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V100**Staff awareness of the Sustainable Development Goals at Australia's newest university: Professional learning implications**

Assoc Prof Peter Kilgour¹, **Prof Maria Northcote¹**, Dr Jason Morton¹, Dr Jenna-Lee Lynn¹, Dr Adelle Faull¹

¹Avondale University, Cooranbong, Australia

Background/context. The establishment of the United Nations' Sustainable Development Goals (SDGs) has impacted all aspects of society, including universities that have been identified for their propensity to transfer knowledge of SDGs, especially due to their capacity for research, professional learning and scholarship (Purcell et al., 2019; Waas et al., 2010).

The initiative/practice. The initiative, introduced to Australia's newest university, incorporated a research-informed learning program about the SDGs to improve staff understanding of societal and environmental sustainability, and their importance. Grounded in the type of capacity building approach advocated by the United Nations and the World Health Organisation (UN, 2023; WHO, 2023), this initiative has the potential to extend theories associated with capacity development to build the knowledge and skills associated with SDGs in a university context.

Methods of evaluative data collection and analysis. In this study, a descriptive cross-sectional survey was conducted to determine the baseline perceptions of faculty, administration and professional staff related to the University's contribution to the SDGs. Informed by the findings of this survey, an awareness-raising professional learning program was developed that focused especially on providing educative information about the SDGs and how they are currently, or may potentially be, applied to various aspects of the University's activities.

Evidence of outcomes and effectiveness.

This study provides an example of how a grass roots program may be developed for educating university staff about the scope and nature of the SDGs, especially as they relate to the University's core business. While the application of the findings of this study were utilised to inform the development of a bespoke professional learning program for the University in which the study was conducted, the methodology of the study may be adopted by other universities aiming to increase their personnel's awareness and actions associated with the SDGs.

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V101**Who moved my cheese? The rise of artificial intelligence and the value of academic integrity**

Dr Hilary Wheaton¹

¹RMIT, Melbourne, Australia

Background/context. The speed at which Artificial Intelligence (AI) tools are improving means that the responsibility of higher education institutions is to build capability and ethical behaviour in our students to use these tools effectively as part of their learning and part of their profession. Jobs of the future will rely on workers who know how to appropriately use AI to improve productivity and quality, this is already happening in industries such as Law, Architecture, Publishing and Communications.

The initiative/practice. In the context of institutional graduate attributes that shape curriculum and academic integrity frameworks that enable educative and preventative strategies, there is the capacity to develop capabilities in educators and students to address the challenges and opportunities of ChatGPT and other AI. This is not simply about a shift in assessment design, but instead a shift in the learning experience that benefits all. Understanding the why, what and how of this shift in a practical manner is essential for higher education.

Methods of evaluative data collection and analysis. This session will introduce and contextualise the emergence of AI in the context of higher education with a focus on how it necessitates and enables a shift in curriculum and assessment practice. This will be done by taking established learning outcomes from various disciplines and creating a step-by-step recasting of the learning experience to establish a clear set of guidelines to help educators. This will also be anchored to institutional strategy and academic integrity.

Evidence of outcomes and effectiveness. Evidence of outcomes is demonstrated by the linkage to established institutional strategy and governance standards. This is also contextualised by research and current academic evaluation activities.

V102

University-based six-sided cave automatic virtual environment for immersive radiotherapy clinical teaching

Mr Jerry Ching¹, Dr Wan Shun Leung¹, Mr Victor C.W. Tam¹, Dr Jacky K.H. Chung², Ir Dr Kevin K.F. Wong², Dr Helen K.W. Law¹, Dr Shara W.Y. Lee¹

¹Department of Health Technology and Informatics, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University, Hung Hom, Hong Kong, ²Industrial Centre, The Hong Kong Polytechnic University, Hung Hom, Hong Kong

Background/context. The changing landscape of tertiary education as a result of the COVID-19 pandemic has enabled us to develop innovative solutions for supplementing hospital-based clinical teaching using university-based immersive facilities for allied health students.

The initiative/practice. We utilised the first six-sided Cave Automatic Virtual Environment (CAVE) in HK to teach non-final year radiotherapy students. The 360-degree images of the radiotherapy treatment and imaging suites taken from a local hospital were projected to the CAVE, providing an extremely realistic virtual environment for teaching practical knowledge such as workplace and patient safety, and clinical skills including emergency management in the radiotherapy suite.

Methods of evaluative data collection and analysis. Questionnaires including multiple-choice, five-point Likert-scale (5=strongly agree) and open-ended questions were distributed to all non-final year radiotherapy students.

Evidence of outcomes and effectiveness. All year-two (n=17) and year-three (n=19) students completed an online survey upon successful completion of the CAVE-module. Most students lacked knowledge (83.5%) and experience (79%) in using immersive reality for learning. Both cohorts found the 'realistic layout' and 'spatial sense improvement' greatly facilitated learning and hands-on practice, and was particularly suitable for trial-and-error experiential learning. Year 2 students, who had no prior hospital training experience, commented that the CAVE aided familiarisation of the clinical environment and equipment which prepared them better for future hospital-based training. It also greatly improved their 'understanding of treatment room layout' (4.1±0.5), 'radiotherapy workflow' (4.2±0.6) and 'overall learning experience' (4.2±0.6). For year 3 students with hospital training experience, the majority of them found this module effective to 'improve emergency simulation realism' (4.1±0.6), 'better illustrate safety demonstration' (4.2±0.8) and 'improve overall competency during crisis' (4.1±0.5). The immersive CAVE-module can be effectively used in the clinical/practical skills training of allied health professionals in the university and potentially other out-of-hospital settings.

V103

The impact of private universities on the higher education sector in Australia

Dr Emma Wong¹, **Dr Michael Tomlinson²**

¹International College of Management Sydney, Sydney, Australia, ²Centre for the Study of Higher Education, Melbourne, Australia

Background/context. Private universities in Australia are a new phenomenon that is not well understood. Together, they account for 2.11% of Australian university enrolments 2020 (DESE, 2022). Although that number may seem small, the sector is growing. Torrens University Australia alone has grown from just over 100 students in 2014 to more than 23,000 enrolments in 2020. As the sector continues to expand, it is increasingly pertinent to reflect on their role and impact. As a country, Australia ought to have more discussions and debates about the kind of private universities it needs, and the nature of relationship its governments should have with the private sector.

The initiative/practice. This study examines the two largest providers, Bond University and Torrens University Australia. Specifically, it assesses the extent to which the two universities have met their respective state governments' expectations, and their impact on the competitive environment, community access to higher education, and student experience.

Methods of evaluative data collection and analysis. A range of secondary data was collected, including historical and current parliamentary documents, policy documents and statistics from Department of Education, and Quality Indicators for Learning and Teaching (QILT). An interpretivist-constructivist approach was taken to analyse the textual data. In terms of the non-textual data, there was a process of filtering and selecting which data sets to use.

Evidence of outcomes and effectiveness. Findings show that Bond and Torrens have made the sector more diverse, and raised the bar in terms of student experience. However, they can improve on their inclusivity strategy to increase access and participation for students of various equity groups. From a policy perspective, this paper recommends a Commonwealth Government policy to align private universities with the wider, national higher education agenda. There should also be regulations to mandate for-profit providers to reinvest a certain percentage of profit in student welfare. Finally, in a country with no shortage of universities, the Australian Government should demand strong justification and demonstration of value-add if any new 'greenfield' private universities are to be considered.

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V104

Teaching flexible emotion regulation through the use of feature films and TV series in higher education

Dr Ngoc Nhu Nguyen¹

¹University of Adelaide, Black Forest, Australia

Background/context. Stress, anxiety, depression among other mental health issues are prevalent among university students across disciplines and countries irrespective of the COVID-19 pandemic (Islam et al., 2018). The living and working environment we operate in is constantly changing, in which rigid and fixed responses, especially in our emotion regulation, are generally maladaptive (Aldao et al., 2015) and unhealthy (Bonanno and Burton, 2014). Emotion regulation does not seek to remove emotions from our lives, but instead using them more consciously to our advantage (Simieja et al., 2014) or at least to understand and manage their negative influences more effectively. Albeit pivotal to our psychological health and well-being (Aldao et al., 2010) and achieving our life goals (Aldao et al., 2015), flexible emotion regulation does not come with the evolutionary possession of human emotions (Aldao et al., 2015); it is a skill that needs to be taught and learned. Apart from few exceptions in medical education, our standard university education does not include this particular skill as a stated learning outcome.

The initiative/practice. This study investigates the possibility of integrating feature films and TV series (FF/TV) into university teaching to intentionally train and improve students' flexible emotion regulation.

Methods of evaluative data collection and analysis. It conducted a survey and semi-structured interviews with university lecturers in Australia about their FF/TV-assisted pedagogies. Using Gross' (2015) Process Model of Emotion Regulation, the study analysed the data and evaluated the effectiveness of each common instructional method, learning activity and assessment associated with FF/TV use in relation to flexible emotion regulation training.

Evidence of outcomes and effectiveness. The study concludes that there is little awareness of this educational effect of FF/TV use in teaching, and more targeted academic development resources should be provided to properly guide lecturers' use of FF/TV in university teaching. The study outlines practical recommendations for lecturers' FF/TV-assisted pedagogies towards making flexible emotion regulation as a formal learning outcome.

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V105

Getting “hands-on”: Enhancing online primary arts teacher education through praxis-focused assessment

Dr William James Baker¹, Mrs Glenda Hobdell²

¹University of Tasmania, Hobart, Australia, ²CQUniversity, Brisbane, Australia

Background/context. To develop students’ confidence and competence as practitioners for effective classroom arts pedagogy, hands-on arts practice is repeatedly affirmed as crucial for effective Initial Teacher Education (ITE) (Burke, 2021; Cutcher & Cook, 2016). There are consequently concerns about the effectiveness of online learning in preparing primary ITEs, particularly in the creative arts, given the challenges raised in online modes for embodied and kinaesthetic engagement (Baker et al., 2016; Burke, 2020).

The initiative/practice. As online arts educators from three Australian universities, we experienced challenges in engaging our learners in hands-on arts practice, noting a tendency in many students to prioritise theoretical assessment-related tasks (Harris et al., 2018). We considered more expansive course learning and practical activities fundamental to applied understanding, yet students often viewed these as “optional”. To better prepare our students for the arts classroom, we considered ways to engage them in active arts praxis that emphasised the connection between Arts education theory and practice. The approach we developed embedded practical arts experiences and pedagogical reflection in assessment; ensuring all students engaged in the tasks. We theorised this as praxis-focused pedagogy.

Methods of evaluative data collection and analysis. Our approach was evaluated from the student perspective across all three universities via a survey (n=56) and interviews (n=7) to ascertain whether our praxis-focused assessment enhanced their confidence regarding the course concepts and sense of competence for the future arts classroom. **Evidence of outcomes and effectiveness.** Resultant data highlights that students overwhelmingly supported this method and found it beneficial to their engagement and understanding of theory-in-action. Our presentation will share and illustrate our approach in action and its specific impact on our students. It will also provide suggestions for online creative arts educators for embedding a praxis-focused approach to assessment, which may be valuable for other kinaesthetic learning domains in ITE.

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V106

The art of the possible: designing policy as an enabler of change

Sarah Thorneycroft¹, Ryan Young¹

¹University of New England, Armidale, Australia

Background/context. In the learning and teaching context in universities, policy is often viewed as a prescriptive compliance instrument, that restricts practice and contributes to a culture of change resistance. Reconceptualising policy through a teleological design lens via design thinking methods (Mintrom & Luetjens, 2016) and a principles-based orientation (Black, Hopper & Band, 2007) has the potential to more effectively serve agility and resilience in a dynamic sector context. A high-agency avenue to enact this change is third-space practitioners, who hold rich combinations of professional expertise, design expertise, and organisational expertise. Teams of such practitioners can come together as a web of policy advisors to intentionally design policy that enables change and effective practice.

The initiative/practice. This presentation showcases such a policy design initiative, where a team of senior third space leaders led the design of a new assessment policy as part of a broader assessment transformation strategy. Using a design thinking framework, the new policy was designed in alignment with overarching change goals, and drew on practitioner expertise and experience across boundaries to ground the policy design in organisational context.

Methods of evaluative data collection and analysis. Developmental evaluation works synergistically with design thinking (Leonard, Fitzgerald & Riordan, 2016) and supports policy design as a change initiative. Here, the policy consultation process was augmented by using committees and informal conversations as opportunities to seek developmental feedback. This developmental data was then fed into the iteration design phase, to continually inform both the final policy and the broader strategy workstreams.

Evidence of outcomes and effectiveness. In addition to successful completion of governance milestones, effectiveness is seen in organisational indicators catalysed by the design and development processes, such as changed stakeholder narratives and increased change readiness. The new policy has also delivered increased resilience to emerging sector trends.

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V107

Beliefs, Values, and Reflective Practice in Entrepreneurship Education – Explicating Teaching Philosophies in Higher Education

Assoc Prof Michael Breum Ramsgaard¹, Dr Gesa Ruge²

¹VIA University College, Research Centre for Innovation & Entrepreneurship, Aarhus C, Denmark, ²Central Queensland University, Engineering and Technology, Perth, Western Australia, Australia

Background/context. Entrepreneurship educators tend to draw on generic approaches such as Business Model Canvas, Lean Start-up, or Design Thinking. However, how contextualized approaches put their signature on entrepreneurship education (EE) continues to challenge research and practice (Jones, 2019). This challenge is real, as educators balance, coordinate, develop, and assess their approaches, for enacting EE (Blenker et al., 2011). One vehicle in this pedagogical work, are teaching philosophies (TP) offering systematic and critical rationales explicating teaching beliefs, values, and reflective teaching practice (Schönwetter et al., 2002). These explicit accounts of how educators teach, have in other areas been found to provide improved value for the academic development of educators and institutions because of their systematic procedures and thoroughly tested workshop-formats.

The initiative/practice. This research is spurred by genuine interest to progress the pedagogical side of EE. The research question in focus is: How are teaching philosophies shaped and enacted in EE practice?

Methods of evaluative data collection and analysis. The Danish case study investigates TPs through qualitative research design inspired by the HERDSA TATAL framework. Data collection consists of course program documents and semi-structured interviews of 15 entrepreneurship educators on how they reflect their teaching practice.

Evidence of outcomes and effectiveness. Findings identify five archetypical approaches to EE illustrated through TPs. Each archetype has associated distinct pedagogical and didactical teaching practices addressing different EE purposes.

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V108

The development of a feminist approach to the practice to the scholarship of teaching and learning

Dr Tricia Ong¹

¹Deakin University, Burwood, Australia

Background/context. Recent research calls for feminist pedagogy and strategies to address gender inequalities in the classroom and beyond (Abbas, Taylor and Amade-Escot 2020). This presentation discusses the development of a feminist approach to the practice of SoTL from my research and teaching experiences, and how I use it to inform my thinking at individual, classroom and institutional levels to address issues of gender inequality.

The initiative/practice. Reflecting on my SoTL practice towards the end of 2022, I realised I was framing a feminist approach in addressing gender inequality, starting with my students. I drew on this approach in developing the Clay Embodiment Research Method I used in my PhD research with illiterate sex trafficked women in Nepal (see Ong 2023), and teaching sociological theory and concepts to undergraduates. I call it “bistari, bistari” from the Nepali for “slowly, slowly”. The “bistari” approach emerged from applying Kolb’s (2015) four stage experiential learning cycle - of concrete learning, reflective observation, abstract conceptualization, and active experimentation – to my SoTL practice.

Methods of evaluative data collection and analysis. Evaluative data comes from a process of reflection on my SoTL practice via written self-reflections, clay work and transcribed voice recordings. Analysis is through using Guest, MacQueen and Namey’s (2012) applied thematic analysis.

Evidence of outcomes and effectiveness. Application of the “bistari” approach is enabling me to refine my approach to addressing gender inequality at individual, classroom and curriculum levels. A key change is that I have become intentional about addressing gender inequality across a gender continuum. I more clearly recognise new touchpoints to addressing gender inequality. I have exposed the “bistari” approach to course directors, teaching practitioners, and peers in learning and teaching in higher education. Early feedback has been remarkably supportive of its development.

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V109

Toward the governance of artificial intelligence in higher education: A data justice framework

Dr Ekaterina Pechenkina¹¹*Swinburne University of Technology, Hawthorn, Australia*

Background/context. Artificial intelligence (AI) technologies and methods are gaining traction in higher education (HE), with the recent rise of ChatGPT and other text-generating technologies reigniting debate around integrity, and with universities instituting bans or seeking ways to integrate and govern such technologies. However, AI-powered bots have long been ubiquitous in HE, fielding student inquiries, delivering automated feedback, tracking student progress, and so on. The growing presence of AI in HE calls for regulation and governance rather than rejection and panic.

The initiative/practice. Drawing on seminal and recent literature and HE policy, a set of principles are proposed to guide universities in designing frameworks which regulate and govern the AI practices in way that maximises the good for students, educators, and communities. These principles are grounded in Prinsloo's (2017) ethics of care, scholarship around data justice (Dencik et al., 2019; Hoffmann, 2019) and other relevant works.

Methods of evaluative data collection and analysis. Based on a scoping review and contributing to the theories of data justice and governance, the framework and principles are a synthesis of recommendations developed by the scholars and practitioners of data justice informed technologies. The principles—Transparency, Clarity, No Harm, Agency, Active Governance, and Accountability—are presented as a conceptual tool for universities to use when developing institutional policies around the governance of AI, to ensure that all its implementations are fair, transparent, and just.

Evidence of outcomes and effectiveness. Several methods of policy implementation and the evaluation of its effectiveness are to be proposed among the case-studies of various universities' efforts in AI and general data governance, such as Athabasca University's Principles for Ethical Use of Personalized Student Data, among others.

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V110

Engaging industry in health sciences professional preparation: it's not all about placements

Dr Belinda Kenny¹, Dr Caterina Tannous¹, Mr David O'Connor¹, Assoc Prof Elizabeth Thyer¹, Prof Clarice Tang¹

¹Western Sydney University, Campbelltown, Australia

Background/context. Effective partnerships between universities and industry may facilitate health science students' learning and work readiness. Industry may also benefit from collaborations that provide allied health clinicians with role diversity and research networks. Yet there is limited evidence to guide sustainable industry engagement in academic curricula.

The initiative/practice. This study utilised Social Exchange Theory (Cropanzano & Mitchell, 2005) to explore potential benefits and barriers and develop a pathway for industry engagement with professional preparation program. The premise of this theory is that perceived costs and benefits that accompany interactions will determine how a relationship is evaluated. When rewards are perceived as relatively high compared with costs, engagement is positively perceived and potentially sustainable. This study explored perceived rewards and costs that may underpin partners' expectations of engagement with universities.

Methods of evaluative data collection and analysis. A realist evaluation framework was used to consider factors that impacted experiences and outcomes for academics and clinicians who engaged in development and delivery of curriculum for a new health professional preparation program. Academics and clinicians who collaborated in learning and teaching experiences participated in a post-engagement focus group. Transcribed data was analysed to identify contexts, mechanisms, and outcomes of early partnership experiences.

Evidence of outcomes and effectiveness. Three context, mechanism, outcome configurations were shown to facilitate positive engagement outcomes between academic and industry partners. Participants reported sustainable partnerships developed when engagement was perceived as; 1) an employment **opportunity**, 2) mutually rewarding **partnership**, and 3) focussed upon students' **work readiness**. The nature of exchange processes and the professional relationship between partners impacted engagement outcomes for clinicians and academics. Findings provide insight into factors that motivate clinicians to engage in curriculum development and implementation and strategies that can maintain effective partnerships between local health districts and universities.

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V111

Promoting student well-being and resilience – testing a systemic game-based intervention focused on basic psychological needs at a Dutch university

Miss Lisa Kiltz¹, Dr Marjon Fokkens-Bruinsma¹, Dr Ellen P.W.A Jansen¹

¹University of Groningen, Groningen, Netherlands

Background/context. The past years have proven that student well-being remains a relevant topic. We propose that well-being issues do not only root in the students themselves as individuals but also in the academic system surrounding them. Following this approach, satisfying the basic psychological needs of autonomy, competence, and relatedness, as proposed by the Self-Determination Theory (Deci & Ryan, 1985), has proven promising for academic well-being.

The initiative/practice. We implemented an intervention to promote students' need satisfaction consisting of three parts: During the first lecture, participants engaged in a board game focused on psychoeducation about how relevant the BPN are in teaching. Afterwards, they agreed on adjusting the course design according to their needs. A session midway through the course served to monitor the progress of these adjustments thus far. During the last lecture, participants stated how the agreements had been accomplished and how it had affected students' well-being.

Methods of evaluative data collection and analysis. Two courses participated during spring 2022; another five will participate during spring 2023. Additionally, we included one control group for each participating course. Three times, students rated their need satisfaction, well-being and resilience quantitatively. Beyond that, students and teachers could participate in interviews to elaborate on their experiences. Lastly, we added observational data regarding interactions and discussions during the sessions.

Evidence of outcomes and effectiveness. Findings based on last year's data revealed that need satisfaction and frustration predicted well-being and resilience to some extent, with competence being the strongest and relatedness the weakest predictor. Despite no significant interaction effects that could prove the intervention's effectiveness above the control course, our qualitative data hint towards students and teachers perceiving it positively regarding their well-being. Such innovative educational tools may help integrate a systemic approach to promoting university students' well-being and resilience.

References.

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V112

Connecting the missing link in feedback loops

Assoc Prof Bhavani Sridharan¹, Dr Tuan Chau²¹*Australian Catholic University, Melbourne, Australia,* ²*Australian Catholic University, Melbourne, Australia*

Background/context. Arguably one of the key challenges facing the higher education community is deriving authentic value from investment in feedback practices by key stakeholders (learners and teachers). One of the underlying frustrations, poor experiences and ineffectiveness of feedback stem from the lack of shared understanding and responsibility in fulfilling the unmet needs of both parties (Winstone et al., 2017). From the sender's perspective, one of the critical factors for investing their time and effort in feedback is students' engagement and reflection to take corrective actions for improvement (Price et al., 2011). Reflecting on feedback is crucial for not only developing critical thinking skills but also evaluative judgement skills. On the other hand, usefulness and utility values are key factors in the minds of recipients in deciding whether to engage or not engage with feedback (Winstone et al., 2021).

The initiative/practice. To address the above paradoxical issue, we trailed a feedback intervention initiative of 'feed up' and 'feedback on feedback' by systematically building into operational aspects of assessment practices paving the way for critical thinking through reflecting and taking corrective actions. This entailed developing an online proforma clarifying students' expectations about feedback (feed up), any difficulty in understanding previous feedback, how they acted on previous feedback and evaluating their perceived value of the feedback in taking corrective actions.

Methods of evaluative data collection and analysis. Both quantitative and qualitative data were collected using the online method of data collection from 281 students over two semesters. Quantitative data analysis and thematic analysis of qualitative data were conducted to evaluate the perceived impact on learning and student experience.

Evidence of outcomes and effectiveness. Results indicate a positive student learning experience for students and an opportunity for teachers to identify blind spots of teachers and adjust and enhance their feedback strategy.

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V113

Exploring the significance of WeChat in Chinese international students' practice in the Australian higher education field

Miss Xingyu Meng¹

¹Monash University, Frankston, Australia

Social media platforms now play an essential part in most people's lives. WeChat is one of the most popular social media platforms amongst Chinese users, including Chinese international students while they are in Australia. Therefore, in terms of making sense of the digitally mediated experiences of Chinese international students, particular attention needs to be paid to the WeChat social media platform. This study aimed to explore how Chinese international students' WeChat practices, in an Australian university, mediated negotiation of their education field/habitus. This study targeted 15 undergraduate Chinese international students studying in different faculties and used semi-structured interviews (Gillham, 2005) and the scroll-back method (Robards & Lincoln, 2019), which was applied during the participant interviews to better engage the students' feelings and thoughts about using WeChat. The scroll-back method involved asking the participants to scroll through the past 12 months of their WeChat content (e.g., content on Moment) and revisit why and how they produced particular content. This method provoked discussion of memories, feelings, and context. Pierre Bourdieu's conceptual framework (Bourdieu, 1977) as the basis of the methodology to guide data collection and analysis. In Pierre Bourdieu's work, concepts are not to be understood separately but as interdependent with each other, so the study explores the interactions between capital, habitus, and field through WeChat practice (Bourdieu & Wacquant, 1992). The growing environment, cultural environment and systems of Chinese international students shape the habitus which reflects on their social media practice. This study found that Chinese international students' social media practice has deep root in their habitus obtained and developed in China and social capitals they gained from the habitus and then extended it. Chinese international students use WeChat in different ways depending on their specific context; the platform is used as a social media tool, a connective link to social relations, a factor in students' sense of identity as part of the Chinese community, and a contributor to their social position. WeChat has also been a tool within the structure of Chinese international student relations that determines in-groups and out-groups. Social media presence is related to the capital Chinese international students obtain and retain in the field and affects their access to information. The research has implication to the further studies on Chinese international student' appearance on Western social media platforms and their interaction and relationship with in-group others on social media. The findings also let the university understand how Chinese international students perceive the support offered by the university, so that it provides information for the decision makers to modify the existing system and provide more useful, consistent and ongoing programs to support Chinese international students and reduce barriers. The finding also recommends that Chinese international students should decrease their use of WeChat to engage with their higher education.

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V114

Polyvocal discourses in the UTS graduate certificate in higher education teaching and learning: Towards an Indigenous ontology

Dr Melinda Lewis¹

¹University of Technology Sydney, Broadway, Ultimo, Australia

Background/context. The Graduate Certificate in Higher Education Teaching and Learning (GCHETL) at UTS is one affordance in the professional learning landscape for teaching staff to cultivate and articulate their identity and build capability as deliberate professional educators. In 2022, our newly designed GCHETL was implemented with a strong focus on social justice, and a pedagogical framework combining reflexivity, dialogue, and action, informed by critical pedagogy, feminist philosophy and an appreciation for the contribution Indigenous ontology can make to educational thought and practice. Embedding the Indigenous Graduate Attribute (IGA) curricula framework (2022) is a key agenda in response to Universities Australia 2022-2025 strategy (2022).

The initiative/practice. Our first step in curriculum design was to invite a 'within journey' (Hill et al., 2020), by embedding self-reflective practices, diverse dialogues, and the cultural practice of relationality as multiple truths (Tynan, 2021), known to assist academics to engage authentically.

Methods of evaluative data collection and analysis. Participatory research explored the within journey experiences and reflections of teaching staff, and teacher participants, working towards an Indigenous ontology. Ethics was approved to conduct semi-structured interviews, and draw together stories of teacher reflections, research journals, feedback on assessment tasks, formal university subject-level feedback, and participant observation to create a rich, polyvocal data set. A holistic developmental model, the 'map of meaning' (Lips-Wiersma, 2011) was adopted as an interpretive framework with a focus on being, self, doing, and others.

Evidence of outcomes and effectiveness. Indicative findings affirm that the within journey pedagogical approach created an appreciation for centering Indigenous ontologies through course team collaboration, learning conversations and co-production. Insights into how academics shift their ontological stance with respect to cultural identities, disciplinary affiliations, and curriculum were gained. The project created a useful model for course teams who wish to (1) engage authentically with a social justice ethos (Connell, 2019), (2) grow their relational knowing, and (3) unsettle biases through awareness.

Presentation plan to engage the audience: We intend to evoke polyvocality as a practice through the following options, which we will plan for and adjust on the day based on size of audience and technical capabilities with external links:

1. Introduction: An online platform for shared inquiry during the presentation, based on our title, abstract and a key quote from the data/literature;
2. Ongoing: Chat box during the presentation for Q's, sharing resources; and
3. Activity: Play our pre-recorded voiced stories and offer a taster reflective writing activity (2 mins) to invite Voice from participants, and if possible, invite to a simultaneous online sharing.

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V115

Boola Katitjin (lots of learning): Professional learning and C.H.A.T. pedagogy for new learning environments

Dr Ashleigh Prosser¹, Dr Shannon Johnston²

¹Murdoch University, Murdoch, Australia, ²Murdoch University, Murdoch, Australia

Background/context: Well-designed learning and teaching environments enable collaborative, active learning when taught by educators experienced or trained in such strategies, more effectively than traditional classrooms (Copridge et al. 2021; Donkin & Kynn 2021; Thomas et al. 2019). Murdoch University's new building Boola Katitjin contains spaces designed for active and collaborative large-format classes, delivered in technology-enhanced environments. These spaces afford opportunities for university teachers to reconsider pedagogical practice to utilise the facilities to enhance the learning experience. However, great teaching in innovative new environments doesn't just occur. Professional learning is required to support and enable such development.

The initiative/practice: This study investigates how staff preparing to teach in the new building (from semester 1, 2023) engaged in professional learning perceive of their experiences, development and learning from their professional learning activities and into their teaching practice. We identify the connection between professional learning experiences and university teachers' developing concepts of the new C.H.A.T. pedagogy framework focused on the learning and teaching affordances of the classrooms in Boola Katitjin.

Methods of evaluative data collection and analysis: Data is collected through a sequence of questionnaires, interviews and/or focus groups, and participant case studies and/or lesson plans. Iterative data collection enables us to develop insight into the role, influence, and impact of professional learning. This qualitative study takes a phenomenological stance. Iterative thematic analysis and triangulation to their produced documents looks for the essence of the experience (Patton, 2002), and the individual impacts on, and stories of, the participants, to collectively build a story about the impact of professional learning (McCormack et. al., 2016).

Evidence of outcomes and effectiveness: From professional learning activity and evaluation, we identified pre-analysis themes: overwhelming new environments; supported, challenged, facilitated; small steps breed confidence; 'grow into' new teaching practices, and effective learning structure for engagement and retention. This presentation will share outcomes focusing on pedagogical development and its association (or otherwise!) with the professional learning activity.

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V116

Crisis or opportunity – tertiary teaching after the pandemic

Dr Sarah Baker¹

¹Sarah Baker Auckland University of Technology, Auckland, New Zealand

Background/context. The coronavirus pandemic created upheavals in most areas of life shortly after it was first reported in December 2019. New Zealand used alert levels and activities were restricted except for essential travel and all businesses and educational facilities were closed from March 2020. The restrictions to higher education created enormous disruption and students faced uncertainty with how to continue their education. Most universities moved to online learning with varying results.

Initiative/practice. This paper sets out to examine the impact of the disruption and questions what actions can be done after severe consequences for the tertiary education sector continue. Initially, some of the issues during the lockdowns were around access to online teaching, with students from lower incomes often detrimentally impacted, not just from an ability to get online but by households that had higher numbers of occupants making the learning process difficult. Other students found motivation impacted by anxiety generally. Studies carried out on how students responded to the online teaching environment show different issues arose.

Methods of evaluative data collection and analysis. Cameron, M., Fogarty-Perry, B., Piercy, G (2022) found that students with a high ability to pay for their studies showed a higher degree of resilience in the face of challenged posed by the pandemic and lockdowns and that those with financial difficulties had difficult circumstances. In New Zealand, universities continue to see falling numbers of students which has led to questions around student success, and the general quality of education that universities produce.

Evidence of outcomes and effectiveness. This research is part of ongoing research into issues around curriculum and how to adapt to this crisis. The paper considers the issues that have impacted the student experience and what questions to ask at this crisis point. In order to engage students the presentation will use media examples from the time period to show real world examples.

V117

Embedded approaches to academic literacy development: A systematic review of empirical research about impact

Dr Mark Bassett¹, Dr Lucy Macnaught¹

¹*Auckland University of Technology, Auckland, New Zealand*

Background/context. The peripheral positioning of academic literacy development is well critiqued (Arkoudis & Harris, 2019). Literature about the alternative, an approach that embeds it in the curriculum, is mainly limited to sharing of practice and theoretical argumentation. Therefore, advocates of embedded approaches need to urgently generate empirical research findings about its impacts.

The initiative/practice. To identify specific types of evidence used to justify embedded approaches to academic literacy development and to propose possible future research directions, two learning advisors conducted a systematic review of the literature on embedding. Four research questions focused on research designs, types of evidence presented, which embedding practices were implemented, and where research was published.

Methods of evaluative data collection and analysis. Using the PRISMA-P systematic review protocol, a search of databases (ERIC, Sage, Scopus, Taylor & Francis, and Wiley) and open access journals identified 3533 publications. We included peer-reviewed empirical research reporting evidence of the impacts of embedding in tertiary education. Removal of duplicates, application of inclusion criteria, and reference list mining led to the quality appraisal of 32 articles using CASP and MMAT tools. This left 20 articles from which we extracted data relevant to the four research questions. To account for distinctive instances and recurrent patterns in the data, a coding scheme was created and refined, enabling the articulation of findings.

Evidence of outcomes and effectiveness. First, research designs were varied, but often focused on data involving student and teacher perceptions. Second, rigorous evidence of impact involved data that showed change in student performance. Third, studies reporting on such impacts involved collaboration between discipline experts and academic literacy experts. Fourth, publishing occurred in journals from a variety of disciplines, indicating that academic literacy development is a fragmented field, but it is a shared priority across higher education.

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V118

Widening educational participation in a zero-tolerance environment: Navigating equity within a neo-liberal frame

Ms Kate Sheppard¹

¹James Cook University, Townsville, Australia

Background/context. Universities and educators are required to navigate a complex terrain when enacting widening participation within a neo-liberal policy context (Gale and Tranter 2011, Marginson 2011, Rizvi and Lingard 2011, Gale and Parker 2013, Southgate and Bennett 2014).

The initiative/practice. This presentation presents an analysis of the problem representations in Australian widening participation policy utilising Bacchi's (2009) What's the Problem Represented to Be Approach

Methods of evaluative data collection and analysis. To make visible the discourses apparent in widening participation documents, this presentation utilises the work of Carol Bacchi (2009), who draws on her interpretation of Foucault's notion of discourse to make visible the discourses apparent in policy and practice through an excavation of a textual 'archive'. The archive for this study includes six influential documents related to the widening participation agenda in Australian higher education. These are: Bradley Review (2008); *Transforming Australia's Higher Education System* (2009); A speech by Minister for Education, Employment and Workplace Relations, Julia Gillard at the Transition, Retention and Progression Forum (2009); A Labor government media release, *Gillard Government Funds Growth and Quality in Nation's Universities* (2011); The Higher Education Partnerships and Participation Program Grant Guidelines (2012); and *Higher Education Support Amendment (Job-ready Graduates and Supporting Regional and Remote Students)* Bill 2020. These documents constitute pronouncements on widening participation in Australian higher education between 2008 and 2021 and have provided universities the legislative framework and funding arrangements for widening participation practice.

Evidence of outcomes and effectiveness. The analysis reveals that Universities are positioned as underperforming, and in need of government regulation. Similarly, equity group students are positioned as lacking capacity, and burdensome. This creates deficit discourses around universities and equity group students, and initiates dividing practices between those individuals and organisations who are 'performing' and those who are not. These mechanisms have mobilised new public management approaches as a discursive practice, creating a regime of truth. This presentation identifies and describes the policy structures, drivers and processes that act as barriers and enablers in the widening participation agenda and, in doing so, also proposes possible future directions.

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V119

Recognising and rewarding teaching excellence in higher education using an ePortfolio

Prof Gary Velan¹, Prof Patsie Polly¹

¹University of New South Wales, Sydney, Australia

Background/context. Research has traditionally been recognised and rewarded more than teaching at universities. One reason for this disparity is that measures of research excellence are widely used and accepted. In contrast, there are no generally accepted measures of teaching excellence^{1,2}.

The initiative/practice. In response to this challenge, we aimed to identify the dimensions of effective teaching in higher education. Those dimensions would then be operationalised in an ePortfolio to enable academic staff to demonstrate their educational achievements.

Methods of evaluative data collection and analysis. Building on existing literature^{3,4}, we collaborated with national and international experts via a two-stage Delphi study to develop consensus dimensions of effective teaching practice. In Stage 1, educational leaders completed an online survey which asked them to list the dimensions of teachers' effective practice in higher education. Thirteen dimensions were identified by 63 respondents, 58 of whom subsequently ranked and prioritised those dimensions in Stage 2.

Evidence of outcomes and effectiveness. Four consensus dimensions of effective teaching practice were identified, each with associated criteria: teaching and supporting learning; design and development of learning activities and assessment; disciplinary expertise and professional development; and educational leadership. These were incorporated into an ePortfolio, which enables all staff to collect artefacts, reflect upon their teaching practice and curate evidence of achievement in alignment with the dimensions and associated criteria. The resulting dimensions differ from existing standards, including the [UK Professional Standards Framework](#) and the Australian University Teaching Criteria and Standards ([AUTCAS](#)), yet align well with those frameworks. More than 200 staff members at all academic levels have created their portfolios, which may be used generate applications for teaching awards, fellowships and academic promotion. Public display of individual ePortfolios is enabled to disseminate good practice.

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V120

Persistence in or departure from the college major of choice: Understanding students' higher education investment and return in Taiwan

Assoc Prof Patricia Yu¹

¹National Taiwan Normal University, Taipei City, Taiwan

Background/context. Taiwan higher education has expanded since 1985, and it has seen a corollary increase in stratification between college enrolment and graduation, which would lead to significant heterogeneous return to students' higher education investment. While there has been research into identifying stratification in the types of institutions students attend and the pathways they follow, little higher education research exists yet to address student persistence in their initial academic department of choice, which is one of the most important choices influencing return to higher education investment that students face between college enrolment and graduation.

The initiative/practice. Extending Tinto's model of institutional departure, this study tests both the outcome of students' academic integration and the influence that campus social systems have on them with regard to shaping their choice of major field and subsequent decisions on persistence in (or departure from) the academic department of choice. This study further tests the effect of departmental persistence on return to higher education investment, including occupational status, personal income, and intergenerational earnings mobility.

Methods of evaluative data collection and analysis. By analysing longitudinal survey data from the Taiwan Education Panel Survey (TEPS) and its follow-ups, the Taiwan Education Panel Survey and Beyond (TEPS-B), which tracked students born between 1984-85 from 2001 to 2015, this study seeks to promote disadvantaged students' return to their higher education investment, then social mobility, by increasing their departmental persistence. As the outcomes of interest are categorical variables, this study uses multinomial logit models for analysis.

Evidence of outcomes and effectiveness. This study finds that students' family background plays an important role in stratifying their choice of major and departmental persistence, which in turn are important in shaping labour-market outcomes.

Engagement of the audience. For the showcase presentation, this study will be organised into PowerPoint slides. The presenter will refer this study to the audience's experience by connecting the issues discussed in this study with issues embedded in higher education worldwide.

V121

Expectations vs reality: How educators can use autonomy, competence and relatedness to increase motivation

Ms Pei Wen Wong¹, Miss Vanessa Chan²

¹Nanyang Technological University, Singapore, Singapore, ²Nanyang Technological University, Singapore, Singapore

Background/context. In recent years, Singapore's education system has shifted towards self-directed learning and intrinsic motivation is essential in achieving this goal (Bodkyn & Stevens, 2015). The Cognitive Evaluation Theory posits that autonomy, competence, and relatedness enhance intrinsic motivation (Deci & Ryan, 1985). These three tenets can be maximised in the Students as Learning Partners framework. The framework involves collaborative curriculum design by students and educators (Cook-Sather et al., 2014). This contrasts with the traditional approach adopted in Singapore, where curriculums are designed solely by educators.

The initiative/practice. Prior literature has separately explored the theory and framework, but not their potential relationship. This study aims to (1) compare educators' and students' views of Singapore university education, (2) understand the effects of autonomy, relatedness, and competence in intrinsic motivation to learn, and (3) explore how the Students as Learning Partners framework can be feasibly implemented in Singapore universities.

Methods of evaluative data collection and analysis. One-on-one interviews were conducted with 13 educators and 15 undergraduates, alongside an experiment with a class of 20 undergraduates and follow-up focus groups.

Evidence of outcomes and effectiveness. Thematic analysis identified four main themes: students are predominantly extrinsically motivated; relatedness and limited autonomy enhance intrinsic motivation, but not competence; Singapore's rigid education structure necessitated by mass education hinders self-directed learning and intrinsic motivation; and power dynamics and logistics are major challenges in implementing the framework. The findings inform the curation of curriculums that enhance intrinsic motivation, and advance research in the adoption of the Students as Learning Partners framework in Singapore. During the presentation, audience members will be encouraged to participate in short polls and quizzes. After the Q&A session, they can also submit any unanswered questions and the presenters will continue the discussion with them beyond this conference.

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V122

Cultivating partnership values and competencies among undergraduate students in Singapore

Dr Sophia Tan¹, Ms Pei Wen Wong¹

¹Nanyang Technological University, Singapore, Singapore

Background/context. The Students as Partners (SaP) pedagogical framework has been reputed for bringing in greater ownership and participation in a more democratized student-teacher relationship (Healey, Flint & Harrington, 2016). While this idea has taken off in western contexts, it has remained challenging in societies in the Asia-Pacific due to barriers of more hierarchical and grade-oriented cultures.

The initiative/practice. This study takes place within an undergraduate course at the Nanyang Technological University, and involves implementing several SaP practices, the main one being student co-design of curriculum, alongside with additional feedback mechanisms to voice and address their concerns via an online poll anonymously. Within this context, our research questions are as follows: (1) What is the impact of SaP in the design of the course curriculum? And (2) What are the outcomes of these practices in terms of cultivating SaP values, student satisfaction, learning and achievement?

Methods of evaluative data collection and analysis. This study used mixed methods including qualitative analysis of the redesigned course curriculum, student focus group discussions (N=10), as well as a survey on students' perception of their own SaP values (N=8) pre and post course, and student feedback on teaching and achievement results. The focus group data was coded and analysed in terms of positive and negative manifestations of the nine partnership values outlined by the HE Academy (2015), which are: Authenticity, Inclusivity, Honesty, Reciprocity, Empowerment, Trust, Courage, Plurality, and Responsibility.

Evidence of outcomes and effectiveness. Our results suggested that while students were technically effective at making substantive changes to the curriculum and course design, they had exhibited both positive and negative examples of the partnership values. The values that manifested more positively were Authenticity, Honesty, Empowerment, and Plurality, whereas the values that had manifested itself more negatively were Inclusivity, Trust, Courage, and Responsibility.

Audience Engagement.

During the presentation, the audience may be asked to participate in a couple of short polls. After that, they may participate in the Q&A.

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V123

Doctoral writing groups as vehicles for pastoral care and academic identity development

Dr Lynette Pretorius¹, Dr Danielle Hradsky¹, Ali Soyoo¹, Dr Shaoru Zeng¹, Dr Elham Foomani¹, Ngo Cong-Lem¹, Dr Jacky-Lou Maestre¹

¹Faculty of Education, Monash University, Clayton, Australia

Background/context. The wellbeing of doctoral students needs to be better supported, with research showing a significant incidence of psychological distress in this student cohort (Evans et al., 2018; Pretorius et al., 2019). Factors contributing to the often-times toxic doctoral educational environment include isolation, lack of support, work-life imbalance, high workloads, publishing and funding pressures, and career and financial insecurity (Pretorius et al., 2019).

The initiative/practice. There is a need to enhance pastoral care provision in doctoral education. Recently, doctoral writing groups have been considered sites for pedagogical innovation in the doctoral environment. These groups enhance students' academic writing quality, quantity, voice and style through dialogic feedback (Chakraborty et al., 2021). However, writing groups' affective benefits (i.e., benefits associated with feelings) are poorly understood.

Methods of evaluative data collection and analysis. Using five reflective prompts, seven participants engaged in collaborative autoethnography to reflect on their experiences in their writing groups. These reflections were analysed through a reflection for learning process involving revision of literature, as well as individual and collaborative writing and discussion between participants and the writing group facilitator. Two key themes associated with the affective benefits of writing groups were constructed: fostering a sense of belonging and developing an academic identity.

Evidence of outcomes and effectiveness. Participants' reflections showed that writing groups foster belonging through self-reflection and shared experiences, building self-efficacy and awareness. Participants also noted that the self-reflection and discussion in these groups helped them better understand themselves and discover that they belong within academia. Therefore, this study shows that writing groups can positively impact PhD students' mental health and academic success by encouraging wellbeing, fostering resilience, providing academic care, and building social capital.

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