, 2008; Schönwetter et al., 2002).

Topic for discussion: The proposer would like to discuss the need for exploring level of awareness on teaching philosophy statement (TPS) and the value of self-reflection for improving teaching practices amongst educators who do not hold any formal qualification in the field of education/teaching philosophy/pedagogy. The central question for the discussion will be: "Do the perspectives of the discipline specific academics on TPS relate to academics with formal qualification in the field of education/teaching philosophy/pedagogy?"

Intended outcome: The discussion will lead to collation of ideas and strategies that may feed into and expand the proposer's current project that is looking at perspective and knowledge of educators from professional disciplines on TPS. Research questions currently being considered under this project include: (a) What is the level of awareness of teaching philosophy amongst educators in professional disciplines? (b) What are their perceptions on TPS? (c) Does/would TPS facilitate the transfer of professional skills to academic/teaching skills? Subsequently, this research will identify professional development avenues that can support academics in improving their teaching practices.

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Sustainability of teaching and learning innovations in higher education

Prof Margaret Bearman¹, A/Prof Linda Corrin¹, A/Prof Darci Taylor¹, Dr Matt Thomas¹Deakin University, Melbourne, Australia**Format of the roundtable.** Point for debate

Background. Higher education institutions invest large amounts of money to promote changes to learning and teaching, yet there is often a lingering doubt about the efficacy of such efforts. Overall, sustaining innovative changes to university education presents challenges, including how to keep pace with new technologies as innovations become part of day-to-day practice. Concerns about whether teaching and learning projects lead to on-going improvement have been noted for many years (Kottmann, 2020). For example, Zehetmeier (2014) raises questions of what happens when funding is withdrawn from programs. For some, there is also the aspiration that innovations will not only continue, but evolve, possibly becoming unrecognisable from their original form (Gove & Pugh, 2017). Moreover, in an era of generative artificial intelligence, continual innovation rather than discrete and/or funded project-based initiatives may be necessary to keep up with rapidly emerging technologies.

Point for debate. In this roundtable, we will open up a general debate on the challenges of sustainability of teaching and learning innovations including implications for higher education governance, policies and management. We will facilitate the conversation coming from our own diverse perspectives as educators, researchers and academic developers. The conversation will explore three overall themes. Firstly, participants will discuss useful ways of conceptualising sustainable innovation. Secondly, we will explore practical means of supporting productive sustainability. We will invite participants to describe successes and challenges, alongside our own experiences of success and failure. Finally, we will ask participants to address how sustainability might be evaluated.

Intended outcome. This roundtable will provide insights into how sustainable innovation might be conceptualised, operationalised and evaluated through exploring a diversity of experiences and perspectives.

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Artificial intelligence learns from others; so do we

Miss Angela Tsai¹, Dr. Ann L. Parkinson², Dr. Nicole B. Reinke², Dr. Jennifer Scott³, Dr. Marie B. Fisher⁴, Dr. Rachelle Singleton¹, Dr. Dongmei Li⁶, Dr. Tanisha Jowsey^{1,5}

¹University of Auckland, Auckland, ²University of the Sunshine Coast, Sippy Downs, Australia, ³Massey University, Palmerston North, New Zealand, ⁴Australian Catholic University, Watson, Australia, ⁵Bond University, Robina, Australia, ⁶University of Melbourne, Parkville, Australia

Format of the roundtable. Birds of a Feather

Context/background. The rapid growth of generative artificial intelligence (AI) tools such as ChatGPT (text), MidJourney (images) and GitHub Pilot (computer code) has the potential to be a major disruptor in the way we communicate, with significant implications for higher education. While institutions grapple with access to such technologies, frontline teachers ultimately bear the burden and responsibility of upholding integrity in the teaching and learning space. As members of the 2019 HERDSA Conference Talking about Teaching and Learning (TATAL) group, we have met monthly since the conference to discuss, guide, educate, collaborate, and mentor each other as educational practitioners [1]. We recognise the potential disruption posed by AI. The increased availability of AI tools can be seen as both a challenge and a solution, and we leverage our ability to engage in such discussions and debates to support one another as we navigate this new territory.

Topic for discussion. The session will focus on the realities of what AI tools mean for higher education, drawing directly from the real-life experiences and dilemmas as nominated by the session attendees. Discussion will focus on practical responses and tangible actions for teaching and assessment in the short term, especially for staff who do not have power or capacity to make large-scale changes. While long-term implications will be considered, the discussion will centre on empowering teaching and teaching-support staff to ensure fit-for-purpose curricula design and delivery that embeds and fosters students' development of AI literacies while upholding academic integrity.

Intended outcome. Our overarching question: "How should we work to embed AI into curricula to enhance learning? What are the ethical and responsibility facets we should consider?" In the true spirit of TATAL, participants will collectively explore the strengths, weaknesses and ethical dilemmas in using AI to teach and support student learning. Working together to navigate this space, participants will leave with practical, actionable ideas to take back to their respective institutions.

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Bringing learning to students' palms: Using TikTok as a supplementary resource to improve engagement and learning for first-year students**Mrs Emma Laing¹**¹*Bond University, Robina, Australia***Format of the roundtable.** Work-in-progress

Context/background. Since the pandemic, online teaching tools have soared, and Gen Z students are increasingly using mobile devices and social media. The sharing of educational content on TikTok has increased, with hashtags like #edutok and #learnontiktok gaining momentum (Rahimullah et al., 2022). Bite-sized learning is pedagogical and practical and allows students to manage their cognitive load effectively and at their own will. TikTok is increasingly being used for educational content, but there is still little research on its use for educators (Balushi et al., 2022). Since September 2022, TikTok has been used in a first-year compulsory subject to engage students and provide short content videos in under three minutes. The short-form videos aim to create student engagement, improve the first-year experience, and provide bite-sized learning and revision resources in preparation for exams. The purpose of the roundtable discussion is to share the author's current use of TikTok, and discuss the use of short-form video content for learning and how we might measure its effectiveness on student engagement.

Themes. Learning technologies and the expansion of the classroom, the pandemic and its impact on pedagogy

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

- What are the advantages of using bite-sized learning and short-form video content in higher education?
- How can this approach help students to better manage their cognitive load and engage more effectively in the course material?
- What metrics should be used to evaluate the impact of the approach on student learning and engagement?

Intended outcome: To discuss the use of short-video content for learning and engagement and how to measure it.

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Artificial intelligence and the challenge for institutions**Dr Rebecca Awdry¹**¹*Deakin University, Melbourne, Australia***Format of the roundtable.** Point for debate

Context/background. Open Artificial Intelligence and generative text (AI) tools are powerful and smart and have become a major cause of concern for individuals, academic institutions, governments and quality assurance agencies globally. Open generative text tools are one of the most advanced methods we have been able to use to generate information in the digital age. Rhetoric has shifted from concern for integrity, to use in teaching practices, to resourcing for staff development. Although student academic integrity should be a topic for discussion, AI is just another method through which students could cheat, if they choose to do so. Any debate should balance use of AI for learning, with possible threats to integrity. Now is the time that educators and university leaders should be considering how the latest disruptive technology impacts institutional practices, learning tools, assessment design, and staff development requirements. If disruption is shied away from, rather than embraced, we are not displaying integrity in our approach to learning and keeping content current and relevant for students. AI should be absorbed throughout university practices, whilst maintaining our integrity as educators, and the integrity of degrees. Institutions need to resource appropriately to allow staff to develop their knowledge and skills in use of AI in parallel to developing student's responsible use of AI.

Point for debate. How can AI be used in assessments to develop student's critical thinking and evaluative judgement skills without impacting upon their ability to research and analyse information? How can we create more agile university structures/systems which are able to respond more easily to disruptive technologies?

Intended outcome. 1- Assess current practice and discuss how Open AI and related technologies are used in learning and teaching practices which constructively uses disruptive technologies in assessments. 2- Consider what structures/processes could improve university agility in the digital age.

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Democratising the teaching and learning experience

Ms Rohena Duncombe¹, Dr Erica Russ², Dr Louise Whitaker², **Mrs Katrina Gersbach**¹, Dr Monica Short¹, Dr Peta Jeffries¹, Dr Carmel Halton³

¹Charles Sturt University, Dubbo, Australia, ²Southern Cross University, Gold Coast, Australia, ³University College Cork, Cork, Ireland

The format of the roundtable. Birds of a Feather.

Context/background. The authors have been involved in education for over 20 years, teaching online and face-to-face social work in two regional Australian and an urban University in Ireland. Social work's commitment to inclusion and equity is in contrast to the hierarchical university structure. Our response has been to engage with inclusive, democratising practices in tertiary education that better fit our values and model them for class members. We have been researching and critically reflecting on practices that challenge the teacher/student dualism. In our classes we embedded strategies for including the knowledge and experience that people bring to a subject by incorporating their knowledge into the learning experience. By cycling between theory and lived experience we draw insights from critical reflection to develop our pedagogies and understandings. We have completed a reflexive process, utilising a co-operative inquiry and autoethnographic methodology (Halabi, 2022; Hernandez et al., 2017). We continue to innovate, share experiences and reflect on strategies that everyone in a class co-produces for transformational learning. Continuing wider peer review and engagement with these practices and the literature supports us to elevate diverse knowledges and voices, reduce the educational hierarchy, and promote transformational learning.

Topic for discussion. This will be a participatory discussion between those at the roundtable, focusing on two key points: 1. examples of practising inclusion in tertiary education; and 2. examples of pedagogical strategies or situations which have worked towards democratising the learning environment.

Intended outcome. This roundtable will continue to develop ideas for more democratic pedagogies. The roundtable will be an exchange focusing on modelling pedagogical approaches privileging voices and experiences within a class. The roundtable participants and facilitators will explore the topics for discussion utilising democratising values and practices. The roundtable facilitators and participants will engage in sharing (written/verbal) and reflecting on democratising practices in the learning context thus extending our collective knowledge.

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We should have changed with Google: The implications of artificial intelligence on assessment design

Prof Michelle Picard¹, **Dr Kung-Keat Teoh**¹

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Format of the roundtable. Birds of a feather

Context/background. The launch of ChatGPT in November 2022 exacerbated concerns across the education sector that artificial intelligence tools could be used by students to gain unfair advantage in their assessments and circumvent attempts to detect academic integrity breaches. ChatGPT, refer to themselves as being able to 'generate human-like text responses to prompts', generate 'accurate and fluent translations of text' from one language to another, 'generate summaries of long documents or articles' and complete 'sentiment analysis' to enable an understanding of 'the overall tone and emotion of a piece of writing' (ChatGPT, 2022). The concern among many academics is that the tool could provide students with short responses answers in exams or assessments as well as essays, computer code, answer mathematical problems and write reports and articles that appear stylistically authentic and linguistically correct. As these tools become increasingly sophisticated, it will become increasingly impossible to detect academic integrity breaches, and why should we anyway engage in this technological arms race? We argue that assessment design across the higher education sector is due an overhaul that should have occurred with the advent of Google.

Topic for discussion. This roundtable aims to capture diverse disciplinary perspectives and practical examples of how the quality and authenticity of assessment design can be enhanced to support student learning in an age of artificial intelligence. It also aims to capture ways in which higher education educators across disciplines can use artificial intelligence in their assessment design and teach its use as an ethical digital literacy.

Intended outcome. The aim is to collate examples of ethical use of AI in assessment design across a variety of discipline areas that can be developed into a resource for HERDSA members.

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"Looking back to move forward?": Medical students' engagement with literature related to strategies addressing health disparities for Indigenous Australians**Dr Anne Croker¹**, Nihal Lalwani², Georgia Love¹, Anne-Marie Ma², Hrishita Purohit², Reakeeta Smallwood¹, Lisa Urquhart¹¹University of Newcastle, Tamworth, Australia, ²University of New England, Armidale, Australia**Format of the roundtable.** Work in progress

Context/background. Students' learning about strategies addressing Indigenous Australians' health disparities through literature is an accepted, yet not straightforward, practice. Unfortunately, articles accessed through biomedical search engines as the 'first port of call' often portray deficit discourse or only limited parts of culturally rich stories. We present insights arising from medical students' two-year group research project exploring: "What is the nature of Cultural Considerations in strategies addressing health disparity for Indigenous Australian peoples, as represented in publications?". In this research we understood Cultural Considerations to incorporate strength-based approaches, decolonising frameworks and Indigenous Ways of Knowing, Being and Doing(1). As a culturally diverse team of four medical students and three research supervisors, our perspectives were, and are, sculpted by our heritages (Aboriginal, South-East Asian, South Asian and European), individual interactions with colonialism and varied experiences with Aboriginal, critical, interpretive and empirico-analytical knowledges and research approaches. We accessed a range of publications beyond the usual high impact journals preferred by medical students. This helped avoid inadvertently promoting the empirico-analytical paradigm and privileging colonial perspectives. We interpreted cultural Considerations, as portrayed in the publications, to be inherently: *positional* (with implicit and explicit 'back-stories' influencing health strategies and their portrayals in publications), *interactive* (with some 'back-stories' more prominently influencing healthcare strategies and readers' engagement with them), and *precarious* (cautioning that not all health strategies or their publications are centred entirely on Indigenous Australian's Cultural Considerations).

Discussion. Based on these themes of *positional*, *interactive*, *precarious*, we will explore with the participants: How can medical students, socialised into valuing empiro-analytical knowledge, critically reflect on their 'back-stories'? How might understanding their 'back-stories' inform critical reflections necessary for learning about meaningful strategies addressing Indigenous Australian peoples' health disparities? What might creating a set of curated resources look like?

Intended outcome. To generate discussion about and develop contexts for supporting medical students' critical eye for, and learning about, meaningful health strategies for Indigenous Australians.

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Tools for evoking and provoking peer reflection**Dr Lauren Hansen¹**, **Ms Danni McCarthy¹**¹Deakin University, Burwood, Australia**Format of the roundtable.** Work in progress

Context/background. In a time of prolonged industry disruption and organisational change in Higher Education, practise-focused peer reflection offers an embodied approach to building capability and supporting the self-in-practice. Peer reflection is a process of engaging in purposeful dialogues between trusted peers/colleagues that interrogate their practice experiences. These ongoing structured professional development conversations draw on dialogic feedback, critical reflection, and coaching techniques. Peer reflection can take teaching practice from reflective to reflexive – challenging core beliefs, actions, and assumptions. There is robust evidence for the value of peer reflection in effecting real change in teaching practice (see Mooney & Miller-Young, 2021). However, institutions and leaders must support this deeply vulnerable, relational work.

Point for debate/focus of the work-in-progress/topic for discussion. However, we recognise that not all educators are comfortable with deeply reflective work with peers. In our role as Academic Developers, we must have ourselves experienced the vulnerable, uncanniness of peer reflection to credibly support others to do so. Therefore, we need to create tools that provide comfort while drawing educators into peer reflection (evoking) or allowing educators to seek peer reflection (provoking). Powerful Questions, drawn from coaching practice, can support this deep transformational learning (Sammut, 2014). But who said transformation can't also be fun?

Intended outcome. In this session, participants will engage in peer reflection and test out three interactive tools for introducing Powerful Questions into these valuable conversations. These tools have been designed for a pilot project launching in mid-2023. The tools differ in their framing of purpose and intention, mode of delivery and level of choice given to the user. Participants will explore their preferences for engaging in robust practice conversations and provide feedback on their experiences with the tools to inform future development.

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Indigenisation of curriculum design in higher education – measuring effectiveness and moving forward**Assoc Prof Naomi Dale¹, Dr Rosetta Romano¹, Dr Peter Copeman¹, Dr Blooma John¹**¹*University of Canberra, Bruce, Australia***Format of the roundtable.** Birds of a Feather

Context/background. A framework for Indigenisation guides teachers to implement and review the Indigenisation of the curriculum. While implementation is often carefully described, there is a lack of guidance for teachers to evaluate (review) the Indigenisation of the curriculum. We need to advance HE (Higher Educational) policy and practice across areas expressed in the Universities Australia Indigenous Strategy 2022-25, especially “respect for Aboriginal and Torres Strait Islander peoples’ unique knowledge and knowledge systems which are foundational to Australia’s intellectual, social and cultural capital” (p. 12) and “recognising the value Indigenous people and knowledges bring to the university and embedding indigenous value systems and knowledges into university structures” (pp. 52-53). Embedding these will enhance the learning and teaching experience by holistically enriching the learning experience of all students, both Indigenous and non-Indigenous (Radoll et al. 2019, p. 121). Preliminary findings are that Indigenising IT Curriculum contributes to teaching, as it fosters an enhanced understanding of how an IT subject can be Indigenised in HE contexts, learning, as it provides an approach to IT learning in higher education that raises student consciousness of Indigenous/non-Indigenous issues in the community, and education, as it provides a template for Indigenised curriculum design and evaluation of other IT or non-traditional subjects such as Accounting.

Topic for discussion. Implementation and review of efforts to Indigenise in often ‘unsympathetic’ curricula spaces. This roundtable will provide an opportunity to discuss what has worked (and failed) in an open dialogue with other practitioners.

Intended outcome. Participants of the roundtable will be engaged to collaborate, interrogate and collate some best practice approaches to Indigenisation of the curriculum. The roundtable will be run in the form of a Yarning Circle (with permission from one of our guiding Elders).

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Who was I? Who am I? An exploration of foreign-born Chinese students' intercultural identity formation in China**Ms Yating Hu¹, Mr Kun Dai², Mr Pengfei Pan³**¹The University of Queensland, Brisbane, Australia, ²The Chinese University of Hong Kong, Hong Kong, China, ³Queensland University of Technology, Brisbane, Australia

China is becoming a promising host country that attracts an increasing number of international students to pursue higher education degrees within Chinese universities. However, relatively few studies have explored the unique cohort of foreign-born international Chinese students who choose to return to China to study. To fill this gap, this study employed Bourdieu's (1986, 1990, 1993) thinking tools (capital, habitus, and field) to investigate 35 participants' intercultural learning journeys in Chinese universities. We adopted a narrative inquiry method to illustrate the intercultural learning trajectories of these students who encountered cultural difficulties in the process of navigating between imaginary certainty and realistic uncertainty. The analysis found that while many students have so-called Bourdieu's concept 'cultural capital' (1986, p.16) as foreign-born Chinese. However, such capital did not support their adjustment to the 'real' Chinese context field, even though they have ever believed they had established imaginary understandings of the Chinese context as they grew up in a similar 'Chinese' context in their home countries. As international learners, they feel like 'fish out of the water' (Leggett, 2020) and encountered cross-field challenges, including language barriers, difficulties in receiving help from local students and teachers than 'pure' international students, and limited cultural capital and habitus to adapt to Chinese students' communities. Using Bourdieu's sociological framework, students can mitigate the effects of cultural shocks and become 'fish in the water' (Ogawa, 1996, p. 108) by strategically (re)shaping their understanding of the Chinese and home fields. That is, they acknowledged their home country's cultural identity, accumulated cultural capital by expanding the host country's cultural acceptance, and finally cultivated an intercultural in-between habitus through social interactions with locals in the host country field. Therefore, to improve the application of Bourdieu's sociological concepts into educational arena, we argue that foreign-born students should reacquire the differences amid fields by navigating themselves between 'home' and 'host' fields as 'in-between' diaspora, instead of eliminating these intercultural contradictions. This study contributes to intercultural learning and adjustment, international education, and the sociology of higher education.

Keywords: intercultural identity; adaptation; foreign-born Chinese students; Chinese higher education; BourdieuBourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.Bourdieu, P. (1990). *The logic of practice*. Stanford University Press.Bourdieu, P. (1993). *The field of cultural production: Essays on art and literature*. Columbia University Press.Leggett, N. (2020). A Fish Out of Water: Developing Intercultural Understanding of Students in Higher Education. *Australian Journal of Teacher Education*, 45(12), 43-56.Ogawa, M. (1996). Four-eyed fish: The ideal for non-western graduates of western science education graduate programs. *Science Education*, 80(1), 107-110.

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The making of Aotearoa | New Zealand lawyers: A longitudinal study of law students and law graduates**Prof Lynne Taylor¹**¹University of Canterbury, Christchurch, New Zealand

Background/context. In general terms, university students' engagement, success, self-efficacy, and readiness to transition to the workforce are linked to the nature of their interactions with the universities at which they are enrolled. However, it is reported consistently that female students' interactions with formal and informal university systems often have a negative influence on their student experience and, consequently, on their reported engagement, success, self-efficacy, and readiness to transition to the workforce. It is also reported that female lawyers have a more negative experience of legal practice than their male colleagues.

The initiative/practice. A national, longitudinal study of Aotearoa law students (2014—2019) captured the reflections and experiences of a self-selected group of law students (and subsequently graduates) who were enrolled at four of the six Aotearoa law schools. Collected data focused on learning and teaching experiences, peer interactions, self-efficacy, readiness to join the workforce, and workforce experiences.

Methods of evaluative data collection and analysis. Longitudinal data was collected from study participants via seven online and anonymous surveys. The responses of the 75 students who completed every data collection were analysed collectively and by gender.

Evidence of outcomes and effectiveness. By the end of the study, most participants had completed their law degree and were employed in legal work that they found satisfying and enjoyable. Consistent with the literature, analysis of their collective responses relating to learning and teaching revealed a realistic view of what a legal career entailed, a strong commitment to pursuing a legal career, consistent and regular engagement in formal learning opportunities, and high self-efficacy. Also consistent with the literature, analysis of responses by gender revealed significant differences in the way female students engaged in formal learning activities, their reported self-efficacy, and their readiness to transition to the workforce.

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Assessment literacy and the value in professional social networks

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Background/context. The demands of teaching are ever-present, and we commonly turn to a close colleague for support and discussion about teaching. These conversations often help us to realise and reframe our thinking around challenges or issues. It was thought that academic disciplines were like tribes, but the nature of higher education is changing, with new fields of study and interdisciplinarity practices becoming more common (Trowler, 2001).

The initiative/practice. This presentation defines assessment literacy and provides an overview of research findings suggesting that assessment change could be enabled through relationships built on trust and shared experience. Significant interactions encourage academics to overcome potential barriers and improve assessment practice.

Methods of evaluative data collection and analysis. Episodic narrative interviews utilising graphical network representations were conducted with 35 academic staff from higher education institutions in Australia, Canada and Sweden. The narratives were coded using a value framework (Van Waes et al., 2016) to explore assessment thresholds and methods for supporting changes toward outcomes-based teaching and assessment. Analysis of the graphical representations and the narratives established the value of significant interactions within social networks for supporting criterion-based assessment improvement activities.

Evidence of outcomes and effectiveness. Assessment literacy was linked to attitudes and experiences that enhance academic staff's capacity to make quality assessment changes (Author, 2020). This presentation summarises the significant value that academics attributed to their interactions with students and colleagues involved in assessment changes (Author et al., 2022). Participants in this session will be prompted to reflect on the interactions with people in their professional social networks, consider the value they bring to those networks and how they might further grow and enhance their networks.

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Academic writing development at an Australian university: An ecological view

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Background/context. In recent decades, multiple crises have caused debates about the role of academic writing in Australian universities. Universities reacted to widening participation in university education since the 1950s with measures that cannot provide sufficient writing instruction for the need expressed by students (Thomas, 2021). This problem is emphasised by reports that employers are less satisfied with graduates' written communication skills than with other skills (Graduate Careers Australia, 2015). Most recently, contract cheating and the development of artificial intelligence that is able to complete many routine assignments has raised concerns about the future of student writing (Evans, 2018; Sparrow, 2022). These examples show the need for new approaches to students' academic writing development. However, to implement new approaches, we need first to understand the current situation of academic writing development.

The initiative/practice. I will present the results of a survey study which shows which texts, processes, learning contexts, attitudes, and feelings are connected to students' academic writing experience at a research-intensive Australian university. An ecological perspective (Syverson, 1999; Wardle & Roozen, 2012) allows to describe how students' academic writing experience is distributed across people, texts, and activities within and beyond the university.

Methods of evaluative data collection and analysis. This ecological analysis is based on the results of an Academic Writing Survey which was conducted across four faculties and received 299 undergraduate student responses. Quantitative and qualitative data was analysed using descriptive statistics and thematic analysis.

Evidence of outcomes and effectiveness. The results show that academic writing development is distributed across instruction and support provided within and outside of the university. Advice from learning advisors, instructor feedback, and specific writing instruction in subject classes are widely experienced and students report a positive effect on their confidence. They also seek support outside the university online, in books or guides, and through personal connections. However, in qualitative comments, students report confusion not only about these instruction and support experiences but also about general expectations for their academic writing. I will discuss how we can improve and complement current academic writing instruction and support measures, so students can use them meaningfully and ethically.

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Unlearning, uncovering and becoming: building confidence in academic writing through research experiences

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Background/context. Increased specialisation of disciplinary cultures creates barriers for students who may not understand the genre, style and conventions of disciplinary writing, perhaps more so for students from non-traditional backgrounds who may lack the assumed cultural capital needed for success. Academic literacies research (Lea and Street, 1998) recognises that literacy is a social practice where writing is inextricably linked to knowledge construction. Learning to write, therefore, requires meaning-making by students as they engage with the nature of questions asked and arguments constructed within a discipline. We have examined the proposition that immersive and dialogic environments promote learning of disciplinary writing and support transition into a research culture in the context of a science undergraduate research project. **The initiative/practice.** The study took place at an institution in which a high proportion of students were first in family or immigrants. Participants were enrolled in a program designed to introduce high achievers from these backgrounds to research. They kept reflective journals during a project in which they wrote a critical review under the supervision of a researcher. Students responded to prompt questions at multiple points during the semester, eliciting their views on their writing assignments and research experiences as they engaged with them. **Methods of evaluative data collection and analysis.** A qualitative analysis of students' reflective journals was undertaken, with an academic literacies framework used as a lens to guide the development of themes. **Evidence of outcomes and effectiveness.** We show that (i) students initially struggled with assessment requirements, terminology and writing conventions; (ii) constructing the critical review was coupled to epistemological changes as they came to understand scientific argument; and (iii) they gained confidence in themselves as participants in the scientific community. This suggests that dialogic approaches to writing may build confidence and research readiness in non-traditional student populations.

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Shifting between different languages: International doctoral students' academic writing experiences in China

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Background/context. An increasing number of international students pursue their doctoral studies in China, a non-traditional learning destination compared with English-dominated Western countries. However, while research has widely investigated the issues international doctoral students face when writing their theses in English in Western countries, relatively few studies have explored those issues in China.

The initiative/practice. Drawing upon Bourdieu's thinking tools of field, habitus, and capital (Bourdieu, 1984, 1990a, 1990b; Bourdieu & Wacquant, 1992), and the notion of global–national–local imbrications (Lingard, 2021), this qualitative exploratory study explored 23 international doctoral students' thesis-writing experiences at a Chinese university.

Methods of evaluative data collection and analysis. This study adopted both inductive and deductive analysis to analyse students' experiences. Specifically, this study employed thematic analysis approach (Braun & Clark, 2019) to identify key patterns emerged from students' interviews about their writing practices. Then, Bourdieu's thinking tools and the notion of imbrication were used to deductively interpret their experiences.

Evidence of outcomes and effectiveness. The findings suggest that English- and Chinese-based writing co-exist in their thesis-writing practices. In addition, they encountered various challenges regarding grammar and vocabulary. Thus, the lack of understanding of Chinese sociocultural contexts and support from universities and supervisors negatively impacted their thesis writing in both Chinese and English. To deal with such issues, many students relied on transition, technology-based tools, and external helpers, which made them shift between different language contexts. These practices progressively shaped a technology-mediated in-between writing habitus as doctoral students in China, which potentially established a hybridised higher education 'sub-field' characterised by a multitude of imbricating global, national, and local languages. The study highlights the need to support international doctoral students' writing practices in the emerging learning destination.

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Achieving an empathetic change in society: Authentic assessment's role in fostering shared social membership background

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Background. The International Covenant on Economic, Social, and Cultural Rights calls for accessible higher education (HE), stating that it is necessary for the 'full development of the human personality and the sense of its dignity (United Nations [UN], 1976)'. Within this context, our research is centred in the Aristotelian principles of equity and fairness. To achieve these outcomes, our key objective is to design out identified barriers to access and participation in mandatory assessment tasks for all students including those with a disability (e.g. Graham et. al. 2018). To strengthen these inclusion goals, our current research generates authentic, HE assessment tasks which focus on both the discipline-based content, and the social impacts of business decision making (McArthur, J. (2022)).

Research Initiative/Objective: To design, test and reflect on two, mandatory, reflection-based, authentic assessment tasks within an International Business unit (IBU) across three iterations (2022/2023). These tasks are designed to facilitate our business/professional-based students to apply empathy/inclusion and to find their place in society (McArthur, J. (2022)). For example, students need to be provided with opportunities to reflect on how the nation-based, investment options recommended to their superannuation fund clients may act to marginalise developing nations.

Methods. The cross-cultural/cross-discipline participants are enrolled students in the UG IBU in 2022/2023 (700+ responses). Prior to both tasks, reflection support is provided by independent experts from the Student Success Group (SSG). Given the lack of HE student engagement, a confidential, 'opt-out' option received ethics approval.

Evidence. The Semester Two, 2022 responses (140) highlighted: 78% of students successfully utilised their preliminary, client feedback to strengthen their understanding of the social impacts of business decision making. 73% of these students accessed industry/government reports. 72% of students identified the negative social impacts of collusive practices between company Directors and their audit firms. 65% of students reflected on the need for empathy/inclusive considerations in their professional roles. 61% of students mastered the content to a Credit or Higher Grade.

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Reframing academic integrity by embracing student membership within the academy

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Background/context. If integrity can be considered a 'moral code' of academia (Ross, 2021), or frame of reference the academic community seeks to uphold, ensuring all members understand their responsibilities is critical to ensuring expectations are met. However, given staff concerns of students breaching academic integrity (e.g., Herdian et al., 2021) reframing an understanding of membership within this community might be beneficial. Emphasising responsibility of all members of the academy toward assuring integrity for the benefit of academic work, and their respective institutions, is one way to engage students with staff. Further, focusing staff efforts on supporting students as they transition to the academy, in a manner relevant to students, will help efforts to uphold agreed values.

The initiative/practice. To build this community and help students understand their role, while helping them navigate the grey areas (e.g., collaboration or collusion), we commenced a project to develop resources and touch points for select Business courses. The project team included curriculum designers, educational technologists, and academics. Stylised study tips embedded in class sites focused on reframing the concepts of academic integrity, interactive elements were included for students to respond to and engage with, and videos and static resources were created to provide a diversity of artefacts.

Methods of evaluative data collection and analysis. Reports on student interaction with resources in class sites were generated, while teaching staff reported on the depth of engagement with activities. Metrics were collected for views of videos and downloads of static resources. Additionally, students were invited to complete open-ended questionnaires.

Evidence of outcomes and effectiveness. Engagement reports, staff feedback, and student qualitative feedback provide evidence of usefulness as well as clarity into the types, timing, and relevance of resources for future improvement. We also note differences in reported breaches of academic integrity from the previous academic year.

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Walking the walk in academic integrity: Ethical teaching and assessment**Prof Michelle Picard**¹, Dr Melissa Merchant², Dr Lalitha Velautham³¹Flinders University, Adelaide, Australia, ²Murdoch University, Murdoch, Australia, ³International College of Hotel Management (ICHM), Adelaide, Australia

Background/context. Recent literature has emphasised work in enhancing academic integrity beyond the usual emphasis on students to the academic staff (teachers and researchers) in all aspects of their practice including research, teaching, assessment, and service (Tauginienė, 2016, p.327). However, as noted by McFarlane, Zhang, and Pun (2014), most studies focus on academics' academic integrity of academics as researchers rather than as teachers or administrators.

The initiative/practice. In this showcase we aim to emphasise that demonstration of academic integrity practice also involves responsible and explicit unpacking of our own academic practice to students when we teach and detailed and explicit explanation of the academic integrity requirements of each assessment task we set for students.

Methods of evaluative data collection and analysis. We use three case studies to demonstrate how academics can follow the principles highlighted by Gray and Jordan (2012, p.23) and "explicitly and intentionally" teach academic integrity through "demonstration, explanation, and practice" walking the walk for students at different stages of their academic journey.

Evidence of outcomes and effectiveness. In Case 1, we reflect on our work with first year students in a Bachelor of Arts program and discuss how we model academic integrity in our course materials and slides explicitly unpacking the requirements for students in each of their assignments. In Case 2, we explore how researching the concept of academic integrity enables Masters in International Hotel Management students to build connections between ethical practices in the hospitality industry and academia. Finally, we discuss a researcher education program for international students where ethical authorship practices were scaffolded for students and demonstrated by the academics' practices.

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Steering outbound student flows: geopolitics and media representation of study destinations in China**Prof Christopher Ziguas**¹, Dr Jing Qi¹RMIT University, Melbourne, Australia

Background/context. Governments routinely steer outbound students towards host countries that strategically important, either economically or politically, and occasionally they will steer students away from those that are uncooperative or hostile. This steering is straightforward for government-funded students, as the recall of Saudi students from Canada in 2018 showed, but in the case of self-funded students, who represent the vast majority of mobile students globally, the means by which governments can influence student choices are much less obvious.

The initiative/practice. This paper assesses the extent to which the Chinese government uses mass media messaging to steer self-funded Chinese students.

Methods of evaluative data collection and analysis. This study collected and analysed two datasets. The first dataset maps the turbulent bilateral political events that characterised Australia-China relations between January 2016 and May 2021. This dataset was coded using sentiment analysis to indicate the fluctuations in Australia-China relations on a 5-point Likert scale. The second dataset includes 581 media articles released by Chinese news outlets during the same period about Australian higher education and study in Australia. Thematic analysis and sentiment analysis of the media articles showed a few key themes about study in Australia, as well as the semantic orientation towards each theme on a 5-point Likert scale. Finally, the findings from the sentiment analysis of the two datasets were computed using Pearson's correlation coefficients to assess whether and how the Australia-China relations impacts the sentiments of Chinese media reports on study in Australia.

Evidence of outcomes and effectiveness. Thematic analysis shows that the media articles discussed five themes about study in Australia. These include quality of education, value for money, student welfare, attitude to China, intercultural engagement and overall perception. Pearson's correlation coefficients of the media representation of these themes against the turbulence of the Australia-China relations showed positive correlations, with five of the six correlations being statistically significant. In the emerging era of great power competition, government intervention into student flows is becoming more common, and exercised through varied and novel forms of influence. This paper provides unprecedented evidence of mass media messaging to influence destination choice as within a broader strategy of economic coercion. Studies such as this will help us to understand the use of varied steering techniques, and their effectiveness in different contexts.

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Reducing cognitive loads and maximising online learning among postgraduate students

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Background/context. Online learning courses typically involve large amounts of written content, long recorded lectures and extraneous information.(Amir R and Jelas Z, 2010) This contributes to student cognitive overload, which can impact working memory and the ability to learn effectively.(Paas F and Ayres P, 2014) Participatory approaches with students can help understand what supports student learning in this space.(Light G Cox R and Calkins S, 2009) This approach has been underutilised generally in educational research and hence a gap exists.(Light G Cox R and Calkins S, 2009) **The initiative/practice.** This research seeks to understand post-graduate student experiences and explore supportive mechanisms for learning. **Methods of evaluative data collection and analysis.** This mixed-method exploratory study used a centrally distributed university online survey (eVALUate), sent to 268 students, and a purpose designed online survey, sent to 281 students, both with quantitative and qualitative components. Participants were postgraduate students who studied a Healthcare Redesign unit at the University of Tasmania between 2020-2021. Basic descriptive statistics were used to analyse the quantitative data. Summative and Conventional Content Analysis was used to analyse qualitative data to establish useful learning activities and key themes. Collectively, 103 student surveys were included. The most useful learning activities identified included written learning content, references, the inclusion of videos in weekly learning content, scaffolded assignments and live online (Zoom) sessions with lecturers. The themes that emerged from the qualitative data are interaction, communication, and delivery. **Evidence of outcomes and effectiveness.** While the data is not representative enough of students to generalise across all university students, the findings provide an insight to ways post-graduate students experience online learning. This participatory approach shows the importance of involving students to strengthen evidence-informed online teaching.

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Barriers to changing academic practices: Findings from a study of a university teaching foundations program

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Background/context. Teaching development programs are offered to academic and professional staff in universities as a way of building knowledge and skills in teaching and learning. Available studies point to a positive impact on participants, including the potential for changes in teaching practices (Ödalen et al., 2018). However, some report that learning doesn't always translate and/or outcomes are not always evident in the short-term (e.g., Jaramillo-Baquerizo et al., 2019). More understanding is needed about what enables and/or hinders staff to make changes to their teaching practice following completion of foundation programs.

The initiative/practice. An impact evaluation of a learning and teaching foundations program was undertaken at a research-intensive Australian university. The study aimed to investigate the impact of engagement in the program on individual participants, including their teaching practice.

Methods of evaluative data collection and analysis. A mixed method approach was used to gauge the perspectives of program alumni. This showcase will report preliminary findings of structured interviews with 23 academic and professional staff. Participants were asked to report barriers they faced when making changes to their teaching practice after completing the program and identify strategies to address these. Data were analysed by way of a thematic analysis.

Evidence of outcomes and effectiveness. A range of barriers were reported, the top five being: cultural context, time, workload, resources and program complexity. Proposed strategies to overcome these barriers focused at individual, school/faculty and university level to address the range of localised and systemic issues identified. These findings can inform the development of evidence-based approaches to supporting teachers post completion of foundation programs in making changes to enhance their teaching practice, and thus improving the learning experience for students.

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Academic development and coaching: Evaluation of faculty training on coaching conversations to support student success

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Background/context. Coaching is an effective way to unlock one's potential to maximise performance. Adoption of coaching in education has grown over the past decade, with positive impact on learners and stakeholders (van Nieuwerburgh & Barr, 2016). Coaching helps improve students' sense of control over their studies, have better focus and work balance, increase confidence, and develop a wider perspective on issues (Lancer & Eatough, 2018). Integrating coaching into higher education can transform universities by making faculty more learner-centric, thereby raising students' performance and wellbeing. To achieve this, coach training for faculty is needed. Equipped with a coaching mindset and coaching competencies, faculty can engage in coaching conversations with students.

The initiative/practice. For faculty, we have a practice-focused workshop contextualised to educational settings. Participants learn about coaching mindset, coachable moments, and coaching competencies, with practice sessions using coaching scenarios and role plays customised to academic contexts. A quiz is administered to test coaching knowledge. Participants demonstrate their coaching skills with standardised student-actors, with observers present to assess and share individualised feedback. Surveys and reflection exercises are also conducted.

Methods of evaluative data collection and analysis. Evaluation on the effectiveness of training programme was conducted, through surveys with 119 educators across different disciplines. Reflection surveys were analysed thematically to identify key learning takeaways.

Evidence of outcomes and effectiveness. The surveys indicated significant improvement ($p < .001$) in coaching mindset after the training. Participants reported several key learnings from the training: coaching conversation frameworks, active listening, asking coaching questions, and solution-focus approach over root cause. Many were able to suggest possible coaching applications when working with students. Beyond coaching workshops, developing an institutional coaching culture can be enhanced through peer learning platforms, such as Coaching Community of Practice and Coaching Circles, creating a coaching knowledge repository, and promoting academic coaching research.

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Using 'identity' lens to understand academic development

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Background/context. This paper stems from my doctoral thesis investigating developers' professional identity in New Zealand and Japan. My exploration focused on how developers form and grow their professional identity, and how these impact on academic development (AD) work. This is important because the profession appears to be at a particular point in time when there is much uncertainty about the future.

The initiative/practice. Since the mid 90s, 'identity' has become one of the major AD research topics (Laksov & Huijser, 2020). In identity theory, individuals engage in a process of identification involving self-categorisation in relation to others. Identity is also an essential concept in the theory of Communities of Practice (CoP) (Wenger, 1998) which links belongingness to the scholarly advancement of a discipline (Daniel, 2018).

Methods of evaluative data collection and analysis. I conducted a qualitative study using semi-structured interviews with 19 developers. I listened to stories of how individuals entered the field, their professional life histories, and how they thought their professional identity impacted their work. A thematic analysis was conducted to elicit prominent themes. **Evidence of outcomes and effectiveness.** Results from interviews showed that professional identity was an important issue for what appeared to be a fragmented community working to become more coherent and established. The data revealed how AD units are supported in their universities and the wider higher education community impacted their professional identity, and further, their motivation for AD work. The implications are that developers' professional identity is situated in a vulnerable condition which depends heavily on the degree of support they receive in their universities and beyond. Positioned in liminality between academia and service as agents of epistemological change for both themselves and for those they work with, developers are constantly having to shape and reshape their professional identity against their complex and dynamic profession. Data revealed 'self-doubt' can be embraced as a form of AD professionalism, which is not usually the case for more established disciplines. As a whole, this study contributes to the field of higher education in that it aims to better understand how diverse AD models determine ways in which developers operate within AD units. The outcomes of this comparative study imply the possibility of generalisation in future research for how developers might go about mitigating negative features of ambiguity, complexity, and fluidity in AD, in their local contexts.

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Hey, can we get a bit of recognition please? Staff perspectives of the recognition and reward of teaching and SoTL**Assoc Prof Mitchell Parkes¹, Prof Steven Warburton¹**¹*Education Futures, University of New England, Armidale, Australia*

Background/context. Two of the central activities of academics - teaching and research - are often in competition with each other. Corridor conversations offering advice such as, 'Focus on your research if you want to get promoted', underscore the tension between these two activities. Similarly, if the Scholarship of Teaching and Learning (SoTL) is undervalued in the culture and values systems of universities, academics may place career advancement before the pursuit of SoTL (Franks, 2020). For learning to be at the centre of a university's mission, its recognition and reward processes should demonstrably value teaching and SoTL (Center of Engaged Learning, n.d.). Recognising and rewarding teaching and teaching-related research is critical because, "no university can be truly excellent if it settles for anything less than excellent teaching" (Shapiro, 2007, p. 43).

The initiative/practice. Since 2019 (with the exception of 2020 due to the COVID-19 pandemic), teaching and teaching-related staff at a regional university have been asked to complete an online survey capturing their perceptions of how teaching and teaching-related research is recognised and rewarded. Results from this survey have been used to inform the design and delivery of recognition and reward processes and academic development activities at the institution.

Methods of evaluative data collection and analysis. Using a descriptive research design, data was collected each year over a three-week period from teaching-related staff via an anonymous online survey comprising Likert-scale and free response type questions. Quantitative data were analysed using descriptive and analytical statistics. This presentation explores a sub-set of results of the Likert-scale responses from staff.

Evidence of outcomes and effectiveness. The results suggests that staff perceive research activities to be valued more than teaching activities. There is however, increasing support for the view that the time and effort staff put into teaching is being valued by the institution.

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Measuring exercise and sports science graduate outcomes with LinkedIn**Dr Kirsten Howlett¹, Dr Lauren Hansen¹**¹*Deakin University, Burwood, Australia*

Background/context. A critical challenge for graduate employability programs is measuring student outcomes (Amiet et al, 2021). While the Graduate Outcomes Survey (GOS) provides some indicator of the program's initial success, response rates to the GOS-Longitudinal Survey (three years after graduation) are low and the data limited.

The initiative/practice. Since 2018, the Bachelor of Exercise and Sport Science has embedded career education that encourages students to leverage their current paid work into increasingly more industry-relevant roles as they study. This research explores graduate pathways including paid roles, volunteering and additional certifications. The project also explores students' current and planned participation in these activities.

Methods of evaluative data collection and analysis. The LinkedIn profiles of 53 graduates (2009-2021) were analysed using a summative content analysis to determine their pathway through paid work and other experiences before, during and after their course. To identify potential program enhancements, 56 final year students were surveyed on their actual and planned participation in these experiences.

Evidence of outcomes and effectiveness. The use of LinkedIn to recruit participants had significant limitations. However, response numbers were higher than the GOS-L (44) and provided more detailed data. Graduates working in professional roles within the exercise and sport science industry had significant paid and voluntary roles in these and health-related industries both during and after graduation. Students rated paid and volunteer work in exercise and sport science/health-related industries and building their network through LinkedIn as the most important activities for career progression. Of these students, 55% were working in exercise and sport science/health-related industries, 70% had volunteered in these industries, and 59% were building their professional network through LinkedIn. Practice implications of using LinkedIn for student assessment, career development and program evaluation will be discussed.

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Rates of poor mental health amongst students enrolled in enabling education and implications for teaching and learning

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Background/context. Mental illness and psychological distress amongst university students appears to be increasing (Larcombe et al., 2016) and research shows that students who experience mental illness are more likely to withdraw from university, or consider leaving early (Orygen, 2017). Risk factors for poor mental health amongst university students include belonging to an equity subgroup, the stress of transitioning to university and financial pressures (Orygen, 2017). Enabling pathway students are a cohort that may be at even greater risk in the university setting due to a combination of compounding risk factors (Crawford et al., 2016; Lisciandro, 2022).

The initiative/practice. Using the *OnTrack* enabling program at Murdoch University as a case study, quantitative data as well as qualitative literature will be used to explore concerns about the mental wellbeing of students engaged in enabling education and discuss the implications for teaching, learning and curriculum design.

Methods of evaluative data collection and analysis. In 2016 and 2017, students enrolled in *OnTrack* were invited to participate in ethics-approved research aimed at better understanding psychological factors which may influence student outcomes. As part of this larger project, commencing students voluntarily completed an online Depression Anxiety Stress Scale (DASS) 21 questionnaire. Other data such as final grades were also collected.

Evidence of outcomes and effectiveness. 56% of *OnTrack* students were found to be experiencing above normal levels of general anxiety, with 26% of the cohort in the “severe” to “extremely severe” range. The data also revealed that students with high stress scores in Week 1 were significantly less likely to successfully complete *OnTrack*. With an understanding that student wellbeing must be considered in curriculum design alongside pedagogies of ‘care’ and ‘flourishing’, we provide recommendations on addressing wellbeing with a revised second-generation ‘Enabling Transition Pedagogy’ (Jones et al., 2022) which includes ‘Wellbeing’ as a curriculum design principle.

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Is motivation the key determinant for student success in higher education?

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Background/context. The transition to undergraduate studies can be challenging for students, particularly as they balance their academic goals against non-academic priorities. However, motivated students who can self-regulate their learning are more likely to experience positive mental health and academic outcomes and less likely to engage in avoidance behaviours and attrition. Understanding the interplay of these factors is critical to maximising positive outcomes for students and institutions.

The initiative/practice. The study aimed to explore how students regulate their motivation during the early weeks of undergraduate study and were informed by two theoretical frameworks: Situated Expectancy-Value Theory (SEVT; Eccles & Wigfield, 2020) and Self-Regulated Learning (SRL; see Panadero, 2016). In combination, these theories provide a framework to understand how students' engagement is influenced by the management of their expectancies (i.e., “Can I do this?”), values (i.e., “Should I do this?”) and perceived costs (i.e., “What will it take to do this?”).

Methods of evaluative data collection and analysis. A large sample of first-year undergraduate students from four Australian universities volunteered to complete a series of surveys at nine timepoints across their first semester of study. Multilevel analyses explored the relationships between students' motivational beliefs (expectancies, values, and perceived costs), student characteristics (e.g., age, study mode, first-in-family, socio-economic status, and working memory capacity) and success outcomes (e.g., affect, engagement, intention to dropout, and grade point average).

Evidence of outcomes and effectiveness. Correlations between key variables informed the development of a systems model that describes relationships between self-regulated learning, motivation, student wellbeing and intention to withdraw from studies. The results have important implications for practice and policy, suggesting that by recognising the impact of students' motivations, higher education institutions can better support students entering undergraduate studies.

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Technology-enhanced learning, feedback and assessment in orthodontics**Dr Esma J. Doğramacı**, Ms Jess Ashman¹*The University of Adelaide, Adelaide, Australia*

Background/context. Case-based learning (Thistlethwaite et al., 2012) is the principal pre-clinical orthodontic learning and teaching activity (LTA) for The University of Adelaide dental students. In small groups, under tutor guidance, students acquire knowledge and skills in diagnosis and treatment planning prior to entering clinics. Until 2018, four cases with set questions were distributed to all groups as a formative assessment. Student answers were submitted to their tutor in hard copy, with some resembling others' submissions. Annually, multiple students required remedial summative assessments. This implied that possible collusion or plagiarism was hindering active learning.

The initiative/practice. The four previously used cases were retired at the end of 2017. Since 2018, this LTA has been organised using Canvas. New, previously unseen cases are provided to each group every year, using Box, with a LTA-specific rubric replacing set questions. Students identify cues then delegate different topics amongst themselves to investigate. Each student submits a summary of their topic for tutor feedback. Groups then prepare a draft report, shared with two other groups via Box, for peer-feedback. Reports are then finalised and disseminated to the cohort ahead of the groups presenting their cases to the cohort using PowerPoint. Cadmus and Feedback Fruits were introduced in 2021.

Methods of evaluative data collection and analysis. Student satisfaction surveys, software analytics/metrics, summative grades and incidental feedback were collected and analysed qualitatively and quantitatively.

Evidence of outcomes and effectiveness. Restructuring LTA content, delivery, and assessment methods dissuaded collusion, with students becoming more active in their learning and showing greater peer-to-peer collaboration. Student competency in feedback interpretation improved, with >90% accessing tutor feedback via Cadmus each year. This was used effectively to feed-forward into peer-group collaboration tasks. No inter- or intra-cohort similarity of submissions was detected; similarity reports dissuaded collusion. Academic integrity breaches consisted of copying Internet sources; educative measures were implemented for affected students. Higher pass rates for summative assessments were achieved compared with previous years. Students were highly satisfied with their experience, as were tutors.

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Insights from advancing the online learning framework for higher education – what do we know now?**Dr Alice Brown**¹, Prof Jill Lawrence¹, Assoc Prof Jay Cohen², Prof Petrea Redmond¹¹*University Of Southern Queensland, Springfield Central, Australia*, ²*La Trobe University, Melbourne, Australia*, ³*John N. Gardner Institute for Excellence, Brevard, United States*, ⁴*Stony Brook University, Stony Brook, United States*

Background/context. In 2018, Redmond, Heffernan, Abawi, Brown, and Henderson published a paper that addressed the concept and definition of online student engagement, and presented an online engagement framework (OEF). This included five key elements of online engagement, that expanded on the existing literature (Redmond et al., 2018). Since publication, the paper has gained significant traction with over 310 citations. Furthermore, the OEF has been embraced by academics nationally and internationally as a quick reference tool and easily accessible guide for considering ways to support online student engagement, including those forced to pivot to online learning and teaching as a result of the CoVID-19 pandemic.

The initiative/practice. Since this seminal publication, an international team of academics have focussed on 'Advancing the online engagement framework' by engaging in multiple scholarly research projects with academics/industry focused, exploring the efficacy and application of the OEF. The team has also gained insights from the field related to practical engagement strategies aligned with the five elements of online engagement, contributing to contribute to the conceptual, theoretical and practical knowledge.

Methods of evaluative data collection and analysis. A mixed method approach was employed across the projects comprising of interviews with educators that utilised the OEF for online learning and teaching, and academics that used the OEF to support decision-making for online learning and teaching interventions. Data also included online surveys as a means of soliciting examples of practice-based examples of the OEF's five student engagement elements, as well as data gained from the higher education community on strategies relating to the OEF from workshops, webinars, and via Padlets® boards.

Evidence of outcomes and effectiveness. This showcase will report on key insights from this research, particularly the research focussed on strategies linked to the elements of online engagement and how the framework is currently being used within higher education.

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A study on usage data on institutional cross-platforms: Exploring the effects of COVID-19 pandemic towards online teaching and learning behaviours**Prof Paul Lam**, Ms Judy Lo, Mr Andy Wong¹*The Chinese University of Hong Kong, Hong Kong*

Background/context. The prevailing COVID-19 pandemic brings unprecedented challenges to the education sector worldwide, including in Hong Kong. Notably, as university policies have varied over time following the ever-changing pandemic situation, educators experiment with different modes of delivery of teaching. Turning the challenges into opportunities grounded on the experiences gained during this period, in the post-COVID-19 recovery in late 2022, educational institutions earn an opportune time to reimagine the future educational landscapes (e.g., Stoian et al., 2022).

The initiative/practice. The current study thus expects to uncover the knowledge and practices of online teaching and learning behaviours by investigating teachers' and students' use patterns in various e-platforms such as Zoom, Panopto videos, the learning management system in Blackboard, and URepl (a web-based student response system).

Methods of evaluative data collection and analysis. The current study extracts teachers' and students' usage data on institutional cross-platforms, including Zoom and Panopto videos, before (2017-19) and during the pandemic (2020-22).

Evidence of outcomes and effectiveness. It finds that the use patterns are primarily subject to changes in university policies. Apart from the pandemic, more impressively, the data locate that the e-learning platforms also serve as an alternative to answering the emergencies during the social unrest in 2019 in Hong Kong. Notably, besides using Zoom for lectures and tutorials when the university suspended in-person delivery, teachers and students mostly performed short Zoom meetings with small audience sizes. The data also suggest that teachers understand the positive impact of short videos (e.g., Yu & Gao, 2022) as they predominately created a video below five minutes.

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Modelling the future: Pioneering practices and efficacy of school based enabling programs**Dr Angela Jones¹, Anita Olds², Deb Monteith²**¹*Edith Cowan University, Mount Lawley, Australia*, ²*Murdoch University, Murdoch, Australia***Format of the roundtable.** Birds of a Feather

Context/background. Enabling programs have proliferated since the Federal Government's initiative to widen participation (Bradley, Noonan, Nugent & Scales (2008). As it is increasingly recognised that traditional pathways to university such as Australian Tertiary Admissions Rank (ATAR) are not meeting the needs of diverse senior high school cohorts (Blythe, 2014; McGraw & Fish, 2018; Pilcher & Norii, 2018; O'Connell, Milligan & Bentley 2019), school based enabling programs are emerging as a growth area. Such dialogues highlight how under resourced high schools with increasingly diverse cohorts, are placed in an ethical dilemma, when these cohorts do not flourish within the secondary curriculum.

Point for debate/focus of the work-in-progress/topic for discussion. High School enabling programmes must meet the demands of being held to account by multiple stakeholders, such as curriculum authorities, schools and their extended communities, whilst at the same time meeting the needs of distinct cohorts with diverse needs. Murdoch University's TLC: Learning for Tomorrow & FlexiTrack High are highly impactful school-based acculturation and preparatory programs designed to meet the needs of equity and emerging enabling cohorts. TLC is offered on-campus afterschool, and FlexiTrack High is timetabled into the high school curriculum. Each program is based on building relationships and growth mindset, and are timely examples of the efficacy of high school enabling programs for those students not flourishing in an ATAR system and what is required to successfully meet the needs of diverse high school cohorts. This roundtable will discuss how school based enabling programs can sustain high retention and pass rates and build a strong reputation for providing opportunity to students by growing their academic skills and developing crucial socioemotional skills for success.

Intended outcome. The outcome is to increase understanding of how to create embedded high school enabling programs that not only prepare students for university and beyond but also sponsor strong relationships with school communities – students, teachers and parents.

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Empowering medical students in sociology classrooms: The possibilities of object-based Learning**Mr Zhaoxi Zheng¹**¹*The University of Queensland, Brisbane, Australia***Format of the roundtable.** *Point for Debate*

Context/background. Responding to emerging industry expectations, equipping students with multidisciplinary expertise has become a recent focus of higher education teaching and learning. Sociological knowledge, especially, is said to be transformative and integral in shaping students' critical thinking skills and knowledge translation, even in seemingly oppositional fields of study that features strong positivist underpinning (e.g., medicine) (Jenkins et al., 2021)

Whilst there exist a body of scholarship on 'how' to engage medical students with sociological concepts (see Kendall et al., 2018; Neville & Waylen, 2019), difficulties in engaging students who lack sociological knowledge persists and has been repeatedly highlighted; they often result in negative learning experiences (Brooks et al., 2016). Arguably, this discursive interest in curriculum design, despite critical, has an overemphasis on 'what' and 'how' to engage medical students. Few has paid attention to medical students' agency and expertise, especially their often power-less position in sociology classrooms.

Point for debate for discussion. This work, reflecting on a field trip to a pathology museum in an advanced health sociology course, aims to interrogate the role of objects, materials, and site visits in health sociology teaching. During the visit, two medical students – who were characterised as 'outsiders' within the sociology classroom – become experts that social science students who learnt from. The delicate exchange of power was made available by confronting social science students with anatomical specimens, which are commonplace for medical students. To empower medical students in sociology classroom, critical discussion about the use of object-based methods is warranted.

Intended outcome. This work aims to spark discussions and future practices around how to use object-based teaching to improve sociology teaching for students from diverse disciplinary backgrounds (e.g., areas of study with strong positivist underpinnings).

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Online teamwork - Travesty or teaching opportunity?

Ms Terrie Paterson¹¹*James Cook University, Douglas, Australia***Format of the roundtable.** Work in progress**Context/background.** The global pandemic accelerated the availability of online learning such that entire units, majors, minors, credentials, and qualifications are completed wholly online. Careful design and facilitation of online learning activities and authentic and integrative online assessment are foundational skills now required of teaching academics. These new foundational skills are needed to meet the challenges associated with engaging students, evaluating participation and learning, and assessing knowledge and skills in multi modal mediums. These challenges are duplicated in the effective delivery and assessment of generic employability skills.

This 'Work in Progress' roundtable is informed by research which examines the teaching and assessing of employability skills in team-based events in Australian online undergraduate Business programs. Jackson (2013) asserted imbalance between business schools' considerable efforts to develop and embed non-technical employability skills and their limited efforts to assess non-technical skills (p. 780). Investigating 'blended face-to-face and online' learning contexts, Cotronei-Baird (2020) purported a strong disjuncture between academics' espoused practice and their actual practice in relation to teaching employability skills. Paterson and Prideaux (2020) identified inconsistent and ad hoc approaches to teamwork teaching in undergraduate online (external) Business subject delivery.

Focus of the work-in-progress. This roundtable nurtures discussion of issues, approaches and strategies that impact intentional teaching and assessment of employability skills in experiential team-based contexts.**Intended outcome.** This roundtable seeks to bring together practitioners from multiple disciplines to explore the challenges associated with the robust delivery and assessment of teamwork skills in online experiential team settings. Guided by current research findings, participants will be encouraged to share their insights into the challenges of applying intentional teaching and assessment to employability skills in team-based learning/assessment events. Pedagogical solutions to these challenges will also be discussed.**References.**

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Effective strategies for enhancing student experience, engagement, collaboration and equitable share of workload in group assessments

Dr Jane Cowie¹¹*University of South Australia, Whyalla Norrie, Australia***Format of the roundtable.** Point for debate.**Context/background.** Group work has the potential for a plethora of positive outcomes for students, both academically and socially (Channon et al., 2016). In addition to being an essential skill (Tumpa et al., 2022), working in a team can result in the sharing of ideas, resources and workload, as well as the development of bonds, peer support networks and friendships. However, group assessments can also be host to numerous problems associated with group dynamics, uneven contribution, and conflict (Tumpa et al., 2022). All of which can impact students' ability to complete required tasks and result in a stressful and less than positive experience. Additionally, groups who achieve a high grade for a group task, may not necessarily demonstrate good teamwork skills (Channon et al., 2016). For these reasons, it is important that group assessments are carefully designed, facilitated and evaluated.**Point for debate/focus of the work-in-progress/topic for discussion.** This roundtable discussion seeks to bring together those with interest and expertise in group work to share their experiences, research and strategies for enhancing student experience, engagement, collaboration and equitable share of workload in group assessments.**Intended outcome.** This roundtable will connect scholars with a shared passion, research interest and expertise in group work and group assessments. It will provide the opportunity to share knowledge, discuss areas for further investigation and form research collaborations.**References.**

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Universal design as a philosophical mindset and an inclusive pedagogical practice**Ms Meredith Hinze¹, Ms Miriam Edwards¹**¹The University of Melbourne, Parkville, Australia

Format of the roundtable. This discussion will be based upon universal design frameworks and implementation models. Participants will be encouraged to contribute to reflecting upon their personal experience and the aspirational statements of their institution.

Context/background. The topic of universal design is timely as leaders craft post-Covid strategies for increasingly diverse cohorts. It is opportune to discuss institutional aspirations alongside practical applications, given the changes to delivery modes that continue to evolve in response to the widescale disruption due to Covid. Many institutions are devising more flexible delivery modes and increasing the use of educational technologies. Although teaching academics are seen as best positioned to advance inclusive teaching practice through the application of universal design principles, it is argued that such a bottom-up approach is not sustainable and that a contextualized, institutional plan is needed.

Point for debate/focus of the work-in-progress/topic for discussion. Discussion will be framed by the research question 'to what extent might a contextualised institutional approach progress an agenda of implementing universal design principles (universal design for learning and universal design for instruction)?' Relating to the subthemes of strategy and leadership, participants will consider a) what barriers and enablers exist within their given institution and context, and b) what aspirational statements might underpin such efforts. This guided discussion will draw on universal design frameworks and potential implementation models.

Intended outcome. Participants will have the opportunity to discuss the theoretical underpinnings of universal design, to reflect upon their own inclusive teaching practices, and to begin strategizing as to how a contextualised approach might be implemented within their institution. By identifying the similarities between universal design principles and one's own institutional aspirations, participants will leave the session with the tools to further discuss widescale implementation.

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Accidental Pedagogies and the modes of learning that occurred during emergency online teaching**Dr Keith Heggart¹, Dr Camille Dickson-Deane¹**¹University of Technology Sydney, Ultimo, Australia

Format of the roundtable. Topic for discussion

Context/background. The knowledge and abilities that academics and students bring to learning, as well as the design of the physical and digital environments, create the foundation for student achievement. In times of crisis, as in the first stages of the pandemic, academics used resources that were immediately available to design learning experiences. Additionally, educators drew on shared practices from colleagues; such an approach can push academics to use solutions that are not necessarily well suited to their own abilities and aesthetics (Prescott et al., 2013). These decisions can have significant impacts upon student engagement (Rapanta et al, 2020). Morgan's (2003) study of *accidental pedagogy*, where instructors were forced to think about learning goals, learning activities, tools and the often high-intensity environment in which they all collide, highlights that as academics try to quickly get the best outcome within the available constraints, new ways of doing, thinking and teaching can evolve.

Point for debate/focus of the work-in-progress/topic for discussion. This roundtable uses Morgan's (2003) accidental pedagogy to critically examine the different ways academics created innovative pedagogies when institutional support systems, commonly accessed resources and knowledge were required but also in high demand. As part of the discussion, we will describe examples of accidental pedagogies deployed during emergency online teaching with a view to determining their applicability in ongoing practices in education and their influence on student engagement.

Intended outcome. The outcome for this discussion will be a shared consensus around the value of specific accidental pedagogies and how they might be deployed in order to increase student engagement via different modalities.

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To scale or not to scale? Using question item analysis to inform assessment practices and decisions

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Background/context. Course failure may be costly for both the student and the university. For the student, failing a course has significant practical, financial and emotional consequences (Najimi et al., 2013). Completion delays impact university funding and ranking negatively. Unsurprisingly, some teachers may be pressured to pass students, usually through adjusting assessment marks ('scaling'). However, from an educational perspective, scaling is not always appropriate or justifiable and may put the student at risk of failing further advanced subjects.

The initiative/practice. This study describes ways in which routinely generated multiple choice question (MCQ) item analysis data is used in a large enrolment (>1200 students), first-year human biology course to uphold assessment integrity, through (a) achieving better calibration of assessment difficulty; and (b) informing discussions as to whether 'scaling' is warranted.

Methods of evaluative data collection and analysis. Following an MCQ assessment, item analysis data is studied and documented. When designing subsequent assessments, teachers are instructed to create some question anew, while selecting others from a repertoire of questions with known difficulty and validity. This practice improves the teachers' capacity to anticipate assessment difficulty. Student performance in the 'reseeded questions' is compared with that achieved by previous cohorts, which offers useful insights that inform the moderation process.

Evidence of outcomes and effectiveness. Scaling may be justifiable in some circumstances, for example if an assessment was unfairly difficult. The capacity to calibrate question difficulty aids teachers in pitching an assessment at the desired difficulty level. Given that the curriculum, learning outcomes, teaching team membership, teaching styles and supplementary resources are reasonably consistent across course offerings, the current cohort's performance in the 'reseeded questions' compared with previous cohorts offers valuable insights into student ability. Together, these practices help to inform and support the teachers' decision as to whether to scale, or not to scale.

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Work integrated learning: Lighting a pathway through uncertainty!

Ms Kim Ashton¹, Dr Deepika Jindal¹¹The University of Auckland, Auckland, New Zealand**Format of the roundtable** Work-in-progress

Context/background As complex technological, social, political, economic and environmental challenges alter the way we work, the skills our students require have evolved. Mindful of the foreseeable disruption, tasked with preparing students for work that is now more uncertain, we contend embedding employability skills into courses is vital and that increasingly, work-integrated learning (WIL) (in its many forms) prepares students to thrive in uncertain times. In this, WIL is credit-bearing and partnered with transdisciplinary, research-led, experiential, international, and industry-based/ WIL experiences for all students (Jackson, 2015; Rowe et al., 2012). Relevant contexts include working with indigenous and minority communities and accountabilities, pedagogical innovation, collaborative practice, and student engagement. When done well, WIL prepares students for employment, enterprise, community service and partnership as well as postgraduate study that involves partnerships with external stakeholders. WIL also enhances the branding of the tertiary institution.

Focus of the work-in-progress We will share our work-integrated learning map that facilitates design, teaching and learning. To invite discussion we will pose the following questions designed as an exploratory approach that elicits critique and debate. 1) What do you see as the critical pedagogic factors in responding to the foreseeable changes to the future of work? 2) What are the developmental experiences and individual and collective capacities needed to thrive in a world beset with mega-global challenges? 3) How might work-integrated learning assist preparedness for these and what obstacles we may have faced to make it happen?

Intended outcome We aim to offer educators an opportunity to engage in a lively, informal dialogue about growing WIL capacity, capability, and confidence for teachers and learners and sharing best practices.

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Promoting vivas as an effective method for synthesising knowledge**Ms Patricia Muncey¹, Dr Cate Hudson¹**¹University of South Australia, Magill, Australia**Format of the roundtable.** Point for Debate**Point for debate.** How effective are vivas in helping students to synthesise and apply knowledge to practice.**Context/background.** Social work students were not articulating their knowledge to an appropriate level prior to attending their first placement. Vivas were adopted as an assessment method requiring students to review learning from the first eighteen months of their degree to give thoughtful and knowledgeable answers to questions posed to them. Students had class practice and were given feedback. Initially their answers were vague and short and did not indicate that they understood and were able to synthesise the knowledge from the first half of the degree. Vivas have been shown to be a good way of assessing the application of theory to practice and lead to deep learning (Anscomb et al. 2019, Pearce & Lee, 2009). Though not common in more recent years (Scott & Unsworth, 2018), vivas have been used in a variety of disciplines for assessment purposes and results show them to be a valuable and reliable assessment method (Anscomb et al. 2019, Pearce & Lee, 2009) which promote deep learning, particularly when students are aware of the assessment method used in the course (Lawson, 2012). Many students become very nervous about the assessment. The presenters believe that the viva assessment and learning how to prepare for it will also help students prepare for the real-life situations where they will need to do this.**Intended outcome.** To discuss the advantages and disadvantages of oral assessment where students are required to discuss their knowledge in real time.**References.**

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"Everything, everywhere, all at once!": Embracing a new consciousness in higher education leadership**Assoc Prof Kasturi Behari-Leak¹, Mrs Rieta Ganas²**¹University of Cape Town, Cape Town, South Africa, ²University of the Witwatersrand, Johannesburg, South Africa**Format of the roundtable.** Point for debate**Context/background.** As a neoliberal agenda takes firm hold in global higher education, quickly becoming normalized and internalized as a 'necessary evil' to ensure the sustainability of universities as business entities, the role definition of the "academic" has changed considerably. What it now means to be an academic, leader, professional staff or manager demands that we expand our academic repertoire to include being fund raisers, project managers, financial experts, monitoring and evaluation experts, among others. While a few critical voices have cautioned us about the danger of embracing neoliberal practices uncritically, we remain largely silent in the face of the fast paced, heavy- workload models and quick turnaround that higher education demands of us. In new ethos, this session questions our complicity in being called on to be "Everything, Everywhere, All at once!" (2022) and challenges us to consider the changes needed in consciousness and leadership to enable us to work at different levels, with different goals and different purposes, all at once?**Point for debate/focus of the work-in-progress/topic for discussion.**

Drawing on a Critical Framework developed by a national academic staff development project, participants will be encouraged to reflect deeply and meaningfully on the following questions: (1) Should we use an "Everything, Everywhere, All at once!" consciousness to guide us in embracing a new way of being in academia? (2) How do we do this while remaining true to the goals of a holistic, meaningful higher education in our current global context? (3) How do we reclaim, re-member and re-centre the purpose of a university education as creative, critical and compassionate?

Intended outcome. While the curriculum and its beneficiaries, namely students, are critical to the academic project, sufficient attention has not been given to university leaders and management, as well as academic researchers and teachers to see what we need to change in our personal and professional selves to influence HE practice, policy and philosophy to enable us to cope with unprecedented change. This roundtable topic and discussion will engage participants through critical and courageous dialogue to re-search how we show up as multi-versal not uni-versal leaders in the academy.**References.** 1. "Everything, Everywhere, All at once!" (2022), Dir: Daniels. A24 Productions.2. Behari-Leak, K., Ganas, R., Chitanand, N., Sabata, S and Toni, T. (2020). A Deep Dive into Curriculum Complexities in the Time of COVID-19. In Ramrathan, L., N. Ndimande-Hlongwa, N. Mkhize & J.A. Smit (eds.). 2020. Re-thinking the Humanities Curriculum in the Time of COVID-19. Volume #01. (Alternation African Scholarship Book Series Volume #01.) Durban: CSSALL Publishers. DOI: <https://doi.org/10.29086/978-0-9869936-1-9/2020/AASBS01>3. Ganas, R., Behari-Leak, K., Chitanand, N., and Sabata, S. (2021). Pedagogies for critical agency: Portals to alternative futures. CRISTAL. Volume 9, Special Issue. <https://doi.org/10.14426/cristal.v9iSI.336>

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How do we encourage meaningful student feedback?

Dr Michelle Stubbs¹, Dr Julie Reis¹, Dr Gary Crowfoot¹¹University of Newcastle, Callaghan, Australia**Format of the roundtable.** Work-in-progress

Context/background. Students' completion of course evaluations is crucial for enhancing their experience and satisfaction (Borch et al., 2020). Evaluations are essential for providing feedback on the quality and effectiveness of teaching and learning within the curriculum (Smith et al., 2020). Course evaluation surveys provide a way for students to voice their opinions or suggestions for improvement. Therefore, it is imperative that students thoughtfully engage with evaluation processes (Kornell, 2020). However, it is difficult to engage students in internal feedback mechanisms with response rates regularly below the minimum threshold to obtain meaningful results (Luo, 2020).

Point for debate/focus of the work-in-progress/topic for discussion. In order to improve response rates of student evaluation, several strategies were implemented with the delivery of a new curriculum. This included targeted and repeated advertising through several student communication channels, highlighting the important difference their feedback had in improving learning processes, and maximising opportunities to discuss surveys during student engagement activities. The interim response rates were also monitored weekly to track the progress in student response rates to feedback surveys across the program. Initial response rates of feedback on course evaluations have increased. However, the focus of this work-in-progress is to further develop more comprehensive ideas and strategies based on best practice for engaging students in completing course and teaching evaluations.

Intended outcome. The discussion aims to promote conversation and collaboration with colleagues to identify current best practice for engaging students within the quality of learning and teaching cycle. The outcome of the roundtable discussion is to inform a publication highlighting challenges and opportunities to engage students in feedback processes.

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Making sense of who we are and what we do: Exploring the impact of academic identity on student engagement

Dr John Haw¹¹Southern Cross University, Lismore, Australia**Format of the roundtable.** Birds of a Feather

Context/background. Reflecting critically on disorienting dilemmas is increasingly important for effective tertiary teaching and learning. Such dilemmas can prompt changes in academic identity and in turn influence practices for encouraging student engagement. New technologies, COVID-19, pivots to online learning and concomitant workload issues are examples of events that create these dilemmas. For one group of multi-disciplinary academics at a regional Australian university, these changes were accompanied by a transition to a new immersive model of teaching delivery. Through an ongoing process of co-operative inquiry (Heron & Reason, 2001), these academics are drawing on transformative learning theory (Mezirow, 1991) to consider how these disorienting dilemmas are influencing their academic identities and teaching practices. This roundtable seeks to invite participants into this reflective dialogue.

Topic for discussion. The discussion will ask educators to reflect on disorienting dilemmas that have challenged their academic identities and in turn their approaches to student engagement. The following questions may be posed: What is a disorienting dilemma you have recently experienced in your teaching practice? How has this influenced your academic identity? What are the implications for your students?

Intended outcome. Through guided dialogue this discussion aims to encourage participants to share and critically reflect on how their academic identities may be evolving within the context of a changing higher education sector. We will then guide participants to consider how shifts in their academic identity can influence their teaching and learning approaches and their strategies for improved student engagement.

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

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¹*Monash University Malaysia, Bandar Sunway, Malaysia*

Background/context. End of semester student evaluation of teaching (SET) surveys are widely used in universities globally and it is well-documented that SETs have a positive impact on teaching and course design (Murray, 1997; Flodén, 2017). However, data from SETs have little impact on student experiences during the semester as potential improvements, if any, are reflected only in future offerings (McKeachie and Svinicki, 2013). Mid-semester surveys are one way to address this gap (Sozer et al., 2019; Wickramasinghe and Timpson, 2006).

The initiative/practice. In this session we will discuss the implementation and impact of an Early Semester Student Feedback Survey (ESSFS) in a comprehensive research intensive Australian university in the ASEAN region. The purpose of the survey is to provide an indication of how students are experiencing their units of study in the first four weeks of the teaching term.

Methods of evaluative data collection and analysis. This student survey was first implemented in 2021 and included nine close-ended 4-point Likert-scale questions and two open-ended questions focusing on the student experience. The survey was open to students in Week 4 of semester for one week. The survey received more than eighteen thousand responses spread across seven schools. In 2021, no additional support was provided to educators in relation to the ESSFS. In 2022, the data generated from the ESSFS was used by the university to identify issues and support staff to respond to issues identified.

Evidence of outcomes and effectiveness. The strategies implemented by the university resulted in an increase in positive student feedback and a 10% year-over-year increase in overall agreement rate in the ESSFS survey. Steady improvement in student satisfaction scores in end-of-semester SETs was also observed in the same period. These results indicate that early semester surveys can support educators to focus on student learning experiences in the early part of the teaching term which has a positive impact on said experiences during the semester.

References. Please use APA7; guidelines [here](#).

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Creating a typology of early assessment tasks in higher education: curriculum, support, success**Dr Prue Gonzalez¹**, Assoc Prof Kelly Linden²¹Charles Sturt University, Port Macquarie, Australia, ²Charles Sturt University, Albury, Australia

Background/context. With the increasing diversity in the first-year cohort in Australian universities, emphasis has been placed on using early low-stakes assessment tasks to transition students into academia and improve retention rates. Yet, while the practice of incorporating early assessment tasks in higher education may be common—indeed recommended in policy and best practice—we are faced with many questions around assessment format, purpose, design, support, timing, implementation and feedback provided to students (e.g. Kift, 2009; Thomas et al, 2019).

The initiative/practice. The purpose of this study is to create a typology of early assessment tasks that encourage student engagement prior to the census date. This research forms part of a HERDSA funded project (2021).

Methods of evaluative data collection and analysis. This showcase will discuss the role of early assessment tasks in first-year university: the need for thoughtful design, timely implementation and embedded support. The broader project will be described, drawing on a systematic review of early assessment literature, a global survey of academic staff and practitioners, current policy in Australian higher education institutions, and augmented by a case study of assessment tasks at one regional Australian university to create a fit-for-purpose model of early assessment practices. Analysis of first-year assessment tasks (discipline/subject context, teaching mode, value, time allocated for completion, use of technology, description, student enrolments) has shown that although there is much variation in the format, design and implementation of assessment tasks, there is still a reliance on a small number of 'conventional' approaches within disciplines. Our analysis shows that when used as a measure of student engagement, timing and support were found to be more critical than the value of the early assessment tasks.

Evidence of outcomes and effectiveness. Well-designed early assessment tasks can assist students to make a successful transition into university, both socially and academically, facilitate students' learning, build confidence, and provide feedback to students and staff on students' progress. The typology will be of use to educational designers and academic staff across the higher education sector.

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Unpacking the 'nudge protocol' – combining nudge theory with learning analytics to support '(dis)engaged' students in higher education**Dr Alice Brown¹**, Prof Jill Lawrence¹, Prof Petrea Redmond¹, Dr Joanna Turner¹, Assoc Prof Suzanne Maloney¹, Prof Linda Galligan¹, Dr Megan Axelsen¹¹University of Southern Queensland, Springfield Central, Australia

Background/context. Have you ever worked hard to build content and create a unique online learning environment to find that a cohort of students doesn't engage with key resources or activities? Student non-engagement in higher education is understood as being a key contributor to lower completion rates and academics success, particularly in the online learning environment where more demands impact the learner than in traditional contexts (Lawrence et al., 2019). However currently, information regarding how to harness learning analytics data and strategies to change student behaviour towards active learning is limited.

The initiative/practice. Previous presentations have shared findings from a three-year T&L project at a regional University in Australia (2017-2019), where the goal was to address concerns regarding student (dis)engagement by nudging them to change a behaviour or take specific action towards their learning. This Showcase details specifics on 'the nudge protocol' (Brown et al., 2022) and provides direction on: *Who? How?*, and *When* to nudge? As well as suggestions on how to identify the 'impact of nudge' using course learning analytics (CLAD), as well as when 'a nudge' can potentially become a 'nag'.

Methods of evaluative data collection and analysis. The team engaged in an interactive process of refining the nudge protocol as part of their action research project. After each iteration (semester) – total of three iterations, the team analysed findings from nudge intervention (CLAD, and click responses). and academics' experiences, reflections, and approach, to refine the nudge protocol.

Evidence of outcomes and effectiveness. When the protocol was implemented in a strategic manner findings indicated that the intervention was effective in eliciting increased student access to online resources. The easy steps of the protocol are valuable to others teaching in online courses, particularly focused on altering student engagement behaviour, integral to supporting their learning.

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Digitally empowered students: Exploring digital literacy as an expansion of digital classroom experiences**Assoc Prof Michael Cowling**¹, Dr Kwong Nui Sim², Dr Joanne Orlando³¹Central Queensland University, Brisbane, Australia, ²Sydney International School of Technology and Commerce, Sydney, Australia,³Western Sydney University, Sydney, Australia

Background/context. Successfully completing their studies now requires higher education students to effectively engage online for learning, which includes communication and relationship building with academics, peers and university community as well as engaging with the information/resources that will support them as students. Yet literature suggests that this transition to online discussion may not be seamless, as students have difficulty engaging in online discussions at a critical level in this medium (Koh, Herring, & Hew, 2010). Surprisingly, this difficulty seems to remain even after years of global pandemic.

The initiative/practice. The aim of this project is to explore students' conceptions of the role and place of digital literacy skills and knowledge in academic practices, answering the research questions "What characteristics of digital literacy are important to students?" and "How do students perceive online learning should look in the future?" , developing a digital empowerment strategy.

Methods of evaluative data collection and analysis. The overall research design of this study is a subjectivist interpretivist study based on social interactionism, with two phases collecting both quantitative and qualitative data through a sequential mixed methods methodology (Crotty, 1998). This paper will focus on the qualitative data collection part of this process, with data collected from five focus groups in two Australian universities. Phenomenographic analysis (Marton, 1986) using this data then identified the students' conceptions about their digital competencies in academic practices.

Evidence of outcomes and effectiveness. Preliminary data analysis indicated two main themes. Firstly, for students, digital literacy meant the ease of navigation and flexibility of learning in an online course content. Secondly, students expect online learning to fit into and around their other priorities in life (e.g., working part-time / socialising). Based on these themes, we propose that higher education institutions need to re-establish a new, shared understanding of the conception of online learning between educators and students in order to enhance the teaching and learning processes.

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Doctorate as a transnational knowledge journey: How to mediate East-West binaries**Dr Hossein Hosseini¹**¹*University of Waikato College, Study Group, Hamilton, New Zealand*

Background/context. Culture and meaning-making considerations are crucial to the work engaged in by international academic institutions. Therefore, issues of intercultural sensitivity, competence and intelligence need addressing (Clouet et al., 2022). Moreover, we are urged to have scholarly conversations involving culturally and linguistically diverse students (Zhang et al., 2022). Completing a PhD is filled with unexpected challenges for candidates from all social and educational backgrounds (Hosseini & Gurney, 2022). My doctoral research conceptualised the transnational knowledge journey of a cohort of Iranian doctoral candidates in New Zealand as a Hijrat, an Islamic and Persian cultural concept defined as crossing the geographical borders and knowledge boundaries of one's homeland. I also applied the Postcolonial theoretical concepts of Ambivalence, Uncertainty, and Cultural Hybridity to locate my research participants' Hijrat (Hosseini, 2022).

The initiative/practice. My presentation will draw from theory and empirical data to provide insights into understanding the complexities and distinct challenges that international students from non-Western backgrounds face in their host Western academic institutions. I will also unsettle the established binaries (such as coloniser-colonised and East-West), challenge the literature that homogenises international students, and suggest some solutions.

Methods of evaluative data collection and analysis. A Thematic Analysis captured complexities within a) the *Inception of Hijrat*, that is, participants' educational experiences in Iran, reflections on the meaning of doctoral studies in their life experiences, and why they sought to enrol in a doctoral programme in New Zealand, and b) *Negotiating Hybridity*, that is how these students attempted to navigate their respective doctoral journeys while addressing the social and academic realities in New Zealand.

Evidence of outcomes and effectiveness. My presentation, informed by my PhD, will offer insight into the dynamic socio-cultural and academic interactions between doctoral candidates from non-Western Islamic backgrounds and their Western-framed socio-academic contexts. It will demonstrate a way to reconsider a theoretical lens to understand better the complex interrelationship between both socio-academic host contexts universities and the non-Western doctoral candidates that are impacted by the cultural, socio-political, and historical specificities of their home country and the complex postcolonial conditions underpinning their knowledge journey. It will highlight the importance of a culturally informed theoretical lens to avoid homogenising non-Western international doctoral candidates.

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Desire to higher education: encountering the stories of female postgraduate refugee-background student journeying to higher education**Mr Muhammad Ali Musofer¹**¹*The University of Queensland, St Lucia, Australia*

Background/context. Widening the participation of students from diverse, and particularly disadvantaged backgrounds in higher education prompts heated discourse in many countries including Australia. For decades, Australia has been receiving a significant number of refugees from war-torn regions based on its humanitarian programs. A considerable number of young people are among the new arrivals, and many seek to undertake higher education. Access to and participation in higher education is recognised as critical for the resettlement, empowerment, and social integration of refugee young people ((Dryden-Peterson, 2010; Lenette, 2016; UNHCR, 2017). Despite an increasing interest of researchers in refugees in higher education, aspiration, and participation of students (particularly female students) with a refugee-background in postgraduate studies, has remained a less explored area in Australia and other countries (Clark & Lenette, 2020, Stevenson & Baker, 2018).

The initiative/practice. Drawing on an alternatively and creatively written PhD thesis that engages with the experience of four female postgraduate refugee background students about their journeying to higher education in Australia, this paper explores the stories of the four students related to their aspiration and desire to postgraduate studies.

Methods of evaluative data collection and analysis. Plugging into Deleuze and Guattari's (1987;1983) concept of desire and Appadurai's (2004) concept of capacity to aspire, this paper explores the encounters that drive the four refugee-background students to aspire for higher education. The stories were collected in three one-hour conversations/interview with each student.

Evidence of outcomes and effectiveness. Through recounting the powerful stories of four students, this study shows that their desire for postgraduate study stems from complex and multiple encounters, such as their refugee experiences, family motivation and assistance, and a desire to create possibilities for themselves and others in their communities. Recounting the stories of the four students and following the thinking lines of Deleuze, Guattari and Appadurai, this paper argues that aspiration to postgraduate studies is not only an individual capacity rather it is the affects of the complex encounters with the social, political, and economic landscapes.

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Moderation of assessment design: Navigating academic integrity through embedded quality assurance processes**Mrs Tulsa Andrews¹**¹Federation University, Ballarat, Australia

Background/context. Academic integrity remains at the forefront in higher education with the continual evolution of artificial intelligence (AI). As the sector grapples with how to navigate or manage use and detection of AI, one regional university has proactively considered the issue through the lens of moderation of assessment with a focus on assessment design through the implementation of a university-wide quality assurance process.

The initiative/practice. Quality assurance for moderating the marking of assessments is commonplace across education sectors. However, moderation of assessment design is often the responsibility of individual disciplines to manage and monitor with limited organisational oversight. Bloxham, Hughes and Adie (2016), suggest assessment moderation needs to encompass a wider focus to ensure equity in educational standards, create confidence for academics to enable quality, provide accountability and engage in community building through shared interpretations of standards. The goal of this project was to develop a university-wide quality assurance process that includes assessment design as a key component in mitigating academic integrity issues while embedding quality.

Methods of evaluative data collection and analysis. A collaborative working party of academic and professional staff co-created a procedure, resources, and digital monitoring tool to embed processes of moderating assessment design, marking and practices. A process of engaging in peer review dialogue, using a checklist founded on Race's (2019) ten considerations for assessment design and digital documentation, resulted in the development of the process, then piloted across six Schools with over 30 academics and professional staff. This was refined and retested before full university roll-out in 2022.

Evidence of outcomes and effectiveness. Our success is evidenced by the embedding of the moderation process in Assessment Policy and Procedure as standard practice and reporting. This work provides ongoing opportunity for staff to consider academic integrity in assessment design and adapt to advancements in AI and technology as these occur.

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Developing a kindness approach to support Chinese international students: Study of a university in the UK**Prof Ming Cheng¹**¹Sheffield Hallam University, Sheffield, United Kingdom

Background There is increasing research on the challenges Chinese international students experienced during their study in the UK (Cheng et al., 2018). This study will explore their adjustment challenges through a kindness approach. It will identify acts of kindness and unkindness on campus, analyse the importance of kindness to Chinese international students, and point to factors which are perceived to impede acts of kindness. Kindness here refers to "selfless acts performed by a person wishing to either help or positively affect the emotional state (mood) of another person" (Passmore & Oades, 2015, p. 90).

The initiative Jasielska (2020) suggests that acts of kindness by academics could create a positive impact on student learning and wellbeing, as kindness strengthens the connection between trust and happiness in students. The notion of kindness is of high importance to Chinese students, and they regard it as a quality pertinent to maintaining positive interpersonal relationships (Hui, 2005).

Methodology This study passed the ethics approval of the case study university. It draws on the experiences of 63 Chinese students who completed a Master's degree at an elite British university and the majority of them studied their UG degrees in China. The researcher was not their academic tutor. The research participants voluntarily took part in this study and their personal information was kept as confidential. Business studies and engineering were the subjects chosen for the study as they were popular among Chinese international students. Content analysis employing NVivo software was used to analyse data.

Outcomes This study reveals that Chinese international students associated kindness with not only positive interpersonal interactions on campus and behaviours such as being helpful, caring and compassionate, but also caring institutional arrangements that consider student needs and cultural diversity. There was a range of ways these students experienced academic staff and student interactions as "unkind", and there were three key factors that students perceive impede acts of kindness on campus. The findings offer important insight into the practice and the value of using a kindness approach to improve Chinese international students' experiences in the UK.

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An Aotearoa avatar of nursing education: Te Kaiako Tapuhi**Dr Leanne Pool¹**¹*Te Pukenga- Whitireia, Porirua, New Zealand*

Background/context. In Aotearoa New Zealand and globally, nurses are not choosing careers as nurse educators. One of the biggest challenges is the recruitment and retention of sufficient numbers of qualified nurse faculty that matches the population. This shortage of nurse educators has a direct impact on the global nursing workforce shortage. There is a need to develop a sound understanding of the work of nurse educators, to which this research seeks to contribute. This research provides some approaches for building agency and voice that involves critically dialoguing oppression and privilege in nursing education.

The initiative/practice. This research led me to problematise the competing demands and power relationships in the social world of nursing education. Critical readings of the literature identify the nurse educator role as someone who is expected to be an expert practitioner, a skilled educator, and involved in research knowledge generation or translation. For the nurse educator, there is a disjuncture as nurse working between the worlds of nursing and education.

Methods of evaluative data collection and analysis. Methodology draws on two writing modes as a deliberate strategy to traverse the complexity in nursing education work. The research design includes academic writing supported by reliable evidence in the form of a literature review and use of the literature to critique. The research also uses the power of the narrative writing genre and includes fictionalised narratives, based on the experiences of colleagues as interview participants, documenting the complexity of the social world of nursing education. The use of non-traditional research methods, including dialogue and narratives, has the potential to surface the unsaid and hidden stories that marginalise or oppress.

Evidence of outcomes and effectiveness. The literature and research narratives illustrate the complexity of the everyday work of the nurse educator. This presentation shares a visual avatar of the nurse academic that focusses on aspirational mentorship and authentic role models who represent the gender and cultural diversity in our society. Building the workforce of indigenous nurse educators must be a priority for Aotearoa New Zealand and globally.

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A model to scaffold and deepen reflection in reflective developmental peer observation of teaching (POT)**Dr Phuc Diem Le¹, Ms Karen Benson¹**¹*RMIT Vietnam, District 7, Vietnam*

Background/context. POT is used to improve teaching quality in higher education. The literature claims that in POT the reflection process has the greatest impact (e.g., Hammersley-Fletcher & Orsmond, 2004). Reflective practice lends itself to active, lifelong, and deeper learning (Cosh, 1998), and when done critically can lead to transformative changes in teaching conceptions and hence practices (Mezirow, 1991). However, elaboration and guidance in the literature around how to scaffold, stimulate and deepen reflection is scarce. In addition, reflection within many POT programs occurs post-hoc (i.e., after the post-observation meeting). The impact of the reflection process would be maximised if this process takes place earlier when the observation focus is determined to ensure that the reflection and its resulting learning can address critical issues teachers have.

The initiative. This session showcases a model of reflection tailored by the Learning and Teaching Unit at an Australian university in Southeast Asia to scaffold and stimulate critical reflection in their developmental POT program for both observer and observee. In the session, we would also like to make suggestions on how the model can be adapted in a range of contexts for professional development purposes.

Methods. The model is the result of the analysis of 60 observation forms (used as pre-text) collected in the existing POT program at the institution and a critical review of the relevant literature on reflection and POT.

Evidence of effectiveness. The model is informed by influential theories and frameworks of reflection (i.e., Brookfield (2017) (four lenses of reflection), Gibbs (1998) (reflective cycle), and Mezirow (1991) (critical reflection)) and current guides on reflection (Advance HE, HERDSA and ALTC). It contributes to establish quality reflection in POT.

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Student as partners: the missing link in digital curriculum design**Dr Seb Dianati¹**¹Charles Darwin University, Darwin City, Australia

Background/context. For centuries, the methods of teaching and learning have remained relatively unbothered, with academics being the knowledge 'holders' with information being transmitted passively to students. However, Student as Partners (SaP) as a philosophical and ideological movement has disrupted both the status quo and traditional structures of the institution by providing power, purpose, and provisions to, for, and with students.

The initiative/practice. At the very least, SaP stands for greater student expression, voice, and representation and at its best, it provides an emancipatory passage where students enact and embody the changes they wish to see in their classrooms. Within the Australian Higher Education landscape, SaP have developed considerable inroads into teaching and learning. However, missing from the SaP ecology is how teaching specialists, learning designers and academic support staff can co-design, support, and implement a student partnership model with academics.

Methods of evaluative data collection and analysis. Using a critical-participatory approach, this research follows the design, development, and implementation of a SaP contextualised framework that was used over a three-year period with twelve different academics in language learning within sixteen different courses. This phenomenological study provides and evaluates a nine-step process on how students, academics, and learning designers came together to develop authentic change in their blended classroom environments.

Evidence of outcomes and effectiveness. The model catalysed the largest school-wide adoption of student partnership within a large Australian university and the co-design model being presented will allow other universities with little to no SaP experience to follow.

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Mutual learning in a transdisciplinary students as partners project; the evolution of a students as partners initiative**Ms Melanie Fleming¹**¹The University of Queensland, St Lucia, Australia

Background/context. This Students as Partners (SaP) project began in 2018 with a focus on in class observation conducted by students in a large research intensive university. Subsequent projects have led to an evolution in practice that includes small scale T&L research projects and involves students more as co-researchers (Bovill, 2019).

The initiative/practice. This research project explores how students and staff generate transdisciplinary knowledge (Baumber et al., 2020) through their engagement in partnership framed by participatory action research (PAR) principles. Our partnership practice is primarily located in small scale teaching and learning research projects and technology enhanced learning projects. It involves students and staff from a variety of Science Technology Engineering, Arts and Mathematics or STEAM backgrounds (Perignat & Katz-Buonincontro, 2019) working in a transdisciplinary space. This research contributes to the body of knowledge on transdisciplinary knowledge development for both students and staff partners (Baumber et al., 2020).

Methods of evaluative data collection and analysis. Interviews with both student and staff participants in this project explore the types of and shared knowledge developed through engaging in transdisciplinary partnership projects.

Evidence of outcomes and effectiveness. Changes in student and staff understanding, project outputs, access to ongoing funding and support, attest to the sustainable nature and of this partnership initiative and are evidence of its effectiveness.

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Discussion boards as major assessment pieces in the age of Artificial Intelligence

Assoc Prof Edward Palmer¹¹The University of Adelaide, Adelaide, Australia

Background/context. Discussion boards can provide meaningful engagement, motivation and learning opportunities for students throughout a course (Larson et al., 2019). Connecting students to course content and each other in a collaborative learning space with peers can effectively scaffold learning (Doo et al., 2020). Discussion boards are threatened by AI which can create well-formed arguments in well written academic English at the push of a button.

The initiative/practice. This project looks at the re-design of a course where discussion boards are weighted at between 30% and 50%. This scaffolding environment ensures that those who pass the discussion board tasks do not fail the final assessment for the course (a 2500 word research proposal). More than half of these discussion boards failed to challenge ChatGPT when asking it for an answer to the weekly question and needed to be redesigned to be able to ensure that student learning would not be replaced by cut-and-pasting from an AI engine.

Methods of evaluative data collection and analysis. Each discussion board was analysed against its proposed learning outcome and ChatGPT was used to provide a potential answer to the post. The answer was marked by three independent markers against the rubric. If the mark was a Pass or greater, the discussion question was modified.

Evidence of outcomes and effectiveness. Prior to modification the discussion boards produced 3025 posts for 86 students. Seven of twelve discussion boards needed to be altered to accommodate AI tools. Instructions were provided to students on the use of AI in the course to ensure that they were able to use the new tool to support their learning and to ensure that their learning through discussion boards would not be compromised. It was acknowledged that rigorous use of appropriate AI engines and future developments in the field could potentially raise further challenges.

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Student engagement with online learning modules and synchronous classes: Exploring the impact on academic achievement

Dr Elizabeth Goode¹, Prof Thomas Roche¹, Dr Johanna Nieuwoudt¹¹Southern Cross University, Lismore, Australia

Background/context. Despite the emerging success of block and immersive models for raising the performance of diverse student cohorts (Goode et al., 2023), the design factors underpinning positive student outcomes in such models are underexplored. In times of increasing demand for more flexible learning, it is important to better understand how online and in-class engagement can impact students' academic achievement in immersive and blended learning models.

The initiative/practice. One Australian university has transformed the way it delivers higher education, introducing a 6-week immersive scheduling model across the institution. All units in this model include interactive and responsive online learning modules and guided synchronous classes. This research examines student engagement and performance in two academic literacies units offered in the new immersive delivery model from 2021 (see Goode et al., 2022).

Methods of evaluative data collection and analysis. Inferential statistical tests were used to determine relationships between student engagement variables and students' final grades. Focus group data were transcribed and thematically analysed to explore what students value about online learning modules and synchronous classes in immersive learning.

Evidence of outcomes and effectiveness. This research demonstrates that accessing interactive and responsive online modules in an immersive delivery model has a statistically significant positive relationship with academic achievement and can predict higher final marks. Qualitative data indicate several attributes of high-quality online learning modules that students appear to associate with engagement and deeper learning: interactivity, media richness, constructive alignment, flexibility and responsiveness. Synchronous class attendance did not impact final scores; however, students valued the opportunity to form safe and supportive communities of inquiry during classes.

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Making it safe for students to share disability information with universities and industry partners. Towards a student-led approach**Mr David Eckstein¹**¹Swinburne University of Technology, Hawthorn, Australia**Format of the roundtable.** Short presentation followed by facilitated discussion.**Context/background.** Current data indicates that university students with disability (SwD) remain disadvantaged in the job market (QILT) but do not receive support that addresses their career challenges (Eckstein, 2022). The presenter's research also found that fear of discrimination prevents SwD from sharing disability information with WIL industry partners, even though they could benefit by doing so.**Point for debate/focus of the work-in-progress/topic for discussion.** Discussion will focus on strategies for supporting both SwD's decision-making about sharing disability information, and their development of their professional selves. A brief introduction to the topic will note employers' growing interest in inclusion (Accenture 2018, Kantar Public, 2017) and revisit key career development theoretical principles such as student agency, and students' careers thinking (eg. Bennett 2018, McMahon & Patton 2016; 2019). Participants will contribute to ensuing discussion by using the principles to interrogate aspects of each other's WIL programs that currently make it safe for SwD to share disability information, as well as to identify scope for enhancements. In the process, participants will discuss: how sharing disability information can constitute an integral instead of an incidental part of students' WIL; how enabling perspectives can be embedded in WIL preparation and assessment materials; and how students can be supported to participate as emerging professionals who understand how they do their best work instead of focusing on disability as a deficit that needs to be compensated for. Resources that have been recently co-designed with SwD to help them feel safer leading disability discussion with employers will be shared. Options for extending the benefits of this approach to all students will also be tabled.**Intended outcome.** Participants will leave with individual action plans.**References.**Accenture. (2018). *Getting to equal: The disability inclusion advantage*. Retrieved June 1, 2020.<https://www.accenture.com/acnmedia/pdf-89/accenture-disability-inclusionresearch-report.pdf>Bennett, D. (2018). *Graduate employability and higher education: Past, present and future*. *HERDSA Review of Higher Education*, 5, 31–61. <https://www.herdsa.org.au/herdsareview-higher-education-vol-5/31-61>Eckstein, D. (2022). *Meaningful jobs for students with disability: From luck to business as usual*. *Equity Fellowship report*. National Centre for Student Equity in Higher Education. https://www.ncsehe.edu.au/wp-content/uploads/2022/02/Eckstein-Swin-EquityFellowship-FINAL_23-2-2022.pdfKantar Public. (2017). *Building employer demand: Research report*. Australian Government Department of Social Services. https://www.dss.gov.au/sites/default/files/documents/07_2018/building_employer_demand_research_report.pdfMcMahon, M., & Patton, W. (2016). The rise of constructivist career counselling: A reflection. In M. McMahon (Ed.), *Career counselling: Constructivist approaches*. (pp. 270-273). Routledge. <https://www.routledge.com/Career-Counselling-Constructivistapproaches/McMahon/p/book/9781138910096>McMahon, M., & Patton, W. (2019). The systems theory framework: A systems map for career theory, research and practice. In J.A. Athanasou, & H.N. Perera, (Eds.), *International handbook of career guidance*. (2nd ed., pp. 97–114). Springer. <https://doi.org/10.1007/978-3-030-25153-6>QILT. (2019 - 2023). *Graduate outcomes survey national tables*. Quality indicators for learning and teaching. [https://www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

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Academic transition when education has been interrupted by Covid!**Ms Kim Ashton, Dr Michelle Kilkolly-Proffit, Mrs Shireen Junpath, Ms Sue Gough**¹University of Auckland, Auckland, New Zealand

Format of the roundtable In this birds of a feather roundtable we will outline our intervention to better support the academic transition of covid-interrupted first-year business students. To invite discussion, we will pose the following questions designed as an exploratory approach that elicits critique and debate.

- 1) What do you see as the critical pedagogical factors in responding to underprepared students entering first-year University study?
- 2) What are the developmental experiences and individual and collective capacities needed to thrive at University after an interrupted secondary educational experience?
- 3) How might interactive self-paced modules embedded into a course's assessment structure support this?

Context/background Research shows first-year students need to acquire the academic skills and mindset to study successfully at university (Briggs et al., 2012; Richards, 2022). Diagnostic English Language Needs Assessment (DELNA) results indicate that most new first-year cohorts need academic language learning support (Murray, 2022) and students starting higher education after two years of prolonged significant interruption and variant remote high school remote teaching experiences after the Covid-19 pandemic and resultant lockdowns require even more than usual (Pownall et al., 2021). Heightening this is Universities' widening student recruitment pools and strategies/ permissiveness to solicit additional enrolment, especially for strategically important students we are responsible for nourishing (Eddy et al., 2015). Further, the Tertiary Education Commission (TEC) seeks to remove institutional bias and promote and ensure culturally engaging teaching practices and appropriate curriculum development to support our institutional aspirations for genuine and authentic change. Research has shown that diverse cohorts can arrive at tertiary institutions less prepared and need greater academic support (Richards, 2022; Wolfram-Foliaki, 2016).

Intended outcome We aim to offer educators an opportunity to engage in lively, informal dialogue about supporting our students to thrive and to seek ideas and input on how interventions might be tailored to different contexts.

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Exploring the value and impact of digital and online micro credentials upon industry professionals in Australia**Dr Keith Heggart¹, A/ Prof Leanne Ngo², Dr Kashmira Dave³**¹University of Technology Sydney, Australia, ²La Trobe University, Melbourne, Australia, ³University of New England, Armidale, Australia

Format of the roundtable. Work in progress

Context/background. For universities, micro credentials can offer new industry partnerships, revenue streams and innovative educational offerings. For employers, micro credentials may be recognised, and in some cases, even more highly regarded than traditional degrees, as micro credentials allow industry learner professionals to upskill and reskill quickly via flexible, just-in-time training. Yet the micro credential space is confused, with varying definitions and, until recently, limited governmental guidance (DESE 2021). Another aspect that is under-investigated is the value of micro credentials to professionals. University leaders in a recent international survey reported micro credential standards were largely absent, and quality assurance and trust were significant obstacles to micro credential implementation (Holon IQ, 2021). In Australia, the micro credential landscape has been unregulated with varying maturity and adoption levels across Australasian universities (Selvaratnam & Sankey, 2021). Some universities are hesitant to invest the time and resources into a qualification that may not be recognised in the future; those that do are seeking to identify both the best practices for micro credential designing and the value proposition that makes them attractive to learners.

Point for debate/focus of the work-in-progress/topic for discussion. This work in progress will report early findings from an international study that is investigating a) best practices in the design of micro credentials in higher education and b) the value and impact of micro credentials for industry professionals. These findings will be presented with a view to stimulating discussion and consideration regarding the adoption of microcredentials in Australasian higher education.

Intended outcome. This roundtable will further ongoing discussions and debates with a view to formulating principles of best practice design or micro credentials within the higher education community. It will also inform future avenues for research.

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Supporting students in writing about research

Dr Margaret Wegener¹¹The University of Queensland, Brisbane, Australia**Format of the roundtable.** Work-in-progress.

Context/background. Students who are beginning to do research need to develop capability to write about research (their own and others') - for example, writing a literature review. This task is challenging because of high-level intellectual demands of critiquing and synthesising, and an unfamiliar genre and its conventions. Based on my experience as a co-ordinator for novice research students in science, this work-in-progress builds on one of the few available learning resources (Greetham, 2021).

Point for debate/focus of the work-in-progress/topic for discussion. How do you actually go about writing a literature review? To support students learning this, we could aim to break the complex task into manageable chunks and enable students to practise on those chunks, but how, specifically? I want to discuss transferability of learning activities I've developed, contextualised within my discipline, that aim to enhance the capability of students to write about research. Students have difficulties moving from a collection of notes on research papers to a cohesive, logical summary and critique of a research field. A useful link is an annotated bibliography. In this work-in-progress, students were given an example annotated bibliography for an accessible topic in their discipline. I created this by "reverse-engineering" a published review article. Students were asked to organise these reference notes into a feasible structure for a literature review. We discussed the variations that they came up with, then I revealed the published paper, and we dissected how ideas were structured and signposted by the authors. Other activities involve feedback on learners' drafts of writing, from both student peers and academic experts. Participants will explore such a "reverse-engineering" process for their own disciplinary area, and discuss how it could be used as a learning resource.

Intended outcome. A kernel of an engaging, context-specific learning resource, based on articulation of disciplinary research values.

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Conceptualising industry engagement in graduate research training

Ms Katherine Theobald¹¹QUT, Kelvin Grove, Australia**Format of the roundtable.** Birds of a feather.

Context/background. The Australian Government is increasingly emphasising industry engagement in graduate research training programs with the introduction of the Research Training Program (RTP) industry internship weighting and the development of the national industry PhD program (Department of Education, 2022, 2023). These programs are designed to align graduate research projects to industry and commercialisation outcomes and form part of a broader shift in research training over the last decade to move away from an outdated Academic-apprenticeship model to one that develops highly trained researchers who can apply their skills in a range of different settings and sectors (e.g. McGagh et al., 2016). The relatively rapid introduction of these industry programs means that discussion on these measures to date has been largely reactive to funding eligibility and therefore focused on the logistics of how these measures will be implemented, tracked, reported, and marketed, with little attention on supporting the *learning* in these opportunities, to ensure alignment of goals to outcomes.

Point for debate/focus of the work-in-progress/topic for discussion. This discussion will focus on how we conceptualise industry engagement experiences in graduate research training, their purpose, and how these programs can be structured and implemented to achieve the depth of learning that is presumed to take place in these experiences.

Intended outcome. This session will allow attendees to share their perspectives on the role of industry opportunities and their purpose within research training programs, and to identify concepts and strategies to support the learning in graduate research industry engagement programs that participants can implement in their own organisations.

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Pedagogical strategies to foster the development of metacognition in university students**Dr Rob Wass¹**¹University of Otago, Dunedin, New Zealand

Format of the roundtable. The roundtable will focus on developing students' metacognitive awareness through educators' explicit use of instructional strategies that encourage students' regulation of cognition. I will briefly share my findings from ongoing research (Wass et al., 2023). I welcome participants' perspectives and ideas to shape and progress this work. Participants will have the opportunity to share any experiences of teaching for metacognition. Together, we will explore collaborative research opportunities for embedding metacognition into our teaching practice.

Context/background. Metacognition is a growing area of research in Higher Education focused on understanding how students think about their learning processes (thinking about thinking) and how it leads to improved learning outcomes and academic performance. However, research on pedagogical strategies to improve student metacognitive awareness in Higher Education is relatively unexplored (Azevedo, 2020). Specifically, my research examines how educators' pedagogical strategies for metacognition impacts student outcomes. I am now focusing on how Higher Education educators in different disciplines promote students' metacognition.

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

Intended outcome. In addition to receiving feedback on the existing project, this work-in-progress will begin to explore roundtable participants' pedagogical strategies to develop metacognition, focusing on comparing strategies across different subject domains and throughout degrees. The intended outcome of the roundtable is to establish an interdisciplinary research collaboration to investigate these strategies further and contribute to vital research on metacognition and its role in student learning and academic success in Higher Education. An international collaboration involving multiple institutions will make for a more robust research design and enhance the impact of this research.

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Creating impact through coaching in higher education**Assoc Prof Sok Mui Lim¹, Mr Ramesh Shahdadpuri**¹Singapore Institute of Technology, Singapore, Singapore

Format of the roundtable. Birds Of A Feather

Context/background. Higher education is undergoing significant change. The World Economic Forum's 2022 report on Education 4.0 highlights the need for inclusive and lifelong education opportunities (Avandi, 2023). Universities need to adapt their teaching and curricula to better prepare students for the future. This requires a shift away from didactic instructional methods towards learner-centric engagement. This can be effectively achieved with a "coaching in education" approach. Coaching can unlock one's potential to maximise their own performance (Whitmore, 2017).

With a coaching mindset, faculty can find many coachable moments with students to have coaching conversations. As learning become more "high tech" and distant, coaching enables "high touch" engagement with students.

Academics can be trained in coaching fundamentals to become coach-educators, using coaching to support students become more curious, proactive, confident and accountable (Hesseln & Gair, 2016). Developing coach-educators can start with a coaching workshop contextualised for academic settings, where learning is practice-focused with regular feedback. The foundational coach training programme can spur the creation of a wider institutional coaching ecosystem, including continuous professional development, coaching culture and academic coaching research.

Topic for discussion. 1.How can adopting a coaching approach and mindset in university settings lead to better educational outcomes? 2.How can we train faculty to develop key coaching competencies to become effective coach-educators? 3.What does it take to create a sustainable coaching ecosystem and coaching culture in higher education?

Intended outcome. 1.Understand how adopting a coaching approach and mindset in university settings can lead to positive educational outcomes. 2.Appreciate how coach training, contextualised for academic settings, is key to enabling faculty to become coach-educators. 3.Explore how to create a sustainable coaching ecosystem and coaching culture in higher education institutions.

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Metamodernism, global citizenship and doctoral education**Prof Rachel Spronken-Smith¹**¹University of Otago, Dunedin, New Zealand**Format of the roundtable.** Birds of a Feather

Context/background. We live in a fragile world characterised by complexity and uncertainty and rife with inequalities and injustices. A Metamodern view of education suggests that we should be educating graduates to deal with complex social and global problems (e.g., see Bowman et al., 2022), as humanity has a unique role to protect and nurture the environment. Some researchers (e.g., Nerad, 2005) argue that doctoral education has a key role to play in educating graduates to be global citizens, contributing to the betterment of society.

Point for debate/focus of the work-in-progress/topic for discussion. In this roundtable we will 1) discuss the concepts of Metamodernism and global citizenship, 2) debate whether these ideas should be embedded within doctoral (and other postgraduate and undergraduate) programmes, and 3) consider teaching and learning opportunities that might generate global citizenship attributes.

Intended outcome. The discussion will touch on the purpose of higher education and contribute to debates regarding graduate attributes – what graduate profiles should include and how graduate attributes can be embedded in programmes. By the end of this roundtable, participants should have a raised awareness of the notion of Metamodernism and global citizenship, and an appreciation for the range of views regarding whether these concepts should be embedded in doctoral programmes. Finally, for those wanting to foster global citizenship in their students (whether doctoral, other postgraduate or undergraduate), they should have a range of possible curricular or extra-curricular activities to generate the desirable attributes.

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Perceived impact of verbal feedback on students' emotions, writing and learning: An autoethnographic study**Dr Nimrod Delante¹**¹James Cook University Singapore, Singapore

Feedback is proven to have a crucial impact in developing students' higher-level competencies to achieve academic success. I offer verbal feedback on students' assignments through casual conversations, and I engage in constant reflection with my own feedback guided by Schon's (1983) reflection-on-action model along with Gibbs's (1988) reflective cycle. Since 2018, I have been logging my experience, observation and reflection on my verbal feedback and feedback dynamics with students and how I perceived the impact of my verbal feedback on students' emotions, writing and learning. As of October 2022, I have personally documented and recorded 110 feedback conversations with students from diverse backgrounds and different degree programs. Of these 110 conversations, 59% were repeat students. Two types of feedback emerged: (1) positive feedback (e.g., praise, suggestion, offering another perspective) and (2) criticism. Positive feedback encouraged more pleasant emotions among students (57% of them conveyed a joyous or happy face, while 46% of them exhibited a facial expression illustrating enthusiasm, interest, and confidence). Positive feedback emerged to be much more effective in improving students' writing (53% of students reported higher assignment marks through email and face-to-face conversation, and 45% of them expressed desire to study harder). For feedback that emerged as a criticism, 43% of students showed a facial expression illustrating distress, 41% showed an emotion of shyness, while 44% showed an emotion of humility with a desire to learn more and improve. Around 24% of students showed an egoistic attitude illustrated by raised eyebrows and raised jaws. Those students who showed distress and shyness but were humble to listen and improve reported higher assignment marks (76%) compared to those who emerged egoistic and seemingly resistant to feedback and change (66% of them were asked to redo their assignments).

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Being in the room: teaching perspectives of blended synchronous learning environments**Dr Emma Price¹, Ms Anthea Groessler¹, Dr Tiffany Winchester¹**¹Federation University, Mt Helen, Australia

Background/context. This study reports on continuing research of a pilot to implement blended synchronous environments at a multi-campus regional university. The need to provide accessibility for students and teachers with ongoing uncertainties from the pandemic requires solutions to enable 'presence' regardless of location. Additionally, teaching staff require support to pedagogically shift for new spaces and enhance active learning (Raes et al., 2020).

The initiative/practice. During 2022 the University introduced new blended synchronous learning (BSL) environments through the Connected Classrooms initiative. This provided an opportunity for simultaneous delivery and the potential for increased flexibility and efficiency to gather online and on-campus students in unified spaces. The second pilot phase comprised multi-disciplinary academics to trial cross-campus plus online BSL using new technologies and spaces. Garrison, Anderson, and Archer's (2000) Community of Inquiry (CoI) framework was selected as a heuristic to plan for teaching, social and cognitive 'presence' and design for active learning.

Methods of evaluative data collection and analysis. A series of semi-structured in-depth interviews (n=9) were conducted with academic staff (n=5) involved in the second pilot stage of the initiative. These interviews provided the opportunity for participants to describe their experiences and perceptions both prior to and after their semester delivery. Reflexive thematic analysis of the transcripts (Braun & Clarke, 2022) identified key themes and issues relating to teaching approaches and technology.

Evidence of outcomes and effectiveness. This study provides insights into the ongoing challenges to integrate and align technology and pedagogy in tertiary teaching, and the potential dislocation or relocation of teaching, cognitive and social 'presence' in the expansion of the classroom as both on-campus and online simultaneously. Staff perspectives emphasise the benefits and challenges in their shifts to active and blended synchronous learning and highlight ongoing development for support to improve learning and teaching outcomes in these environments.

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Leveraging innovations using MSTeams in mixed modal learning spaces to develop an equitable and engaged scalable cross disciplinary teaching model**Ms Emma Mills¹, Chloe Cassidy¹, Karin Watson¹, Dr Mark Ian Jones¹, Stephen Goddard¹, Dr Carly Vickers¹**¹University of New South Wales, Sydney, Australia

In 2022 a reflective teaching pilot was undertaken in the discipline of Design at an Australian research-intensive university. The aim was to prototype an equitable and engaged learning space in a mixed mode delivery using MS Teams, across a cohort of 200 students incorporating the teaching innovations developed "on the fly" during the online delivery of curriculum in 2020.

Feelings of isolation and disconnection were anticipated from the university community during the 2020 online delivery of curriculum. Instead, feedback from student evaluation surveys indicated aspects of an enhanced student experience that had potential to be taken forward to embrace this new paradigm in learning (Harasim, 2000), by leveraging the affordances of online teaching using MS Teams.

Based on teaching observations during the 2020 online delivery, consideration for students with limited access to technology was identified. Therefore, placing an emphasis on teaching practice over technology to enhance engagement and equity of experiences was critical to the pilot, and students only required a mobile phone and access to MS Teams to participate.

The transition from 'life as we knew it' to the 'new normal' context of mixed mode pedagogy, embracing this transitional moment in time as a 'rite of passage' (Van Gennep, 2019) has enabled the authors to design innovative and practical approaches to mixed mode teaching to re-engage students on campus and remotely in the future.

To document the impact of the teaching innovations using MS Teams embedded in the pilot, participating educators structured their reflections using Donald Schön's model of reflective practice (Schön, 1992) three principles for the studio context: Relationships, Delivery Techniques, and Management. The specific learnings from the study were generalised and synthesised into a teaching model that can be scaled across other disciplines and learning spaces.

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Animated case study video characters - a fun, engaging vehicle for student collaboration, reflective practice and deep learning**Ms Helen Enright¹**, Ms Fran Lee¹¹*La Trobe University, Melbourne, Australia*

Background/context. Engaging students with meaningful, authentic tasks to promote learning and collaboration is a critical role for tertiary educators. In the online context, designing engaging, interactive tasks can be problematic with many students opting for a passive learning journey with minimal collaboration (Laurillard, 2012). Our Education subject utilised a storytelling narrative in its design to encourage active learning, engagement, collaboration and meaningful learning. We designed a series of animated student character case studies who travelled through our subject with the participants and spoke directly of their real-world experiences, as a vehicle for engagement and collaboration.

The initiative/practice. Framed by social constructivist principles, our case study characters represent our student cohort, facing educational learning problems that resonate with the curriculum. The experiential design immerses students in the role of active learners, where they critically apply their knowledge and advise the characters in a series of collaborative group tasks and interactions. Our strong narrative thread prompts active engagement, collaboration and teamwork and peer mentoring that is encapsulated in a critical reflective model to encourage deeper cognition. This presentation will present a reflective case study highlighting the theoretical lens and design approach of the animated character scenarios. The use of video animation as a fun and engaging mechanism to practise learning content and how our students reflected on their learning experience will be discussed.

Methods of evaluative data collection and analysis. These include an initial needs analysis of students, analysis of the discussion engagement in TEAMS wiki collaborative tasks, Pebble pad reflective portfolio uptake, LMS usage, the final student survey curriculum analysis and student as partner focus group thematic analysis and feedback.

Evidence of outcomes and effectiveness. The analysis of the case study data will demonstrate the impact and engagement of the animated case character scenarios for learning and highlight elements of good pedagogical practice in online learning.

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The 'third gender' in the 'third space': Chinese female doctoral students' learning journey in Hong Kong**Ms Yanni Ma¹**, **Ms Yabing Liu²**¹*The Chinese University of Hong Kong, Hong Kong, China*, ²*The Education University of Hong Kong, Hong Kong, China*

Background/context. In China, women pursuing a doctorate often struggle to fulfill the social expectations of gender roles deeply rooted in traditional culture. They are ironically labelled as the 'third gender' (Xu, 2021). While previous studies have provided comprehensive insights into the graduate role of Chinese female doctoral students (CFDS), other multiple roles among which they are traveling still require further concern (Phan, 2023). Existing research on CFDS has mostly been conducted in the Western cultural context. Hong Kong, an international learning destination where Western culture intersects with Eastern traditions, can be seen as a 'third place'. However, studies focusing on the cross-cultural learning experience of the 'third gender' in such a 'third place' like Hong Kong remain scarce.

The initiative/practice. Drawing upon West and Zimmerman's (1987) theory of Doing Gender and the concept of the 'in-between' space raised by postcolonial researcher Bhabha (1994), this article aims to explore the learning experience of CFDS as the 'third gender' in Hong Kong as the 'third space'.

Methods of evaluative data collection and analysis. Narrative inquiry was employed in this study to explore the micro-political aspects of CFDS's experience. Qualitative data were obtained through observation and in-depth interviews with 15 participants from three publicly funded universities in Hong Kong.

Evidence of outcomes and effectiveness. The study challenges the negative stereotype associated with the 'third gender' in China. It reveals that CFDS who identify as such utilize masculine traits to be more assertive and feminine traits to be more caring and agile in both their academic and personal lives. Another key finding is that the more inclusive culture in the 'third place' offered both opportunities and pressures for these students to negotiate various roles. Findings suggest the need for supportive measures to promote a more inclusive gender culture in Chinese society. To engage the audience, the presenters will initiate a quick activity before the presentation to solicit their perceptions on the term 'third gender' and doctoral students' identity, and discuss the differences between the audience's views and the findings of this study during the presentation. Questions from the audience will be invited after the presentation.

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Writing support for plurilingual graduate students: A critical analytic collaborative autoethnography**Dr Megan McIntosh¹**¹University of Melbourne, Parkville, Australia

Background/context. Academic writing is an inseparable aspect of graduate school (Holmes et al., 2018) as students' academic writing is often the basis for assessment (Turner, 2011). The high-stakes nature of academic writing is magnified for students for whom English is an additional language. This research addresses the often-overlooked aspect of faculty perspectives on academic writing support for plurilingual graduate students. As the ultimate assessors of students' work, faculty approaches to the provision of writing support undoubtedly have important impacts on the development of students' writing, academic progress and eventual careers.

The initiative/practice. This research employs a critical analytic collaborative autoethnography (Kempny, 2022) wherein faculty members engage in critical conversations about providing academic writing support to plurilingual students in within the larger sociopolitical contexts of Australian and Canadian universities.

Methods of evaluative data collection and analysis. The data gathered using interviews, focus groups and a survey reveal divisions and differences in the perceptions and practices of faculty members in graduate education both within and across institutions. By focusing on the operations of power in the social world (Kramsch, 2021) and using a critical intersectional lens (Crenshaw, 2017; Hankivsky, 2014), this research takes a critical approach to academic writing to refute dominant discourses of writing support for plurilingual students as a purely remedial effort.

Evidence of outcomes and effectiveness. Considering the particularities of each of our contexts across three universities in Australia and Canada, this research broadens mainstream conversations about creating inclusive and asset-oriented approaches to graduate writing in English-dominant universities.

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The universal well-being model – A change guide for leaders pursuing well-being, achievement and equity**Ms Susan Stevenson^{1,2}**¹Freedom Wellbeing Institute, Hamilton, New Zealand, ²New Zealand Curriculum Design Institute Te Wānanga Hoahoa Matauranga Aotearoa, Hamilton, New Zealand

A search began in 2008 to identify a theoretical well-being model capable of guiding institutional change leadership, staff, and students toward continuously improving levels of well-being, achievement and equity. An extended programme of research was implemented to achieve a long-term vision to build robust philosophical, theoretical, research and use inspired practice base capable of measurably improving the well-being of leaders, students, and staff in higher education and other settings. While aspirations to improve well-being in communities and organisations are widely published; a review of this literature found few significant or sustained well-being research programmes with the capacity to provide theoretical guidance or evaluate improvements in well-being, and subsequent achievement, and equity outcomes. Well-being definitions, models, philosophies and/or the presence of an evidence-base related to higher education leaders, students, and staff were found to be highly variable. The publishing of new Pastoral Care legislation by the New Zealand government in 2021, accelerated completion of the Phase 1, Theoretical Model Investigation phase of the programme of well-being research being implemented, the results of which are now reported. Phase 1 addressed three associated research questions: 1) what theoretical well-being models are there? 2) What evidence-base supports these well-being models? And, 3) what well-being practices are supported by the models identified? The investigations undertaken in Phase 1 included: a themed literature review, three theoretical model reviews and analyses, plus two use inspired well-being theory and practice research investigations funded by national Ako Aotearoa Best Practice Research Award investigations (2011, 2020). The final theoretical model review, analysis and final synthesis of findings led to the creation of the 'Universal Well-being Model' (UWM), plus a new and 'researchable' definition of well-being. The UWM has in 2021-22 piloting been found to a) support well-being literacy, a precursor to enhancing well-being, achievement and equity, b) guide leaders to plan, implement and evaluate changes related to wellbeing, achievement and equity, and c) provide a robust base for the subsequent development of the Universal Well-being Evaluation Tool (UWET).

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Both sides of the fence: revealing the comparable work-life experiences of academic and professional staff that entrenches conflict in universities**Dr Anita Wheeldon¹**¹University of Southern Queensland, Toowoomba, Australia

Universities need vibrant, healthy and sustainable environments if they are to deliver on their core business which is the creation, transmission and study of knowledge. Calls from around the world show this is not the case and are intensifying about the increasingly unsustainability of universities as managerialism continues to colonise them (Deem, 2004; van Houtum & van Uden, 2020; Wheeldon, 2022). Academics increasingly struggle to cope as their working lives are punctuated by fear, terror, micro aggressions and increasingly unrealistic performance measures (Macfarlane, 2019; Ratle et al., 2020). Academic identity and freedom are being threatened in this environment (Watermeyer & Tomlinson, 2021). The learning journey of students is disintegrating as they are seen and treated as customers, not learners (Wright & Greenwood, 2017). The production of quality research is being usurped by the 'publish or perish' game that results in low quality, unvaluable, and sometimes falsified research (Chapman et al., 2019; van Houtum & van Uden, 2020). And there are growing calls for universities to rectify their breached social contract as a public good to society.

Academics are only half of the workforce and the experiences of professional staff remains under researched (Whitchurch, 2015; Wheeldon, 2022). This binary staffing structure manifests in two very different lived experiences of university work life. At times these differing experiences are confusing, frustrating, perplexing and combative. Managerialism drives these conflicting experiences through its structuring effect on the operations of universities.

In this presentation, qualitative research into the comparable lived experiences of academics and professional staff will be presented. The findings of this Bourdieusian study illuminates the mechanisms keeping managerialism firmly entrenched in the university working environment, which causes conflict between academics, professional staff and university management.

The intention is to enlighten us as university citizens. To bring to bear awareness and reflection as to how we might change our own work practices so that together we can better build a more collegial working environment that addresses the divergent needs of all and delivers on its obligations as a public good.

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Life in the fast lane (will surely make you lose your mind)

Dr Samuel Teague¹¹Murdoch University, Murdoch, Australia

Background/context. Pre-2019 in the tertiary education sector was the era of 'slow-learning'; long lectures, lengthy discussions, and 'slow-burn' consumption of knowledge. In 2020, COVID-19 ushered in a pace of change that asked educators to adapt and pivot in ways that came at a cost, and I argue in this paper that this pace of change has only accelerated. COVID-19 sent educators 'into the wild' (Teague 2023), scurrying to adapt to fully online delivery and, for some, an identity shift away from being exclusively face-to-face educators and leaders. In the context of returning to the face-to-face classroom in 2022, the need to embrace hybrid learning models, and the disruption of ChatGPT, I argue that the ongoing pace of change in the tertiary sector is coming at a cost to educator wellbeing, peer-to-peer connection, and our identities as teachers. In December 2021, I wrote that 'there is a special kind of grief saved for leaving a place that changes irreversibly while you're gone'. Today, I apply these words to our experience in the tertiary classroom. That experience of loss sits at the centre of the proposed showcase presentation.

The initiative/practice. The research underpinning this paper is auto-ethnographic in nature. Between 2019 and 2023, I collated field notes concerning my lived experience as an educator, and in particular, how I've navigated an identity transition while the tertiary sector shifted to fully online delivery during COVID-19, and then into the hybrid classroom in 2022. These field notes are the 'data' that underpins the analysis presented.

Methods of evaluative data collection and analysis. Thematic analysis has been used to identify the principal themes embedded in my field notes. Those that are explored extensively in the proposed presentation are 'identity', 'grief', and 'pace of change'.

Evidence of outcomes and effectiveness. The proposed paper advocates for the development of a symbolic and tangible space within which educators can validate each other's lived experiences during an era of relentless change. The paper is a 'call to pause'; an opportunity to actively listen to each other and reflect on what we've lost that could have been saved, and what we should go back to retrieve while simultaneously embracing the future.

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Great training for research but what else? Perceptions of graduate attribute development in PhD graduates from US and NZ universities**Prof Rachel Spronken-Smith¹**, Dr Kim Brown¹, Assoc Prof Claire Cameron¹¹University of Otago, Dunedin, New Zealand

Background/context. Higher Education institutions have paid increasing attention to the outcomes achieved by their graduates in response to employability and quality assurance agendas. Moreover, researchers are calling for PhD graduates to have “an awareness and commitment to civic engagement and world citizenship” (Nerad 2002, p.9). Graduate attributes are often used as a measure of graduate outcomes, but there remains a lack of research on the development of holistic sets of doctoral graduate attributes, particularly studies incorporating both quantitative and qualitative data.

The initiative/practice. Our study aimed to explore whether PhD graduates developed a holistic set of graduate attributes during their doctoral study and how graduate attributes were applied in their workplace.

Methods of evaluative data collection and analysis. We surveyed and interviewed PhD graduates from humanities, social science and science disciplines in two US and one NZ university to explore their perceptions of graduate attribute development and application. We obtained 136 survey responses and interviewed 21 graduates, and then undertook statistical and thematic analyses on these data.

Evidence of outcomes and effectiveness. We found that PhD graduates across the three universities were happy with their development as researchers, but were concerned about the development of some transferrable skills and attributes. Many wanted better support to develop skills in teamwork, communication, project management, entrepreneurship, and networking. Analysis of survey data revealed lower development and application of global citizenship attributes such as having a global perspective, cultural understanding, and environmental literacy. Examination of qualitative data exposed differing views on whether these global citizenship attributes should be fostered during doctoral study. Evidence from this study suggests universities need to consider how they can support the holistic development of desirable skills and attributes in doctoral candidates, and ensure their quality assurance processes are targeting key doctoral graduate attributes.

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ASF framework to support transition experience to promote sustainable learning**Dr Jennifer Z. Sun¹**¹The University of Sydney, Darlington, Australia

Background/context. According to Kift (2015), transition pedagogy suggests that students' first-year experience (FYE) should be designed to support their academic, social, cultural, administrative, and environmental needs. Although universities have made efforts to improve students' FYE, these initiatives often sit with the school/faculty portfolio. However, transitioning to university is a long-term process that is more effectively supported if the FYE is integrated into a course curriculum.

The initiative/practice. This study proposes an “Authentic + Scaffolding + Feedback” (ASF) framework to incorporate the transition pedagogy into a course curriculum to enhance the first-year experience. The framework focuses on delivering a disciplinary-specific authentic assessment experience to help students build critical thinking skills. This is accomplished through a careful scaffolding feedback structure for in-time, actionable, and feedforward support (Boud and Molloy 2013). The ultimate goal is to equip students with adaptive learning practices that they can apply to their future studies and careers. Additionally, the framework considers the role of the teaching team in supporting students through mentorship and student partnership initiatives beyond just academic demands.

Methods of evaluative data collection and analysis. In/after-class surveys are used to collect information on how students respond to the framework. Past students are also invited to evaluate the ASF framework and provide qualitative feedback.

Evidence of outcomes and effectiveness. The ASF framework provides insights into how educators can approach their course structure and modify it to support the transition experiences. This framework enables students to enhance their learning through practice while promoting engagement and employability awareness through authentic tasks. The framework also suggests that a sustainable assessment plays a crucial role in students' first-year learning experiences that can translate into lifelong learning.

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Engaging with the Process Assessment (EPA): Developing self-regulation and resilience through assessment**Prof Shannon Kennedy-Clark¹**, Assoc Prof Lisa Campton¹, Ms Abbey Danson¹¹*Institute of Creative Arts and Technology, Sydney, Australia*

Background/context. The term “engagement” is frequently used in higher education; however, generating clear parameters for assessing engagement at an organisational level is problematic largely because the term is multidimensional and open for interpretation. It is evident in the literature that whilst there is consensus that measuring student engagement is important for fostering student learning, there is little consensus on how best to design and implement these assessments in higher education (Mandernach, 2015).

The initiative/practice. The genesis for the introduction of the Engagement with the Process Assessment (EPA) was seeded in ongoing discussions about how to engage students in the process of their own learning. These discussions centred on how to develop self-regulation in learners, how to build resilience, and how to provide a space for ongoing student reflection. The aim of the EPA is to provide students with the opportunity to reflect upon their engagement with their own learning process. The EPA focuses on the cognitive and affective elements of student engagement rather than on academic and behavioural elements, and the EPA is underpinned by constructivist theories of learning (Gehring & Marshall, 2022).

Methods of evaluative data collection and analysis. The EPA encompasses a suite of different assessment types that can be adapted to meet the unit learning outcomes. Data will be collected from student and staff evaluations, teacher focus groups, and student work samples. A design-based research approach has been adopted (Barab & Squire, 2004).

Evidence of outcomes and effectiveness. The first iteration of the EPA will be implemented in Trimester 1, 2023.

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Experiential adventures in internationalisation of higher education: Pedagogical interventions in learning beyond the classroom**Dr Kankana Mukhopadhyay¹**, Dr Lavanya Balachandran¹, Ms Angie Tan¹, Ms Soon Fen Wong¹¹National University of Singapore, Singapore

Format of the roundtable. Experiential *adventures*¹ – a portmanteau of ‘education’ and ‘adventures’ to define learning beyond the classroom in higher education – promote awareness of the complex multicultural world and prepare students to meet contemporary global challenges. This Roundtable proposes to present the different pedagogies designed and implemented in the different short term overseas experiential learning programmes in an undergraduate residential college (RC) within a Southeast Asian university. Focusing on three forms of pedagogical interventions - pre-trip seminars, reflection-debrief exercises, and building relationships with community partners - this discussion will adopt a Work-in-Progress format to share and learn from scholars and other participants about the role of experiential pedagogies in the internationalisation of higher education (IHE) (Knight, 2012).

Context/background. Guided by the ethos of active citizenship and community engagement, the RC strives to promote an environment of active knowledge creation through teaching courses that offer experiential learning (Lovett, 2020; Coker, et al., 2017). These courses focus on critically understanding the issues of marginalised communities in diverse contexts, offering students an opportunity to move beyond the traditional classroom and learn deeply through immersing in cross-cultural settings. We believe that the pedagogical interventions are crucial in enabling students to learn from immersive experiences in myriad cultural and societal settings (Author, et al., 2022).

Point for debate/focus of the work-in-progress/topic for discussion. Drawing from our experiences in designing, conducting and evaluating 19 overseas study trips in Asia, Africa and Europe², the focus of the discussion will be to unpack the concepts of IHE through the lens of pedagogical interventions and understand how experiential *adventures*-related learning including critical thinking, appreciation of diversity, effective communication, and personal and social responsibility for undergraduate students can be achieved and assessed.

Intended outcome. The discussion can lead to theorising models linking IHE and experiential pedagogies.

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Scaffolding First Nations perspectives in the curriculum**Ms Karla Wells-Duerr¹**, **Dr Tiffany Gunning²**¹Deakin University, Burwood, Australia, ²Deakin University, Waurin Ponds, Australia

First Nations perspectives, sensibilities, and knowledges are an important part of our shared Australian story and thus an authentic component of education. When embedding perspectives in the curriculum in Higher Education, the First Nations voice is a key part of our strategy which supports this graduate learning outcome at Deakin University. As part of the Authentic Assessment Project, we focused on contextualising a realistic environment to prepare students for their future workplaces, the community, and their lifelong learning (Schultz et al, 2021), so it was clear that engaging with First Nations perspectives was an essential learning outcome.

As curriculum development academics who are not First Nations people, we went on a learning journey to find, explore, discover, trial, watch and listen. The learning journeys were personally challenging and individual and were necessary before we could develop curriculum for others. Our shared goal was to foster First Nations agency, and their ability to interact (Charmaz, Harris and Irvine, 2019) by providing a platform to share their perspectives, sensibilities, and knowledges. By sharing this information with our students, we hoped to address and challenge their understanding of how their lives relate to the whole community through a strengths-based approach.

All curriculum was reviewed by First Nations critical friends, who we had reciprocal relationships with.

This round table is a Birds of a feather discussion of this collaborative project. The focus will be on how to find the balance between curriculum work by non-indigenous people and foregrounding First Nations voices. This round table will discuss strategies based on our experience of how to find that balance.

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¹ Though the term has been adopted in several contexts, it has been coined by one of the authors in this paper in light of curated overseas study trips.

² Details of the study trips can be found here: <https://capt.nus.edu.sg/the-capt-experience/learning-capt/other-academic-activities/study-trips>

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Professional pathways and preparation for higher education leadership**Ms Rieta Ganas¹, Assoc Prof Kasturi Behari-Leak²**¹University of Witwatersrand, Johannesburg, South Africa, ²University of Cape Town, Western Cape, South Africa**Format of the roundtable.** Work in progress format.

Context/background. The recent years have seen higher education (HE) become a fast-changing neo-liberal environment characterized by digitally driven innovation, increased global competitiveness, massification and increasing sociocultural diversity calling for decolonization and transformation not only to curricula but the university itself. These influencing factors have led to unprecedented disruptions and protests opposing taken for granted HE leadership's assumptions and decision - making towards upholding the academic project. HE institutional leadership and management roles for these volatile academic spaces would seem to require well-informed, multidisciplinary, strategically responsive, contextually relevant and leaderful academic scholars. A large part of this transformational, relational and agentic position includes attracting and retaining a diverse team of HE practitioners able to establish structural mechanisms and cultural conditions to support and drive institutional mandates like the academic project. With such nuanced criticality and often complex responsibilities, in what ways can professional pathways and preparation for HE institutional leadership and management roles become a global priority and possible collaboration.

Point for debate/focus of the work-in-progress/topic for discussion. The proposed round table discussions will explore professional learning opportunities and processes as academic pathways and preparation for transitioning into HE institutional leadership and management roles. The basis of initiating the discussion will be drawn from the Critical Framework and curriculum approaches of a South African collaborative national project, New Academics' Transitions into Higher Education (NATHEP) that focuses on the conceptualization of university's induction programmes. Participants will respond to a set of questions based on Bhaskar's dialectic critical realism (DCR) (2008). DCR will enable the collective to explore the emergence of alternate possibilities to enhance decision making, agency and relevance of HE institutional leadership and management roles in response to current contextual challenges and an unknown future.

Intended outcome. To share and explore possibilities for professional pathways and preparation for HE institutional leadership and management roles at a global, national, institutional and individual level.

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