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## P100

**Interdisciplinary reflection by Higher Education academics using teaching squares: A scoping review.**

**Dr Angela Brown**<sup>1,2</sup>, **Dr Joanne Harmon**<sup>1,2</sup>, Dr David Birbeck<sup>3</sup>, Ms Josephine Crockett<sup>1</sup>, Dr Shila Panadgoo<sup>4</sup>, Dr Abu Nawas<sup>4</sup>, A/prof Andrea Stringer<sup>1</sup>, Associate Professor Maurizio Costabile<sup>1</sup>

<sup>1</sup>UniSA, Adelaide, Australia, <sup>2</sup>Rosemary Bryant AO Research Centre, Adelaide, Australia, <sup>3</sup>UniSA Teaching Innovation Unit, Adelaide, Australia, <sup>4</sup>University of Adelaide, Adelaide, Australia

**Aim:** This study aims to investigate the utilisation of teaching squares by Higher Education academics to engage in a cyclical process of teaching reflection.

**Background/Context:** Teaching squares are frequently cited as an alternative or initial step towards peer review of teaching, wherein a collective group observes, and reflects upon on a teaching episode, thereby fostering opportunities for self-reflection (Friedman et al., 2022).

**Description:** Scoping review (Peters et al., 2020).

**Method:** Systematic search of seven electronic databases identified 13 studies for review. Studies meeting inclusion criteria involved reflection on teaching within the disciplines of Nursing, Midwifery, Pharmacy, and Biomedical Sciences. Data were extracted, charted, and analysed utilising the Patterns, Advances, Gap, Evidence for Practice and Research framework (Bradbury-Jones et al., 2022).

**Evidence:** Themes identified were the enhancement of pedagogical skills. Improved skills were facilitated by the cultivation of positive academic relationships stemming from interdisciplinary observation, reflection, and serendipitous interactions. Higher Education academics, particularly those new to academia, derived significant benefits, including heightened awareness of their teaching practices, deeper understanding of student experiences, and decreased feelings of isolation. Interdisciplinary reflection fostered the development of social capital, resulting in increased confidence and the formation of new professional relationships. Contextual culture served either as a barrier or facilitator to engaging in reflection, with diverse methods of reflection observed, including novel insights gained during the COVID-19 pandemic.

**Contribution:** This scoping review delves into the existing literature on teaching reflection among academics in Nursing, Midwifery, Pharmacy, and Biomedical Science disciplines. Key outcomes for interdisciplinary stakeholders included heightened confidence levels, adoption of new teaching methods, and insights into student experiences through interdisciplinary reflection. From a faculty perspective, increased social network development and enhanced social capital were observed, particularly beneficial for academics transitioning into academia.

**References:** Bradbury-Jones, C., Aveyard, H., Herber, O. R., Isham, L., Taylor, J., & O'Malley, L. (2022). Scoping reviews: the PAGER framework for improving the quality of reporting. *International Journal of Social Research Methodology*, 25(4), 457-470. <https://doi.org/10.1080/13645579.2021.1899596>

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## P101

**From policy to praxis: Data justice-based principles for the governance of artificial intelligence in higher education**

**Dr Ekaterina Pechenkina**<sup>1</sup>

<sup>1</sup>Swinburne University Of Technology, Hawthorn, Australia

**Aim:** this poster presents a comprehensive map of processes, dynamics and challenges surrounding the process of embedding data-justice-based principles into the governance of artificial intelligence (AI) in higher education (HE).

**Background/context:** Understood as computer systems capable of performing tasks which typically require human input (Riedel et al., 2017), AI remains at the forefront of universities' governance endeavours. Of particular importance is the governance of generative AI (genAI), which 'learns' beyond set rules, generating 'new' content resembling human-made artefacts (Marr, 2023). Despite opportunities afforded by AI, concerns remain in relation to integrity, equity, ethics and privacy, reinforcing the need for regulation. It is critical to consolidate the state-of-the-industry knowledge and pave a way forward to move from policy to praxis, articulating AI governance tenets as guiding principles for practice.

**Description:** Building on a governance framework developed by the author and drawing on scholarships of ethics of care (Prinsloo, 2017) and data justice (Dencik et al., 2019; Hoffmann, 2019), the poster visualises the implementation of data justice principles as practical guidelines to inform and empower educators. The principles—Transparency, Clarity, No Harm, Agency, Active Governance, and Accountability—serve as a conceptual tool, while guidelines demonstrate their practical application.

**Method:** Informed by a scoping review and formulated as action research (Oranga & Gisore, 2023), the project addresses the ongoing need to engage with AI-related challenges in HE, helping universities navigate this uncertain terrain.

**Evidence:** The poster presents an embedded evaluation plan to gather evidence of the guidelines' effectiveness by inviting stakeholders to reflect on their engagement with the guidelines. Comparative analysis of guidelines in other universities will also be presented.

**Contribution:** The project at the nexus of education policy, ethics of care, and data justice scholarships, demystifies the process of operationalising policy through praxis, reflecting on its realities and challenges.

**References:** Dencik, L., Hintz, A., Redden, J., & Treré, E. (2019). Exploring data justice: Conceptions, applications and directions. *Information, Communication & Society*, 22(7), 873-881. <https://www.tandfonline.com/doi/full/10.1080/1369118X.2019.1606268>

Hoffmann, A. L. (2019). Where fairness fails: Data, algorithms, and the limits of antidiscrimination discourse. *Information, Communication & Society*, 22(7), 900-915. <https://doi.org/10.1080/1369118X.2019.1573912>

Prinsloo, P. (2017). Fleeing from Frankenstein's monster and meeting Kafka on the way: Algorithmic decision-making in higher education. *E-Learning and Digital Media*, 14(3), 138-163. <https://doi.org/10.1177/2042753017731355>.

Oranga, J., & Gisore, B. (2023). Action Research in Education. *Open Access Library Journal*, 10(7), 1-10.



**P102****Improving retention in large physiology units****Dr Emily Don<sup>1</sup>**<sup>1</sup>Macquarie University, Macquarie University, Australia**Focus:** Presentation of practical applications to improve student outcomes in large Physiology Units.**Background/context:** Historically, physiology courses have been seen as difficult with low student engagement, high failure rates and low rates of retention [1-3]. The Physiology units discussed have followed this pattern with high failure rates (20-40%), large discrepancies between the average WAM and average unit mark (-8-13 marks), low student engagement with lecture content (50% not watching) and problems with student retention. Using three evidence-based approaches (horizontal and vertical alignment, chunked content and second chance assessments, our team has led the implementation of enhanced curriculum design and development to improve learning outcomes and student success in our units.**Description:** 1) We initiated unit changes that would achieve horizontal and vertical curriculum alignment within the relevant disciplines by engaging with all relevant Unit Convenors. A top-down approach was taken and significant redesign of Human Biology and Systems Physiology to offer a student-focused and scaffolded approach to introducing and building solid foundational knowledge that is essential for improving student success in higher level units. 2) The team developed innovative & chunked student-focused content by designing chunked content supporting the weekly learning outcomes and utilised digital learning tools such as new H5P modules with embedded with knowledge check questions and several short 'need to know' videos before practical classes. 3) In addition, we implemented second chance question corrections for any student who failed the mid-semester exam.**Method(s):** Data was collected in the learning management system and assessed through T-tests.**Evidence:** These changes have significantly increased student success rates in these units (increased to 86-98.5%) significant improvement in student survey scores with 65-95% of students excited to recommend the units to others and an increase in average marks from 11-13. To achieve this outcomes, extra staff workload was needed.**References:** 1. Harris, D. E., Hannum, L., & Gupta, S. (2004). Contributing factors to student success in anatomy & physiology: lower outside workload & better preparation. *The American Biology Teacher*, 66(3), 168-175.2. Sturges, D., Maurer, T. W., Allen, D., Gatch, D. B., & 3. Shankar, P. (2016). Academic performance in human anatomy and physiology classes: a 2-yr study of academic motivation and grade expectation. *Advances in physiology education*, 40(1), 26-31.Slominski, T., Grindberg, S., & Momsen, J. (2019). Physiology is hard: a replication study of students' perceived learning difficulties. *Advances in Physiology Education*, 43(2), 121-127.**P103****Embedding transferrable skills into the higher degree by research candidature****Dr Dani Milos<sup>1</sup>**<sup>1</sup>Flinders University, Adelaide, Australia**Aim:** The aim of the poster is to show how an Australian university is challenging the norm by creating an online, embedded research and employability skills training program that driven by students.**Background:** Doctoral graduates are often perceived to be overly specialised and unable to adapt to non-academic settings (Jaeger and Rudra, 2013). Universities are under increasing pressure to embed research and transferrable skills into the research degree candidature in a flexible and meaningful way to equip graduates with the skills to succeed in a range of careers.**Description:** This poster presents a structured and embedded skills training program for research students. It highlights the scaffolded approach used to develop the program, arguing that for content to be meaningful to students, it needs to be supported by an effective framework and system.**Methods:** Through a reflective, competency-based approach, a doctoral graduate attributes framework and online candidature management system, the program puts students in charge of their skills development – allowing students to assess their own skills, design their appropriate learning, and recognise, document, reflect on and demonstrate the specific skills and attributes they have developed.**Evidence:** Data is collected from commencing students on their previous experience, current skill level under the doctoral graduate framework and self-identified skills needed to succeed. The same data is then collected at the completion of the degree, in addition to individual student reflections, providing measures of program effectiveness.**Contribution:** By measuring the students' self-assessed skill growth specified by the graduate attributes framework and evaluating students' skill reflections throughout their candidature, tangible evidence of the program's success will be gathered. This evidence will be used to evaluate and improve the program accordingly, ensuring that students are equipped to complete on time and are well prepared for a range of career outcomes.**References:** Mantai, L. & Marrone, M. (2022). Identifying skills, qualifications, and attributes expected to do a PhD. *Studies in Higher Education*, 47(11), 2273-2286. <https://doi.org/10.1080/03075079.2022.2061444>Jaeger, B. and Rudra, A. (2013). Educational activities and a competency framework for meeting new challenges in higher education. *Journal of Systemics, Cybernetics and Informatics*, 11(1), 28-32. <http://hdl.handle.net/20.500.11937/14033>

**P104****Early insights on addressing the strategic challenge of embedding the graduate attributes****Ms Rowena Ulbrick<sup>1</sup>**<sup>1</sup>*Swinburne University of Technology, Launching Place, Australia*

**Focus:** This poster shares early insights from a PhD research exploring how HE leaders embed the Graduate Attributes (GAs) across Australian universities.

**Background/context:** Addressing the GAs in Australian universities is not a new process; as early as the 1970s (Barrie, 2004) there have been discussions of the transdisciplinary capabilities must possess upon graduation (French & Tracey, 2010; Spronken-Smith et al., 2015; Plastow & Bester, 2020). However, many challenges persist. Little is known about how HE leaders construct their GA lists or how they bring GAs to life. Using Kotter's (2014) evolved theory of change (XLR8) utilising traditional and agile structures offers an environment in which the GAs can be taught, practiced and assessed may be possible.

**Description:** The research employs a mixed-method approach, collecting multi-channel qualitative data from HE leaders, across universities in Australia. The study seeks to understand the dynamics, processes and challenges behind the process of constructing GAs within an institutional context.

**Method:** Predominately qualitative data collection through surveys and semi-structured interviews using snowball sampling.

**Evidence:** Most respondents were either familiar, or very familiar with the process of embedding the GAs across their university and indicated that the model of embedding the GAs could be described as 'top-down' opposed to 'bottom up'. Interestingly, most participants did not wish to disclose their role or even their institution. This desire for anonymity suggests a level of secrecy and lack of transparency in how HE leaders approach this aspect of their work, bolstering the imperative for this research to be undertaken.

**Contribution:** The poster will highlight how HE leaders respond to the challenge of embedding the GAs across their institutions.

**Engagement:** The poster will engage the audience by centering the provocation 'Why can't we get this right?' and sharing a QR code to contribute to the research by completing the survey.

**References:** Barrie\*, S.C., 2004. A research-based approach to generic graduate attributes policy. *Higher Education Research & Development*, 23(3), pp.261-275.

French, E., & Tracey, N. (2010). Critical thinking and organisation theory: Embedding a process to encourage graduate capabilities. *E-Journal of Business Education and Scholarship of Teaching*, 4(1), 1-10.

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Plastow, N.A. and Bester, J., 2020. Embedding graduate attributes during occupational therapy curriculum development: A scoping review and qualitative research synthesis. *Australian Occupational Therapy Journal*, 67(5), pp.498-511.

Spronken-Smith, R., Bond, C., McLean, A., Frielick, S., Smith, N., Jenkins, M., & Marshall, S. (2015). Evaluating engagement with graduate outcomes across higher education institutions in Aotearoa/New Zealand. *Higher education research and development*, 34(5), 1014-1030. <https://doi.org/10.1080/07294360.2015.1011098>

**P105****Forty years of accounting education research: A bibliometric analysis****Dr Hafij Ullah<sup>1</sup>, Dr Faruk Bhuiyan<sup>2</sup>, Dr Philip Palmer<sup>1</sup>, Dr Taslima Jannat<sup>3</sup>**<sup>1</sup>*Flinders University, Bedford Park, Australia*, <sup>2</sup>*Sussex University, Sussex, England*, <sup>3</sup>*UCSI University, Taman Connaught, Malaysia*

**Aim:** The purpose of this study is to examine trends in accounting education research across four ABS-listed accounting education research journals. It investigates the impact of this research on accounting and finance subject rankings, as well as historical areas of focus, and suggests future directions in accounting education research.

**Background:** While prior literature has included systematic literature reviews on accounting education research, a comprehensive bibliometric study encompassing all relevant papers has been lacking.

**Method:** This paper is a bibliometric analysis of all studies (2253 papers from 1983 to 2022) published by four ABS-listed accounting education journals, namely, *Journal of Accounting Education*, *Accounting Education*, *Issues in Accounting Education* and *Advances in Accounting Education: Teaching and Curriculum Innovations*.

**Evidence:** The analysis found that most papers (20.73%) were published from 2011 to 2014 with the highest number of papers published in 2012 (128; 5.68%). Around 60% of papers were published during the last 15 years (2008-2022). 19 authors published 10 or more papers and 12 (63.16%) of them, including the most contributing three authors, are from the USA.

The USA (61.38%) published the most papers, and 83% of researchers are from three countries: USA, Australia and the United Kingdom and only 17% from the rest of the world. Out of the top 20 most contributing countries, 75% are developed countries.

Out of the 50 most contributing universities in accounting education research, only 18 (36%) have been ranked in the 2022 QS accounting and finance subject category and the remaining 32 (64%) are non-ranked universities. We observed that universities offering quality accounting and finance education are not contributing significantly to accounting education research.

**Contribution:** The study analyses the key areas of accounting education research, including trends, subject areas, impact on rankings, and future research directions for accounting education research.

**P106****Students perception of active learning strategies and learning spaces: A focus group study****Dr Carolyn Wolsey**<sup>1</sup>, Dr. Frances Kalu, Ms. Parvash Enghiad<sup>1</sup>*University of Tasmania, Hobart, Australia*

**Aim:** To understand nursing students' perceptions of the influence of active learning strategies and learning spaces on their learning.

**Background:** Active learning strategies are pedagogical approaches that engage students in learning and foster higher-order thinking. They have been shown to improve critical thinking abilities, clinical performance, knowledge competence, and the translation of nursing knowledge to clinical skills in nursing (Westerdahl et al., 2022). This study was conducted to understand if students' view of using active learning strategies aligns with the positive findings from the literature.

**Description:** This qualitative study investigated undergraduate nursing students' perceptions of active learning strategies and identified elements within their learning spaces that support their learning.

**Method:** Five focus group sessions were conducted with 10 participants in each session. Semi-structured open-ended questions guided the sessions. Data was thematically analysed using a six-phase theoretical thematic analysis approach (Braun & Clarke, 2006). Themes were then aligned with Fink's Taxonomy of Significant Learning (Fink, 2013).

**Evidence:** Themes from the data analysis include the effects on learning, self-awareness, and teaching influence. Findings from this study revealed that active learning strategies supported learning in more meaningful ways, improved the application of knowledge across education settings, and supported the learning of abstract concepts found in nursing education, such as caring. Participants identified having preferences in their learning spaces and that learning environments can influence learning. Students desire an optimal learning experience and a role as active participants in their learning.

**Contribution:** This study confirms that active learning strategies inform and influence students' learning. Linking learning strategies to the dimensions of Fink's Significant Learning (2013) provides a theoretical understanding of their effectiveness.

**References:** Braun, V., Clarke, V., (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

Westerdahl, F., Carlson, E., Wennick, A., & Borglin, G. (2022). Bachelor nursing students and their educator's experiences of teaching strategies targeting critical thinking: A scoping review. *Nurse Education in Practice*, 103409. DOI: 10.1016/j.nepr.2022.103409

**P107****Comparing human rights and market based approaches to viability of courses in divinity and theology****Dr Carolyn Alsen**<sup>1</sup><sup>1</sup>*Sydney College Of Divinity, Norwest, Australia*

The research question of this paper compares approaches to course viability in higher education: that is, rights based and market based. The method includes use of the work of Jane Kotzmann (Deakin University), emphasising not only the right to access higher education, but the entitlement to higher education that is conducted in a way that respects human rights. In addition, this study uses Roger Slee and Julie Allan's question 'included in what, excluded from what, and excluded by whom?' and the work of Paul Oslington, acknowledging the nature of divinity courses as highly concerned with religious freedom. The findings draw parallels to the comparisons of rights and economics so that economic progress, philosophical views and the realities of Australian regulatory bodies are compared. The documentary analysis uses a selection of course regulations in generalist theological disciplines at a particular self-accrediting higher education institution, includes courses that are delivered in Korean. Together, these awards are analysed by course outcomes and the qualitative nature of review and development, particularly as to the needs of the stakeholders who are multi-tradition, multi-cultural and diverse in their opinion of philosophy of education in these areas. The findings are threefold: 1. Course outcomes are defined in ethical skills parameters with freedom of expression for different faith traditions. 2. A resistance to higher education uniformity is apparent in the admission requirements, pathways and differing programs or general gaps or spaces in the educational content. 3. The regulatory and economic pressures on education are present in some stakeholders belief that echo faith communities which have business aspects. Others, however, see economics as too individualistic and outside the philosophical priorities. The project invites engagement with readers as to definitions of course "viability".

**References:** Kotzmann, Jane. (2018). *The Human Rights-Based Approach to Higher Education: Why Human Rights Norms Should Guide Higher Education Law and Policy*. Oxford University Press.

Roger Slee & Julie Allan. (2001). Excluding the Included: A Reconsideration of Inclusive Education. *International Studies in Sociology of Education* 11(2), 173–192. DOI:10.1080/09620210100200073

Oslington, Paul. (2022). Australian Secularism, Religious Not-For-Profits and Higher Education: Connections And Gaps. *Lucas: An Evangelical History Review*, 2(19), 133–152.

## P108

**The use of social network analysis in the evaluation of an expansive university-industry doctoral education partnership****Prof Simon Leonard**<sup>1</sup>, Ms Lesley Johnson<sup>1</sup><sup>1</sup>University Of South Australia, Adelaide, Australia

**Aim:** This poster draws upon research investigating the usefulness of Social Network Analysis (SNA) for the Utilisation-Focussed Evaluation of complex university-industry doctoral research partnerships.

**Background/context:** The research is situated in the context of an ongoing partnership between a university and a very large school serving children from preschool – Year 12. The partnership is unusual as the school-as-industry partner is co-investing in the program not for the direct research outcomes per se. Rather, informed by Engeström's (2016) 'expansive' model of education that provides a foundation for learning through the transformation of human activities and organisations, the school is seeking to use the doctoral program as a catalyst for improvement across its operations.

Engeström describes expansive learning as 'learning for what is not yet there'. This emergent approach creates a lack of certainty around project outcomes, which in turn creates significant challenges common approaches to program evaluation. In response, the research presented in this poster seeks to expand the methodological options available within the developmental evaluation (Leonard et al., 2016; Patton, 2011) tradition. SNA has been used extensively in organisational research, but its use in investigating the impact of a higher education partnership is novel.

**Description:** The poster will provide a case study of how SNA can efficiently provide insights into collective changes created through educational interactions and partnerships.

**Method:** Data collected through a short survey in analysed using SNA as described by (Borgatti, 2006).

**Evidence:** The case study will demonstrate the emergence of an increasingly complex network for informal decision making within the partner school.

**Contribution:** Opportunities for the 'feedback' provided by SNA analysis to guide the ongoing partnership are discussed.

**References:** Borgatti, S. P. (2006). Identifying sets of key players in a social network. *Computational and Mathematical Organization Theory*, 12(1), 21-34. doi: 10.1007/s10588-006-7084-x

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Leonard, S. N., Fitzgerald, R. N., & Riordan, G. (2016). Using developmental evaluation as a design thinking tool for curriculum innovation in professional higher education. *Higher Education Research & Development*, 35(2), 309-321. doi: 10.1080/07294360.2015.1087386

Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.

## P109

**International academics: What do we know and what do we need to know****Assoc. Prof Linda Ng**<sup>1</sup>, **Dr Jasvir Nachatar Singh**<sup>2</sup>, **Dr Mei Li**<sup>3</sup><sup>1</sup>University Of Southern Queensland, Ipswich, Australia, <sup>2</sup>La Trobe University, Melbourne, Australia, <sup>3</sup>University of Melbourne, Melbourne, Australia

**Aim:** The aim of this study is to add to the knowledge in academic diversity, particularly how international and migrant academics traverse through career development in a Western and English-dominant academia.

**Background:** Studies on international academics are predominantly examined through a push-pull model that explains academic mobility. While there are many pull factors in Western countries such as well-established economic and academic systems, research resources and a shared language (Seggie, & Çalıkoğlu, 2023), push factors such as uncertainty of residency and lack of career opportunities such as tenure and promotion can hinder exchanges (Dian, et al., 2023). However, little is known about migrant academics' barriers, opportunities, strategies, and success in navigating an academic career in the host country.

**Description:** Informed by Singh's (2022) barriers, opportunities, strategies, and success (B.O.S.S) framework, this study addresses the gap of how international academics traverse through their academic careers in a Western academic world.

**Method:** This qualitative study took a collaborative autoethnographic approach. The participant researchers were three female migrant academics at different stages of their careers who were born and educated in Asia, received higher degree, and sought academic careers in Australia. The participants have met monthly since April 2023 and discussed career related barriers, opportunities, strategies, and success (B.O.S.S). Data were collected from the discussion recordings and written reflections. Thematic analysis was used to identify and categorise quotes.

**Evidence:** It was found that as migrants and women, the authors faced an intersectionality of sociocultural and gender barriers in addition to the commonly challenges faced by domestic academics. The authors navigated their academic career via leveraging on varied opportunities and strategies to achieve professional success.

This study will add to the knowledge of academic diversity in higher education. This study will also help international academic audience reflect and enhance on their academic progression strategies.

**References:** Dian, D., Indayanti, A. N., Fanani, A. I., & Nurhayati, E. (2023). Optimizing Islamic Religious Colleges In Facing The Era of Globalization. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 58-77. Doi: <https://doi.org/10.31538/tijie.v4i1.326>

Seggie, F. N., & Çalıkoğlu, A. (2023). Changing patterns of international academic mobility: The experiences of Western-origin faculty members in Turkey. *Compare: A Journal of Comparative and International Education*, 53(1), 1-18. Doi: <https://doi.org/10.1080/03057925.2020.1868975>

Singh, J.K.N. (2022). *Academic mobility and international academics: Challenges and opportunities*. *Surviving and Thriving in Academia Book Series* (Emerald Publishing).



## P110

**AI in the Classroom: A Comprehensive Framework for ChatGPT Integration in Teaching and Learning in Higher Education****Dr Jorge Reyna**<sup>1</sup><sup>1</sup>*The Royal Australian And New Zealand College Of Ophthalmologists (RANZCO), Surry Hills, Australia*

**Aim:** This paper proposes a comprehensive framework for integrating ChatGPT, an AI language model, into higher education settings to enrich teaching and learning experiences.

**Background/Context:** As AI technologies advance, their potential to revolutionise educational practices becomes increasingly apparent. This framework addresses leveraging ChatGPT to enhance student engagement, critical thinking skills, and personalised learning experiences.

**Description:** The framework outlines integration strategies, focusing on student engagement, assessment, feedback mechanisms, ethical considerations, professional development, and evaluation methodologies. It emphasises ChatGPT's role as a technology proxy to empower educators and students to pursue knowledge and enhance digital literacy skills.

**Method:** Three implementation scenarios illustrate how educators can utilise the framework to create dynamic and engaging learning environments. These scenarios showcase the practical application of ChatGPT in various higher education contexts.

**Evidence:** The framework draws on current research and best practices in AI integration within education. It synthesises evidence demonstrating ChatGPT's potential to facilitate intellectual growth and prepare students for the evolving demands of the digital age. It also addresses concerns about inaccuracies and data ownership issues, prompting further inquiry and discussion.

**Contribution:** Educators can harness ChatGPT's capabilities to transform traditional teaching methods by adopting this framework. The framework facilitates the creation of innovative learning environments that promote active student participation and readiness for future technological disruptions.

**References:** Adiguzel, T., Kaya, M. H., & Cansu, F. K. (2023). Revolutionising education with AI: Exploring the transformative potential of ChatGPT. *Contemporary Educational Technology*, 15(3), ep429. <https://doi.org/10.30935/cedtech/13152>

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## P111

**Teacher educators writing in community for professional agency and well-being****Dr Nikki Aharonian**<sup>1,2</sup><sup>1</sup>*The Mofet Institute, Tel Aviv, Israel*, <sup>2</sup>*Oranim College Of Education, Kiryat Tiv'on, Israel*

**Aim:** This qualitative practitioner inquiry focuses on a voluntary writing community for Jewish and Arab teacher educators in a multicultural, inclusive college of education in Israel. It explores the academic writing needs of teacher educators and the benefits of writing in a social space.

**Background:** Academic writing is a complex, solitary endeavour (Grant, 2006). Challenges include time management, building confidence and a writerly identity, and navigating peer review. Israeli teacher educators, typically female, carry heavier teaching loads than their university counterparts (Guberman & McDossi, 2019) and are employed part-time. They often struggle to balance teaching, research, writing and institutional service. A sense of isolation causes significant stress in teacher education (Turner & Garvis, 2023). Increasingly, researchers argue for conceptualising writing as a collaborative social process (Murray, 2015).

**Description:** Needing a viable writing routine, I initiated a writing community for my colleagues and myself. Meeting twice weekly on campus and in whole-day retreats, the community provides a shared space for writing.

**Method:** Interviews with twelve teacher educators and my research journal offer insights into participants' experiences and mine as researcher-facilitator-participant in the initial year. Reading and rereading the data, I initially aimed to identify the teacher educators' motives for joining the group and to apprehend the community's contribution to them. Continuing iterative textual engagement, I identified and mapped themes using thematic analysis, gradually recognising professional agency and well-being, theoretical concepts not previously considered as keywords.

**Evidence:** Findings highlight the transformative impact of writing in social spaces on professional agency and well-being, fostering a robust writerly identity and increasing productivity.

**Contribution:** The study urges teacher educators to collaborate proactively to create conducive conditions for their professional writing. Its implications extend to academics in various higher education contexts. Furthermore, the study has implications for institutional leadership responsible for faculty professional development and well-being.

**References:** Grant, B. M. (2006). Writing in the company of other women: Exceeding the boundaries. *Studies in Higher Education*, 31(4), 483-495. <https://doi.org/10.1080/03075070600800624>

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## P112

**Using activity system model to identify contradictions: Experiences from interprofessional collaborative development of learning resources****Dr Zheng-Wei Lee<sup>1</sup>**, Michelle Cheak<sup>1</sup><sup>1</sup>*Nanyang Technological University, Singapore*

This investigation focuses on a community comprising of instructional designers, learning media technologists, and content experts, who engaged in creating digital learning resources for undergraduate medical program. We analyzed the complexities in designing and developing the digital learning resources using activity theory. We explored the interconnectedness of the various elements in our activity system, and how the multi actors working collaboratively to navigate the complexities of differing perspectives amongst various roles. The “subjects”, mainly the content expert, who were supported by the institution’s digital learning unit, as well as the instructional designer and learning media technologist had clear and specific roles individually. We were all motivated to deliver the learning resources (i.e. “object”) for enhanced student learning (i.e. “outcome”). Our iterative analysis using the activity system model surfaced contradictions and challenges during the collaborative process. Critically, the high dependency on the context expert due to the medical content increased the complexities in the interactions with the learning designer and learning media technologist. Content experts were not easily accessible but whose absence appeared to be a showstopper to the learning resources development process. Identification of these contradictions enabled us to collectively craft and refine the working process. Actionable strategies such as guiding rules, learning theories, and unified communication platform, were developed to address these contradictions. The outcome represents a more streamlined and effective work process for the digital learning unit and the content experts. We hereby propose critical reflection using the activity system model that not only provides valuable insights for practitioners seeking to navigate collaborative processes in similar educational initiatives, but also possesses transformative potential to producing actionable instrument in refining interprofessional working.

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## P113

**Enabling change: Enhancing lecturer professional development in assessment design through custom generative AI (gen AI) apps****Dr Gaik Bee Lim<sup>1</sup>**, Dr Pamela Loy<sup>1</sup>, Mr Ee-Lon Lim<sup>1</sup><sup>1</sup>*Ngee Ann Polytechnic, Singapore, Singapore***Aim:** Development of customised Gen AI apps to support professional development in educational assessment.**Background:** In response to the implementation of a new assessment framework within an educational institution, lecturers were required to realign their course assessment plans to meet institutional requirements. Effective faculty development often relies on expert feedback (Steinert et al., 2016), which can be challenging to scale. Gen AI, already utilised in student learning as personal tutors (Rizvi, 2023) and course material development (Dickey and Bejarano, 2023), presents opportunities for personalised expert feedback, a feat typically unattainable in traditional workshop settings.**Description:** A publicly available Gen AI application was tailored to institutional contexts and assessment requirements. These apps provided immediate feedback to lecturers on their learning outcomes and assessment plans, or generated assessment plans for revising or creating courses.**Method:** The Gen AI apps were piloted in four professional development workshops involving 67 lecturers, and evaluated through observations of user interactions, surveys, and verbal feedback.**Evidence:** User interactions revealed that lecturers refined their learning outcomes and plans based on the AI-generated feedback. Survey responses and verbal feedback indicated that lecturers perceived the Gen AI output as valuable in enhancing their assessment designs. The AI was viewed as a tool offering efficient comprehensive reviews, generating initial ideas, and providing a constructive “second opinion” during the assessment design process. Reflecting on, further querying and critiquing the Gen AI feedback proved insightful for many lecturers. It also helped them recognise the broader potential of Gen AI tools and custom apps for teaching and learning.**Contribution:** Gen AI apps customised to institutional frameworks have a role as institutional resources, offering lecturers detailed reviews and recommendations on course designs. These apps can be utilised in professional development workshops, accessed independently, or employed by academic quality units for evaluating assessment plans.**References:** Steinert, Y., Mann, K., Anderson, B., Barnett, B., Centeno, A., Naismith, L., Prideaux, D., Spencer, J., Tullo, E., Viggiano, T., Ward, H., & Dolmans, D. (2016). A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME Guide No. 40. *Medical Teacher*, 38, 769 - 786. <https://doi.org/10.1080/0142159X.2016.1181851>.Rizvi, M. (2023). Investigating AI-Powered Tutoring Systems that Adapt to Individual Student Needs, Providing Personalized Guidance and Assessments. *The Eurasia Proceedings of Educational and Social Sciences*. <https://doi.org/10.55549/epess.1381518>.Dickey, E., & Bejarano, A. (2023). A Model for Integrating Generative AI into Course Content Development. *ArXiv*, abs/2308.12276. <https://doi.org/10.48550/arXiv.2308.12276>.



## P114

**Revolutionising education: A centre for teaching and learning's role in successfully supporting change**

**Dr Mieke Witsel**<sup>1</sup>, Dr Ruth Greenaway

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

**Aim:** Between 2019 and 2023, Southern Cross University substantially changed the curriculum, replaced lectures with active learning methods and removed exams. The model featured a focused six-week term, allowing students to enrol in a maximum of two units per term. Our Centre for Teaching and Learning facilitated implementation by addressing challenges, promoting professional learning, and providing emotional support. The overarching goal was to enhance teaching quality and positively impact student outcomes.

**Context:** Recognising human aspects of educational change (Antunes et al., 2023), we acknowledge Fullan's (1993) caution against coercive change and Annala et al.'s (2023) insights into supporting academic agency. Hascher & Weber (2021) highlighted links between professional learning, emotional well-being, and teaching quality. Mezirow's (1991) concept of transformative learning and Saroyan & Trigwell's (2015) exploration of personal dilemmas contextualised our holistic approach.

**Description of the approach:** CTL created a strengths-based environment through workshops, webinars, and online resources. We reduced stress, anxiety, and overwhelming feelings, fostering confidence and a culture of sharing. The team supported academics individually in transitioning subjects, addressing workload, building confidence and giving support during challenging moments.

**Methods:** We analysed our experiences, successes, failures, and obstacles using a reflective and phenomenological approach. The 'lived experience' perspective provides insights into challenges faced and supports emotional aspects of the transition.

**Outcomes:** Outcomes included increased engagement in professional learning, a successful transition, and enhanced student outcomes (Wilson et al. 2023). CTL's support positively influenced academics' attitudes, fostering confidence and engagement. The emphasis on emotional well-being reduced change-induced stress and anxiety.

**Contribution:** In our reflective stance, we share experiences leading these initiatives, highlighting successes and failures and reflecting on obstacles and myths. Our approach contributes practical insights for educational leaders and curriculum designers, offering guidance for significant educational changes. We underscore creating a supportive culture valuing learning, change, and educators' well-being.

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**P115****Insights gained from designing and evaluating competency-based education in a continuing professional development course.****Dr Dhanushi Abeygunawardena<sup>1</sup>**<sup>1</sup>*University Of New South Wales, Sydney, Australia***Aim:** To develop a course design model for delivering and evaluating competency-based education.**Background/context:** Incorporating genomic information to guide disease diagnosis and management is an increasingly important part of healthcare delivery. However, healthcare professionals report low confidence, knowledge, and skills in this area [1]. A continuing professional development course was developed to address this growing area of need.**Description:** The design and development of learning and assessment material in the course was informed by established competency frameworks in genomic medicine. Course activities consisted of pre- and post-course questionnaires, self-paced online material, case-based interactive learning, and group work. The course assessment required participants to submit a self-development action plan describing how they intended to apply the competencies gained to improve their current practice.

The effectiveness of the course and students' perceived achievement of competencies were evaluated. The Capability, Opportunity and Motivation Model for Behaviour change (COM-B) underpinned the evaluation of the course [2].

**Method:** Students could consent to providing researchers with access to their pre- and post-course questionnaires and course assessment for evaluation purposes. Surveys included questions on perceived competence and confidence related to the course learning outcomes.**Evidence:** The COM-B informed method allowed for evaluating students' perceived competence and confidence in practising genomic medicine, as well as course effectiveness. Of the students who consented to research (n=60), 100% reported improvement in their understanding of topics covered. Perceived preparedness to incorporate genomics into practice increased from 23% to 79%. Thematic analysis of assessment submissions revealed enablers and barriers to practising genomic medicine, and areas where further training was required.**Contribution:** This study presents a course design model for delivering effective competency-based education while seamlessly incorporating evaluation into course material.**References:** Crellin, E., McClaren, B., Nisselle, A., Best, S., Gaff, C., & Metcalfe, S. (2019). Preparing medical specialists to practice genomic medicine: education an essential part of a broader strategy. *Frontiers in genetics*, 10, 789.McClaren, B. J., King, E. A., Crellin, E., Gaff, C., Metcalfe, S. A., & Nisselle, A. (2020). Development of an evidence-based, theory-informed national survey of physician preparedness for genomic medicine and preferences for genomics continuing education. *Frontiers in genetics*, 11, 59.**P116****Towards unfolding teachers' classroom experiences in using educational games****Dr Mifrah Ahmad<sup>1</sup>**<sup>1</sup>*Torrens University, Melbourne, Australia*

Due to technological advancement and tech-savvy learners, Educational Games (EGs) have been promising as a classroom tool enabling the learning acquisition of students. While interconnection between playing and learning has been discussed (Kalmpourtzis, 2018; Könings et al., 2007; Salen &amp; Zimmerman, 2004), the need to unfold teachers' experiences of using EGs in practice alongside their pedagogical approaches require attention.

Based in Australia, a phenomenological approach for semi-structured interviews to gather the essence of primary school teachers' experiences was designed. The essence being the ability to identify the meaning embodied in the lived experience (Van Manen, 2016). Eleven primary school teachers attended two-hour interview sessions. Interpretive thematic analysis was adopted to code emerging themes until saturation (Braun &amp; Clarke, 2012). The analysis was concurrently interpreted through the concepts of the theory of experience, including continuity, interaction, situation, intelligence, formation of purpose, and desire that drives the purpose to apply and contextualize growth of experience; and Dewey's notion on traditional and progressive education (Dewey, 1938, 1986).

Overall, the findings of both participants' experiences resonated with balance between both traditional and progressive learning approaches and learning by doing (as progressive). Teachers emphasised on Mixed-Balance between traditional and progressive approaches due to Future demands (works force), dynamic skills, realistic examples, student-centric approaches and inquiry-based approaches; where they believe these associated with using EGs in the classroom. In addition, they applied games to enable digital hands-on experience, as an activity for rote-learning (repetition for maths), computational thinking, allowing learners to visualise patterns. Teachers thought processes around selecting, evaluating, assessing, and adopting EGs in their classroom reflects on curriculum, the topic, and the game playability (Ahmad, 2021, 2022). These insights can largely assist game designers, game developers as well as learning facilitators, learning designers towards understanding teachers' needs in EGs to enable their teaching approaches.

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## P117

**Don't be sorry, just declare it: Pedagogical principles for the ethical use of ChatGPT, master bullshit artist of our time****Assoc Prof Benito Cao<sup>1</sup>**<sup>1</sup>*The University Of Adelaide, Adelaide, Australia*

**Aim:** The aim of this project is to address the pedagogical challenges to assessment posed by ChatGPT, which require: a) understanding the nature of ChatGPT (i.e. the ultimate "bullshit artist" of our time; and b) developing pedagogical principles to deal effectively with those challenges (e.g. Harrington 2023; Rahman et al 2023).

**Background/context:** Artificial Intelligence (AI) has become an integral part of our lives and a powerful and ubiquitous pedagogical tool. As AI technologies are increasingly employed in educational settings, it becomes imperative to ensure their responsible and ethical use (e.g. Tsamados et al 2022; Sifat 2023).

**Description:** This presentation focuses on what is arguably the most popular manifestation of generative AI: ChatGPT. The first part examines ChatGPT from a critical perspective, deploying the philosophical work of Henry Frankfurt "On Bullshit" (2005) to conclude that ChatGPT is the master "bullshit artist" of our time. The second part explores and illustrates the integration of three principles to promote the ethical use of ChatGPT: Trust, Caution, and Transparency. In essence, upon developing a trusting environment and cautioning about the use of ChatGPT, students are encouraged to be transparent, and follow the advice provided to anyone who arrives in Australia: "Don't Be Sorry, Just Declare It."

**Method:** This presentation is intended mainly as a provocation that will help understand (conceptually) and begin to overcome (pedagogically) some of the challenges posed by ChatGPT.

**Evidence:** Anecdotal evidence suggests that students respond well to this pedagogical approach, focused on building trust, promoting caution, and expecting transparency, irrespective of whether they decide to use or not to use ChatGPT in the production of their assignments.

**Contribution:** Feedback from colleagues strongly suggests that the ideas included in this presentation can assist with the development of teaching practices that address some of the most urgent pedagogical challenges posed by ChatGPT.

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## P118

**Student-centric evaluation of learning in higher education: A novel approach****Dr Richard Carter<sup>1</sup>, Ms Cassandra Leibinger<sup>1</sup>**<sup>1</sup>*Australian Institute Of Management, Sydney, Australia*

**Aim:** To offer an alternative, complementary method to student evaluation of teaching that measures student confidence to apply learning outcomes.

**Background/context:** Student evaluation of teaching (SET) is an important data collection method in tertiary education to enhance teaching and learning, provide quality assurance and facilitate faculty personnel decisions (Zeng, 2021). However few SET instruments have been validated and the lack of clear theories of effective teaching have led to significant criticism, and their usefulness and validity for quality assurance and enhancement has been questioned (Spooren et al, 2013). Compared to teaching improvements attributed to assignment requirement changes, or organisation and instructional strategies, SETs play a minimal role in teaching improvements (Nasser, 2002) leading to calls for evaluations to focus on what students have learnt rather than teaching quality (Alauddin, 2014). This poster outlines the uses of student evaluation of teaching (SET), its shortcomings, and the need to introduce alternative means for evaluation.

**Description:** One such alternative is to measure student self-efficacy beliefs. Self-efficacy beliefs are task/skill specific and there is substantial empirical evidence supporting a positive relationship between self-efficacy, learning and performance (Bandura, 1997). This evidence suggests a positive increase in learner self-efficacy on learning outcomes measured before and after completing a course will have a positive impact on student perceptions of their knowledge acquisition and their confidence to utilise their learning effectively (Salas, 2012).

**Method:** Research was undertaken at an Australian independent higher education institution using Survey Monkey between 2019 and 2022.

**Evidence:** On a matched student basis (n=77), the mean increase in self-efficacy beliefs across six learning outcomes ranged from 37% to 71% with a mean of 57%.

**Contribution:** The findings suggest measuring student self-efficacy beliefs provides a student-centred basis to evaluate teaching and learning quality complementing the role traditional SETs play to enhance teaching and learning.:

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## P119

**Utilising generative AI technologies in the teaching and learning of a postgraduate digital marketing course****Dr Terrence Chong<sup>1</sup>**<sup>1</sup>*University Of New South Wales, Sydney, Australia*

**Aim:** The poster showcases the practical and innovative use of generative AI tools in teaching Digital Marketing at the postgraduate level. It aims to bridge the gap between academia and industry by inspiring educators to adopt generative AI tools in their curriculum and preparing students with generative AI skills.

**Background/Context:** Marketing education delivered in Australian universities is not keeping pace with industry practices, particularly in the use of current marketing technologies (Harrigan et al., 2022). While generative AI, such as ChatGPT and DALL-E, benefits learning (Baidoo-Anu & Ansah, 2023), there is a lack of practical examples for integrating these technologies into marketing courses. This situation persists despite the establishment of general frameworks for their responsible and ethical use, such as the Australian Framework for Generative AI in Schools (2023), and the increasing demand for graduates with generative AI skills in the job market."

**Description:** This poster showcases real examples of how to incorporate different types of generative AI technologies—text-based, image-based, and video-based—into the teaching materials and learning activities of a postgraduate Digital Marketing course. For example, text-based generative AI like ChatGPT and Gemini can be used to generate search keywords for search engine marketing; image-based generative AI like DALL-E, Midjourney, and Stable Diffusion can be used to generate images for display advertising; video-based generative AI such as Sora and Synthesia can be used to generate short video clips for social media marketing (YouTube Shorts, TikTok).

**Method:** The materials have been used in the course delivery in 2024.

**Evidence:** Student feedback will be collected via course surveys. Reflective lessons learned by the teaching staff will be discussed.

**Contribution to Practice:** The poster exemplifies the integration of generative AI technologies in education, aiming to enhance both teaching effectiveness and student job readiness.

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## P120

**Poster design and presentation assignment can engage the students and community to help overcome plant blindness****Dr Amy Mei Fun Choong<sup>1</sup>**<sup>1</sup>*National University Of Singapore, Singapore*

**Aim:** To help students, colleagues and the public to overcome plant blindness

**Background/context:** Plant blindness (Wandersee and Shussler, 1999) refers to the common inability among students and non-botanists to recognise or appreciate plants. This occurs despite daily encounters with plant-based foods and beverages. Many universities do not train students to identify plants (Stroud et al., 2022) and this has led to a shortage of educators and skilled workers in plant-related industries (Choong, 2022). To stem the further decline in botanical expertise, a Minor in Botany has recently been launched to provide structured botanical education. Here, I will share insights from a specific exercise of the Minor which helped students and the public be more plant aware.

**Description:** The syllabus of LSM3258 Comparative Botany covers plant form and function. A class assignment required students to study campus plants and to design posters to showcase them to classmates and to a general audience. This flipped classroom pedagogy (Square and Van De Hyde, 2020) attracted much attention campus-wide, and, with support from the university library, I could deliver a talk based on the students' posters to colleagues and to an online audience.

**Method:** The assignment required students to find plants, to research their uses and to study their internal structures through free-hand sectioning. These activities reinforced lecture topics.

**Evidence:** Students initially struggled to recognise the plants and their internal structures. By the end of the semester, they knew their individual species intimately and had developed a new-found appreciation for plants. The posters were a critical part of the plant talk, which succeeded in reducing plant blindness in colleagues and online attendees.

**Contribution:** The course, assignments, poster presentations and talk achieved the aim of overcoming plant blindness for the students, colleagues and online audience. Students were pleased that their assignments had greater educational value.

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## P121

**Seduced or spooked: The dual forces of GenAI in educational design.**

**Ms Alrike Claassen**<sup>1</sup>, Associate Professor Negin Mirriahi<sup>1</sup>, Associate Professor Vitomir Kovanović<sup>1</sup>, Professor Shane Dawson<sup>1</sup>

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

**Aim:** This research explores instructor use of Generative Artificial intelligence (GenAI) to inform educational design, exploring how GenAI augments instructors' educational design in higher education.

**Background/context:** Instructors' perceptions influence their use of GenAI technologies. Loeckx (2016) highlighted using GenAI to improve learning experiences. While some instructors have tended to move from early resistance to overreliance on such technologies, for others, the possibility of automated teaching has sparked job security fears (Zhai et al., 2021). However, current research on instructor use of GenAI in course design is limited.

**Description:** Employing a case study approach, this study probes into the lived experiences of instructors as they engage with GenAI in course design. It uncovers the use of GenAI during course design. The interpretation of the data was guided by self-determination theory (Ryan & Deci, 2017).

**Method:** The research design used a case study and consisted of focus group interviews with instructors from one Australian higher education institution. Based on thematic analysis, key considerations influencing instructors' decisions on when and how they use GenAI, guiding instructors' decision-making are discussed.

**Evidence:** Initial findings show that GenAI proved helpful as a design assistant in brainstorming design ideas, generating first drafts of content and generating assessment rubrics. Instructors also indicated the potential value of GenAI in better supporting and relating to students from diverse backgrounds. The disruption caused by GenAI in assessments led to instructors redesigning assignments, ultimately improving the assessments. However, instructors refrained from employing GenAI to assess student work, citing the complex nature of assessment and validity and reliability concerns.

**Contribution:** This research contributes insights into how GenAI could improve instructor design by highlighting how GenAI is helpful in decision-making. The findings indicate that instructors utilise GenAI as a brainstorming tool to generate learning content and assessment elements.

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## P123

**Marking; the student learning experience and lessons for educators.**

**Mrs Miranda Daly**<sup>1</sup>, Dr Paul Glew<sup>1</sup>, Dr Diana Jefferies<sup>1</sup>, Professor Bronwyn Everett<sup>2</sup>

<sup>1</sup>Western Sydney University, Sydney, Australia, <sup>2</sup>University of Wollongong, Wollongong, Australia

**Focus:** “OMG, how did I get this mark?” The student perspective on marking.

**Background:** In 1889, marking variability was observed at Oxford University, remarkably, not much has changed since (Rowntree, 1996). Marking, a crucial facet of assessment, involves students as the recipients of assessment evaluations. The objective of this research is centered on marking, with a focus on enhancing the process, minimizing variability, and promoting improved student learning.

**Description:** Exploring assessment marking experiences of students in an undergraduate program.

**Method:** Sequential mixed methods were used. Phase 1 comprised a survey underpinned by assessment and marking literature regarding academic marking practices. Phase 2 consisted of paired interviews with pairs of staff and student pairs, phase 3 involved focus groups comprising students and nursing academics, participants focusing on 'best' marking practice. Whilst each phase focused on the positives of marking, participants revealed lived experiences, including inconsistencies with marking standards.

**Results/ findings:** Students appreciated clear assessment expectations that did not alter, unambiguous marking criteria, word counts that were achievable, feedback and feedforward that taught and encouraged. Referencing that was explained and clear, examples of assessment expectations were valued and supports for students. All factors renowned for variability in marking and outcomes (Bloxham et al., 2011; Brookhart, 1999; Carless & Boud, 2018; Medland, 2016; Singh et al., 2020; Valentine et al., 2021).

**Contribution:** Findings revealed a need for accuracy and consistency in teaching and marking so that the mark obtained is justified reflecting student performance. Questioning why we are assessing, what it is we want students to learn, can engage students in learning and create genuine interest in assessments, this is relevant for students as learners and for their future career.

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## P124

**Enhancing critical thinking in nursing and midwifery students through generative AI integration**

**Ms Kassie Daw**<sup>1</sup>, Miss Caitlin Shalley<sup>1</sup>, Eva Charitou, Mrs Kiriaki Stewart<sup>1,3</sup>, A/Prof Lemuel Pelentsov<sup>1</sup>, Dr Lyn Gum<sup>1</sup>, Dr Joanne Harmon<sup>1,2</sup>, Dr Angela Brown<sup>1,2</sup>

<sup>1</sup>University of South Australia, Clinical and Health Sciences, Adelaide, Australia, <sup>2</sup>Rosemary Bryant AO Research Centre, Adelaide, Australia, <sup>3</sup>Mental Health and Suicide Prevention Research and Education Group, Adelaide, Australia

**Aim:** To successfully integrate Generative AI as course content, formative learning activities and written assessments across undergraduate nursing and midwifery programs.

**Background:** Acknowledging the potential benefits of using AI in student learning, we are aware of the challenges and consequences of adopting AI technology in health professions emphasising 'hands on' practice. Our approach aims to move beyond traditional assessment paradigms by introducing leveraging ChatGPT to foster self-regulated learning processes among students.

**Description:** We developed formative learning activities and summative assessment tasks that depart from conventional item-based evaluations, instead, focusing on facilitating students' demonstration of progressive learning. Drawing from our experiences we present discussion of the benefits and challenges of using Generative AI in the curriculum.

**Method:** Throughout the planning and implementation phases of this pilot project, nursing and midwifery faculty members sought input from university Academic Developers. We constructively aligned formative activities that complemented the use of ChatGPT in innovative summative assessment tasks. Moreover, a directive for the appropriate use of generative AI was integrated into our discipline specific Academic Writing Guidelines.

**Evidence:** Collaboration among nursing and midwifery programs enriched teaching practices, provided opportunities for students to understand acceptable ways of working with Generative AI and facilitated engagement with course content in a meaningful way. Students were able to demonstrate their responsible use and acquire critical skills of assessing accuracy and relevance of GenAI content.

**Contribution:** The integration of ChatGPT AI in assessment tasks represents a departure from traditional essay-based assignments, offering a novel approach to fostering critical thinking. This initiative contributes valuable insights into evidence based pedagogical practices in the health education sector, highlighting potentials of Generative AI to improve student learning outcomes.

We look forward to sharing reflections and anecdotal findings from having undertaken this process and provide recommendations for future research and practice.

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## P125

**Charting emotions and transculturality in the transition from student to cosmopolitan citizenship: The 'Live-Local-Think-Global' initiative**

**Dr Marco De Sisto**<sup>1</sup>, **Dr Ying Zhou**<sup>1</sup>, Dr Christopher Conroy<sup>1</sup>, Ass Prof Konrad Peszynski<sup>1</sup>

<sup>1</sup>RMIT University, Melbourne, Australia

**Aim:** The aim of this poster presentation is to showcase our pedagogical innovation that brings together student learning, experience, and engagement through 'Live-Local-Think-Global' initiative.

**Background/context:** Vince (2022) underscores the pivotal role of emotions in management education, asserting that understanding emotions and their relation to management and leadership significantly shapes students' future roles. Further, the incorporation of transcultural competence into higher education curriculum for a global future is a pressing challenge that prompts calls for a more structured and intentional pedagogy (Smith & Segbers, 2018).

Grounded in educational literature, our unique HRM approach combines emotional learning and transcultural immersion.

**Description:** Grounded in Kolb's experiential learning model, Work-Integrated-Learning (WIL) enhances graduate employability (Fergusson & van de Laan, 2021; Finch et al., 2015). This study addresses the underexplored intersection of emotions, transculturality, and experiential learning within WIL.

**Method:** The study analyzes undergraduate HRM students' qualitative comments through thematic coding, content analysis, and sentiment analysis using NVivo 12 Pro.

Stage 1: The key themes that emerged across three cohorts of students were "Lectures", "Work", "Teaching" and "Experience".

Stage 2: Content analysis based on the NVivo 12 Pro "Word Frequency Query" was conducted on the attributes associated with "Emotional Learning", "Work-Integrated Learning" and "Transculturality".

Stage 3: A sentiment score was assigned to each comment, ranging from very positive, moderately positive, to moderately negative and very negative.

**Evidence:** Qualitative feedback from diverse student cohorts highlight a positive impact on student learning and engagement. Our analysis shows significantly positive sentiments than negative sentiments associated with keywords "work", "industry", "inclusion", "empathy", and "relationship". Students commend the 'Live-Local-Think-Global' mindset through practical, real-world applications and effective communication.

**Contribution:** We extend experiential learning literature by integrating work-integrated learning, emotional engagement, and transcultural immersion into a large undergraduate management subject offered in Australia, Singapore and Vietnam.

**References:** Fiedler, K., & Beier, S. (2014). Affect and cognitive processes in educational contexts. In *International handbook of emotions in education* (pp. 46-65). Routledge. Hora, M. T. (2019). *Beyond the skills gap: Preparing college students for life and work*. Harvard Education Press.

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## P126

**Deciphering data tales: Teaching analytics through the lenses of business stories****Dr Chedia Dhaoui**<sup>1</sup><sup>1</sup>*University of New South Wales, Sydney, Australia*

**Aim:** This presentation articulates the challenges of teaching analytics to business students with no prior experience and showcases how harnessing the power of business narratives is an effective pedagogical approach to unlock analytics complexity and enhance students' learning experience.

**Background/context:** Teaching analytics to students with no prior experience can be rewarding but challenging for teachers and students alike. Harnessing the power of storytelling-based learning strategies has been demonstrated to enhance student engagement and learning outcomes (McDrury & Alterio, 2002).

**Description:** In line with Bayer and Taillard's assertion (2013) that "great analysts tell great stories", we demonstrate that incorporating business narratives in analytics hands-on activities elucidates complex technical jargon, serves as a vehicle to foster a deeper understanding of the business analytics process through real-world applications, improves students' critical thinking to derive actionable insights, suggest innovative solutions, and effectively communicate these solutions in compelling stories.

**Method:** The effectiveness of incorporating business stories in teaching analytics has been evaluated through students' feedback during the discussion of case studies crafted with powerful stories, and team project assignments to solve real-world business problems. For example, students are presented with business stories of companies facing customer backlash on social media in times of crisis. Students are required to analyse customers' online conversations before, during and after the crisis to suggest solutions to address the problem. This creates an immersive learning experience and triggers students' critical thinking to derive actionable insights from their analyses.

**Evidence:** The integration of business stories in analytics hands-on activities demonstrates the effectiveness of this approach to boost student engagement and develop their critical thinking through problem-solving.

**Contribution:** This contribution provides insights into how to harness narratives to facilitate teaching analytics courses and enhance students' learning experience. The presentation aims to inspire educators to adopt this pedagogical approach in their analytics courses.

**References:** McDrury, J., & Alterio, M. (2002). Learning through storytelling: Using reflection and experience in higher education contexts. Dunmore Press Limited.

Bayer, J., & Taillard, M. (2013). Story-driven Data Analysis, Harvard Business Review, available at: <https://hbr.org/2013/09/story-driven-data-analysis>

## P127

**The feedback model and ethical use of artificial intelligence: Empowering and enhancing student expertise****Dr Andrew Dymock**<sup>1</sup><sup>1</sup>*University Of New South Wales, Kensington, Australia*

**Aim:** The aims of this initiative are to empower students in the responsible use of Artificial Intelligence (AI) and to enable students to effectively engage in the feedback process and improve their research processes and evaluative judgement.

**Background/ Context:** The subject is an interdisciplinary course focusing on using quantitative and qualitative tools to solve business problems. Student understanding of feedback and responsibly using AI are now critical to student success. The Feedback Model (Hattie and Timperley, 2007) is used and adapted to assist students in understanding feedback as multidimensional, and in developing evaluative judgement (Tai, Ajjawi, Boud, Dawson & Pandero, 2018).

**Description:** Students complete a two-part major assessment. Part One focuses on disaggregating the causes of a relevant business problem (flight delays since COVID-19) and Part Two focuses on researching and using tools to find solutions to the problem. Students use feedback from Part One to enhance Part Two and they also completed AI activities to understand ethical use of AI and compare their responses to an AI response.

**Method:** Data collection was undertaken using an anonymous survey with likert scales (twelve questions) to evaluate student understanding of the application of AI and feedback before and after its application in tutorials.

**Evidence:** Our results show that the proportion of students with a detailed or sound understanding of how to responsibly use AI increases from 58% to 74%. Students with a detailed or sound understanding of how to evaluate their work increases from 54% to 74%.

**Contribution:** This contributes to improving scholarship and practice in demonstrating the benefits of educating students on using feedback. Critically, it also develops student ability in responsibly using AI, including understanding its benefits and limitations. It provides practitioners with models that can be employed to benefit students in any discipline in using both feedback and AI.

**References:** Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Pandero, E. (2018). Developing evaluative judgement: Enabling students to make decisions about the quality of work. Higher Education, 76, 467-481. doi:10.1007/s10734-017-0220-3.

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## P128

**Using online peer feedback tools to improve undergraduate group interaction and assessment quality**

**Ms Kirsty Emery**<sup>1</sup>, Professor Mark Shephard<sup>1</sup>, Dr Susan Matthews<sup>1</sup>

<sup>1</sup>Flinders University International Centre for Point-of-Care Testing, Bedford Park, Australia

**Aim:** The aim of the study was to evaluate online peer feedback impact on group interaction and assessment quality of a 3rd year, undergraduate medical science group project.

**Background/context:** Feedback from equal-status learners strengthens self-assessment and enhances performance (Narciss, 2008). In higher education, peer assessment improves student engagement, metacognitive learning, self-management, critical thinking, and deep course content analysis (Casey et al., 2011); skills underpinning core graduate qualities. With sophisticated learning management systems (LMS) now commonplace, educators have unprecedented opportunities to utilise online peer feedback rubrics with relative ease.

**Description:** In 2023, online peer feedback tools became widely available at Flinders University, with LMS migration from Moodle to Canvas. Using Feedback Fruits and a Canvas quiz, peer feedback rubrics for group interaction and assessment quality were applied to a 3rd year, undergraduate medical science group project, with acceptability and impact of the feedback reported.

**Method:** The group project consisted of eight weeks of research, with poster and oral presentation. Following ethics approval (HREC 6549-6), within-group Feedback Fruit rubrics were used to assess peer-to-peer interaction skills at draft and final poster submission. Across-group Feedback Fruit rubrics evaluated poster content, formatting and referencing at draft and final submission. Students ranked the value of the feedback and changes made to the poster based on feedback received using a Canvas quiz. Differences between the draft and final peer assessment scores were analysed using paired t-tests.

**Evidence:** Most students (94.4%) participated in the study and ranked within-group (56.8%) and across-group (59.1%) feedback value as 'high'. Mean within-group assessment scores for information sharing, discussion skills and task completion improved at final submission. Topic coverage, poster format and referencing across-group mean evaluation scores were higher at final submission compared to draft.

**Contribution:** In summary, online peer feedback improved student engagement and group assessment quality in the undergraduate topic.

**References:** Casey, D., Burke, E., Houghton, C., Mee, L., Smith, R., Van Der Putten, D., Bradley, H., Folan, M., 2011. Use of peer assessment as a student engagement strategy in nurse education. *Nurs. Health Sci.* 13 (4), 514–520. <https://doi.org/10.1111/j.1442-2018.2011.00637.x>

Narciss, S. 2008. Feedback strategies for interactive learning tasks. In J. M. Spector, M. D. Merrill, J. J. G. van Merriënboer, & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd ed., pp. 125e144). Mahwah, NJ: Lawrence Erlbaum.

## P129

**Embedding resilience into the student learning experience using adaptive responding techniques**

**Ms Ruth Friedmann**<sup>1</sup>, **Associate Professor Emma Wong**<sup>2</sup>

<sup>1</sup>ICMS - International College of Management, Sydney, Manly, Australia, <sup>2</sup>University of Tasmania, Sydney, Australia

**Aim:** This study critically examines how embedding adaptive responding processes from the Counterspaces Framework (Case and Hunter, 2012) may facilitate the building of resilience and wellbeing of students in higher education (HE).

**Background/Context:** The Counterspaces Framework was initially developed to enhance the wellbeing of marginalised African American high school students by challenging their identity narratives. Their adaptive responding strategies, which resemble those in student resilience literature (Cassidy, 2015), are being applied here in the HE context to develop students' long-term wellbeing in a VUCA (volatility, uncertainty, complexity and ambiguity) world.

**Description:** This study examines how classroom learning can instil adaptive responding skills. Specifically, it attempts to embed coping, resilience and resistance processes (Case and Hunter, 2012) in curricula.

**Method:** This poster reports on the first part of a two-stage study. In the first stage, an analytical framework was developed by adapting the Counterspace Framework from the social sciences to the HE context. In the second stage, primary data will be collected from both students and HE practitioners through observation and interviews to ascertain empirically the effectiveness of the framework in resilience building.

**Evidence:** The adapted framework entails three processes: 1) narrative identity work, 2) acts of resistance, and 3) direct relational transactions (ibid). Factors such as learning and teaching, employability and VUCA have been added to the original framework so that it is applicable and relevant to HE.

**Contribution:** This study contributes to the literature by attempting to expand the boundaries of a framework that has demonstrated efficacy in improving the wellbeing of marginalised populations to addressing contemporary challenges faced by HE students. In doing so, it addresses a significant empirical gap identified by the authors. The study also highlights the importance of proactively safeguarding the wellbeing of our future workforce and the corresponding role of HE providers.

**References:** Case and Hunter 2012: Counterspaces: A Unit of Analysis for Understanding the Role of Settings in Marginalized Individuals' Adaptive Responses to Oppression *Am J Community Psychology* (2012) 50:257–270; DOI 10.1007/s10464-012-9497-7

Cassidy, S. 2015 Resilience Building in Students: The Role of Academic Self-Efficacy *Frontiers in Psychology* Vol 6. (2015) DOI=10.3389/fpsyg.2015.01781

## P130

**Pedagogical approaches using Core Concepts: A case study using the physiology concept of 'Homeostasis' as an example.****A/Prof Voula Gaganis<sup>1</sup>, Assoc Professor Elizabeth Beckett<sup>2</sup>**<sup>1</sup>Flinders University, Bedford Park, Australia, <sup>2</sup>University of Adelaide, Adelaide, Australia

**Aim:** This research aimed to establish core concepts in the context of physiology. Core concepts are fundamental ideas (Michael & McFarland, 2011) which educators across many disciplines have considered as a pedagogical approach to enhance teaching of their curricula (Crowther, 2017). Our broader team comprising twenty-five physiology educators reached consensus on seven core concepts (Tangalakis et al., 2023a). Our sub-group team focused on the "Homeostasis" concept, where our goal was to define themes and sub-themes to simplify and support understanding of this concept.

**Background:** Considerable interest exists across STEM disciplines in the identification and use of the core concept approach to scaffold student learning (Stanescu et al., 2020). Our team's previous work revealed the physiology core concepts were poorly represented across Australian HE curricula (Tangalakis et al., 2023b). Following consensus our sub-group unpacked the key principles of Homeostasis, which is most commonly used to describe how the internal environment of mammalian systems maintains relative constancy.

**Description:** Broad themes and more specific sub-themes were identified, thus establishing an inventory that educators could potentially use to describe the concept of Homeostasis.

**Method:** A four-phase Delphi Method was employed to reach consensus on the concepts. Themes and sub-themes were then established and reviewed by the broader educator team by rating the perceived 'importance' and 'difficulty' for student understanding. Response data was analysed using a one-way ANOVA.

**Evidence:** Five themes and eighteen subthemes that were up to three levels deep were defined. It was evident that the first theme "The organism has regulatory mechanisms to maintain a relatively stable internal environment, a process known as homeostasis" was rated as Essential by 96% of respondents.

**Contribution:** Our team has developed an educator resource to support the delivery of physiology curricula which will result in consistency in Australian undergraduate programs and allow for future benchmarking.

**References:** Michael, J., and McFarland, J. (2011). The core principles ("big ideas") of physiology: results of faculty surveys. *Advances in Physiology Education*, 35(4), 336-341. <https://doi.org/10.1152/advan.00004.2011>.

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## P131

**Eight months into reality: A scoping review of the application of ChatGPT in higher education teaching and learning****Dr Qian Liu<sup>2</sup>, Ms Anjin Hu<sup>2</sup>, Dr Tehmina Gladman<sup>1</sup>, Dr Steve Gallagher<sup>2</sup>**<sup>1</sup>University Of Otago Wellington, Newtown, Wellington, New Zealand, <sup>2</sup>University of Otago, Dunedin, New Zealand

**Aim:** The aim of this study is to describe the ways in which ChatGPT has been used in higher education during its first 8 months of availability.

**Background/context:** ChatGPT is a chatbot developed by OpenAI based on generative pre-trained transformer (GPT), a type of large language model (LLM), that learns from large volumes of training data from different sources and generates outputs similar to the input training data. It has sparked heated discussion in higher education since its public release and increasing empirical studies have been made available examining its application to higher education teaching and learning.

**Description:** To capture and synthesize the initial scholarly developments in this topic, we undertook a scoping review of the first 8 months of empirical research into the use of ChatGPT for higher education teaching and learning.

**Method:** Following the PRISMA flowchart, we identified 39 articles through a systematic literature search in the Web of Science and Scopus databases which met our inclusion criteria.

**Evidence:** Our analysis identified five thematic areas current research has contributed to, including (1) ChatGPT's performance in assessment; (2) ChatGPT's capacity in facilitating learning; (3) staff and students' perceptions of ChatGPT; (4) adoption of ChatGPT, and; (5) ChatGPT-related policy implications.

**Contribution:** Our analysis established that: (1) ChatGPT's performance varied according to assessment tools, level of knowledge and disciplines; (2) while ChatGPT could facilitate learning it could not replace human instruction; and (3) research and practice should focus on identifying strategies to address concerns and facilitate appropriate use. We recommend future research 1) adopt more rigorous research designs; 2) focus on explaining ChatGPT's pedagogical value in light of current learning theories; and 3) compare ChatGPT to other digital technologies already supporting higher education teaching and learning to develop an understanding of where and when ChatGPT may be appropriately used.

## P132

**Not all stress is bad: An analysis of eustress and distress in non-traditional higher education students who study online****Ms Wuwei Gong<sup>1</sup>, Prof Susan Geertshuis<sup>1</sup>**<sup>1</sup>The University Of Auckland, Auckland, New Zealand**Aim:** The presentation of research outcomes**Background/context:** In higher education, defined as students who “work full time while enrolled” (Choy, 2002, p. 3), non-traditional students (NTSs) are likely to choose online learning because of its flexibility (Anderson, 2008; Forbus et al., 2011). Combining online study, full-time work, and family, these students can experience a relatively high level of stress.**Description:** Integrating the Transactional Theory of Stress (Lazarus & Folkman, 1984) and Role Theory (Katz & Kahn, 1978), this study aims to disclose the mechanism through which both positive (eustress) and negative (distress) sides of stress are generated in one role and spill over to other roles.**Method:** This is a qualitative study, and 24 participants were recruited. One-off in-depth interviews and 8-week longitudinal interviews were conducted to collect data. Approximately 60-hour interviews were recorded. A thematic analysis was completed to analyse the data.**Evidence:** Twenty themes concerning concurrent and fluctuating distress and eustress were reported by participants. Distress was associated with inflexible competing demands on time and inefficient or non-intuitive course design. Eustress was strongly associated with learning new and relevant knowledge. Thus different precursors and conditions to distress and eustress were identified both of which were found to spill over to non-study roles.**Contribution:** Unique insights into the ways in which NTS' eustress and distress co-occur, spill over between life domains and fluctuate over time were provided. In my poster, I will share a practical framework capturing the antecedents and consequences of stress in online learning. Classified by paradoxes of “Interaction vs Efficiency”, “Academic vs Practical”, and “University-based programme vs Massive open online courses”, the framework not only assists practitioners in understanding student well-being but also provides the audience with guidance to improve the design and teaching of online programmes satisfying the growing demands of NTSs.**References:** Anderson, T. (Ed.). (2008). *The Theory and Practice of Online Learning* (2nd ed.). Athabasca University Press.Choy, S. (2002). Nontraditional undergraduates: Findings from the condition of education 2002 (NCES 2002-0; pp. 1-26). National Center for Education Statistics. <https://eric.ed.gov/?id=ED546117>Cooke, C. (2023, October 9). Online learning statistics: Top facts and stats in 2023. Upskillwise. <https://upskillwise.com/online-learning-statistics/>Creed, P. A., Hood, M., Brough, P., Bialocerkowski, A., Machin, M. A., Winterbotham, S., & Eastgate, L. (2022). Student work-study boundary flexibility and relationships with burnout and study engagement. *Journal of Education and Work*, 35(3), 256-271. <https://doi.org/10.1080/13639080.2022.2048250>Forbus, P., Newbold, J. J., & Mehta, S. S. (2011). A study of non-traditional and traditional students in terms of their time management behaviors, stress factors, and coping strategies. *Academy of Educational Leadership Journal*, 15(S1), S109-.Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2d ed.). Wiley.Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.Li, K. C., & Wong, B. T.-M. (2019). Factors related to student persistence in open universities: Changes over the years. *International Review of Research in Open and Distributed Learning*, 20(4), 132-151. <https://doi.org/10.19173/irrodl.v20i4.4103>



## P133

**Factors contributing to test anxiety in undergraduate physiotherapy students undertaking practical exams: A thematic analysis**

**Miss Alexandra Iacovou**<sup>1</sup>, Ms Shari Maver<sup>1</sup>, Ms Cath Emmerson<sup>2</sup>, Ms Sonia Coates<sup>2</sup>

<sup>1</sup>Australian Catholic University, Ballarat, Australia, <sup>2</sup>Australian Catholic University, North Sydney, Australia

**Aim:** To explore first-year Australian physiotherapy student perspectives on factors contributing to test anxiety (TA) when undertaking physiotherapy practical exams.

**Background/ context:** Practical exams are a measure of skill acquisition and often students must pass practical exams to demonstrate competency in clinical skills (Markman et al., 2011; Zhang & Walton, 2018). Physiotherapy students are known to experience higher levels of TA and exam related stress compared to other health students, which is known to impact skill performance and well-being (Hodselmans et al., 2018; Macauley & Plummer, 2017; Symes & Putwain, 2020). Factors contributing to TA when undertaking practical exams have been proposed in post graduate physiotherapy students with several themes emerging including social performance anxiety, fear of the unknown and exam procedures (Zhang & Walton, 2018).

**Description:** This is the first known study to thematically explore student perspectives on factors contributing to TA in first-year undergraduate physiotherapy students when undertaking practical exams.

**Method:** In this qualitative study, a convenience sample of 223 students enrolled in a foundational physiotherapy subject at a national Australian university were invited to participate. Free text responses to an online survey were thematically analysed using an inductive approach. Researchers independently coded the data and convened for final data organisation and identification of themes.

**Evidence:** Sixty students across three campuses provided 90 survey responses. Three main themes and nine sub themes emerged. Main themes included: lack of preparedness, exam operations and performance anxiety. Sub themes included: volume of content, clarity of exam expectations, access to learning, exam format, high stakes, mental processing, ability to regulate emotions, fear of judgement and high self-expectations.

**Contribution:** Findings may guide educators to implement strategies to reduce TA, such as considering alternative delivery methods for high-volume content, clarifying exam operations and expectations via video exemplars, and providing mental health support resources.

**References:** Hodselmans, A. P., Hemdal, E., Lundberg, S., Bjarnegård, A., Hobbelen, H., & Svantesson, U. (2018). Physiotherapy students' perceived stress, stressors, and reactions to stressors: A comparative study between Sweden and The Netherlands. *Physiotherapy Theory & Practice*, 34(4), 293-300. <https://doi.org/10.1080/09593985.2017.1390805>

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## P134

## Exploring the educator's perspective of the physical learning environment in higher education

Dr Eliza Kitchen<sup>1</sup><sup>1</sup>Flinders University, Adelaide, Australia

The return to the classroom following Covid-19 restrictions has prompted new examination of previous physical learning environment challenges and preferences (Bradbeer et al., 2019; Whiteside et al., 2010; Woolner et al., 2012). Exploring the educator's perspective, this study explores the impact of the physical learning environment.

**Background/Context:** Educators design and facilitate the learning experience, however physical attributes, such as lighting, can encourage or inhibit learning activities (Hao et al., 2020; Wickremasinghe & Kumuduni, 2022). Ideally educators would have learning spaces designed with their discipline and teaching pedagogy in mind. However, factors such as financial resources and university structures, limit this possibility (Closs et al, 2022).

**Description:** Educators, representing various disciplines across a university, were asked about their physical environment preferences and barriers. Perspectives were captured on lecture and seminar environments.

**Method:** An online survey was designed based on previous studies (Lopez-Chao et al., 2019; Wickremasinghe & Kumuduni, 2022). This survey was distributed through faculty learning and teaching groups in November 2022. This resulted in 37 completed surveys from educators in six faculties.

**Evidence:** On a 5-point Likert scale, respondents agreed that the physical environment can impact their teaching ( $m=4.56$ ). The three most important attributes reported for a lecture were a computer for the teacher, screen and projector, and wheelchair accessibility. Whereas the top three for a seminar were appropriate size for class group, ability for teacher to move around the space, and screen and projector.

The greatest challenge for both environments was teaching in a room too small for the number of students. Key methods to overcome barriers included educator mobility, and regular breaks for students.

**Contribution:** This study contributes to our understanding of how educators use the physical classroom space. Practically, this study offers methods to overcome barriers which is useful for educators teaching in new spaces.

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## P135

**Evaluation of a practical: student performance and outcomes following changes to learning activities and assessments due to changing educational environments****Dr Sasha R Lanyon**<sup>1</sup>, Dr Hayley A McGrice<sup>1</sup><sup>1</sup>*School of Animal and Veterinary Sciences, Faculty of Science, Engineering and Technology, The University Of Adelaide, Roseworthy, Australia***Aim:** To evaluate the impact of changes to learning activities and assessment structure on student performance and outcomes over five years.**Context:** Tertiary students demand more flexibility than ever, with blended delivery increasingly favoured (Müller & Mildenerger, 2021). Meanwhile, educators strive to improve outcomes while considering budget, sustainability and workload. Evaluating the impact of different educational approaches can assist with future planning and decision-making.**Description:** Students completed paired assessments comprising two distinct but similar tasks, such that learning from Part A may feed-forward to influence performance in Part B (Gibbs & Simpson, 2005). From 2019 to 2023, pandemic- and course-level factors prompted changes to assessments and associated learning activities, including removal and reintroduction of peer-assessment, reallocation of class-time, and introduction of digital interactive packages.**Methods:** Student (n=551) grades, student evaluations and feedback, and learning analytics were analysed to evaluate the impact of changes on student performance and experience over five years.**Evidence:** When peer-assessment was embedded alongside a laboratory or desktop exercise, mean student performance increased by 2.5% from Part A to Part B. Following change from laboratory to desktop exercise during the COVID-19 pandemic, mean student performance reduced by 1.7 to 3.5%, then further reduced by 3.8% when aligned didactic and problem-based learning activities were reduced. In 2023, introduction of interactive digital packages largely restored student performance in Part A to those observed in 2019, but seemed to negate the benefit of peer-assessment, with Part B grades averaging 3.2% lower than Part A.**Contribution:** While peer assessment is not novel, this work highlights intersectionality of different educational approaches. High achieving students benefit less from peer-assessment (Li, 2011), so it may be inappropriate in high-achieving cohorts. Evidence demonstrates that structure of learning activities and assessments has consequences for student outcomes, and that using different approaches in tandem may impact efficacy.**References:** Gibbs, G., & Simpson, C. (2005). Conditions under which assessment supports students' learning. *Learning and teaching in higher education*, 1, 3-31.Müller, C. & Mildenerger, T. (2021) Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education. *Educational Research Review*, 34(2021), 100394. <https://doi.org/10.1016/j.edurev.2021.100394>.Li, L. (2011) How Do Students of Diverse Achievement Levels Benefit from Peer Assessment?. *International Journal for the Scholarship of Teaching and Learning*, 5(2), Article 14.<https://doi.org/10.20429/ijstl.2011.050214>

## P136

**AI-assisted assessment in education: Developing and pre-testing ChatGPT-mark for enhanced educational feedback****Miss Xiaolei Li**<sup>1</sup>, Dr David Chen<sup>1</sup>, Dr David Tuffley<sup>1</sup>, Prof Shirui Pan<sup>1</sup>, Mr Garry Scott<sup>1</sup>, Dr Gervase Tuxworth<sup>1</sup><sup>1</sup>*Griffith University, Brisbane, Australia***Aim:** Our study introduces ChatGPT-Mark, an AI tool designed to enhance the effectiveness of formative assessment in higher education with timely and personalized feedback. It aims to bridge the gap in traditional assessment by providing an innovative feedback mechanism aligned with educational standards.**Background/Context:** Formative assessment is important for guiding student learning through timely and constructive feedback. With increasing class sizes and the diversity of student needs, educators face challenges in delivering prompt and personalized feedback effectively (Boud & Molloy, 2013; Dai et al., 2023). AI tools like ChatGPT provide scalable, instant feedback solutions, however, integrating them into educational environments requires overcoming challenges related to contextual understanding and pedagogical practices. This study explores how ChatGPT can be integrated into formative assessment, based on the belief that AI can significantly enrich the educational process (Darvishi et al., 2022; Huang et al., 2021; Katz et al., 2023).**Description:** We developed a ChatGPT-Mark prototype to access student submissions with course rubrics, exploring its potential to improve educational feedback without live course implementation.**Method:** A preliminary evaluation used 15 de-identified student submissions from completed courses, comparing the quality and accuracy of ChatGPT-Mark's feedback with teacher evaluations.**Evidence:** ChatGPT-Mark consistently provided detailed feedback, aligning with teacher evaluations in 10 instances by effectively analyzing measurable aspects. However, it encountered minor scoring discrepancies in 5 cases, especially in areas requiring subjective judgment, indicating opportunities for AI evaluation enhancements.**Contribution:** Our findings demonstrate the potential of AI-assisted tools like ChatGPT-Mark's in revolutionizing educational assessments by harmonizing AI capabilities with human insights, enhancing the student learning experience and assessment practices. Future research will explore its effectiveness in live courses, aiming to improve feedback mechanisms and student learning outcomes in higher education.**References:** Boud, D., & Molloy, E. (2013). Rethinking models of feedback for learning: The challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698–712. <https://doi.org/10.1080/02602938.2012.691462>Dai, W., Lin, J., Jin, F., Li, T., Tsai, Y.-S., Gasevic, D., & Chen, G. (2023). Can Large Language Models Provide Feedback to Students? A Case Study on ChatGPT [Preprint]. EdArXiv. <https://doi.org/10.35542/osf.io/hcgzj>

## P137

**Critical thinking skills in the modern educational framework (a case study).**

**Dr Maria Lobytsyna**<sup>1,2</sup>, A/Prof Mary Coupland<sup>1</sup>

<sup>1</sup>University Of Technology Sydney, Sydney, Australia, <sup>2</sup>Excelsia College, Macquarie Park, Australia

**Aim:** This presentation examines an existing course for students from a diverse range of disciplines and mathematical backgrounds on statistics and the media entitled "Arguments, Evidence, and Intuition" that addresses critical thinking skills.

**Background/context:** Critical thinking in education is vital due to the increasing role of Artificial Intelligence in many areas of society. Many researchers have pointed out that critical thinking skills involve the ability to problem-solve and to apply logic and data interpretation skills to make good decisions in students' professional and everyday life (Bouckaert, 2023). For many university graduates there is a gap between their competencies of critical thinking and the demands of the workforce. If not addressed, this will have negative consequences. There is a need to ensure that the teaching of critical thinking is both understood by teaching providers and is given due regard as an important component of tertiary courses (Ellerton, 2022).

**Description:** In our implementation of this subject, the teaching and technical team used online design processes to transfer cross-disciplinary insights into practice-based innovative approaches. All concepts were introduced in real contexts and with a purpose: to investigate, to question assumptions, to be an investigator in the world of distorted information flows. The course grade is based on critical analysis of statistical data, assignments, an individual presentation and online quizzes.

**Method:** This cross-disciplinary study enrolled third-year students (n=210). An online survey was administered in 2015-2023 (a response rate of 70%). The survey comprised open-ended questions.

**Evidence:** The majority of students had a positive experience and highlighted their increased confidence in using critical thinking skills.

**Contribution:** The significance of this research lies in helping educators to recognise students' need to understand and practise critical thinking skills effectively in the current various contexts that are increasingly influenced by Artificial Intelligence (AI).

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## P138

**A pedagogical evaluation of an institutional digital assessment platform: Measuring impact on teaching and learning**

**Dr Kathleen Mahon**<sup>1</sup>, **Associate Professor Christine Slade**<sup>1</sup>

<sup>1</sup>*Institute for Teaching and Learning Innovation, University of Queensland, St Lucia, Australia*

**Aim:** The aim of this study was to evaluate the impact of assessment processes and resources designed, implemented, and supported using a commercial digital assessment platform (DAP) at a large metropolitan university.

**Background/context:** Evaluating the pedagogical impact of assessment processes in higher education is an important task, not least because of the high stakes attached to assessment, along with teaching and learning quality enhancement imperatives. It is also a complex task: impact happens in multiple ways, often with various influencing factors, some of which may not be tangible or visible. When evaluating the impact of large-scale digital assessment initiatives there is also potential for attention to be inadvertently diverted away from pedagogical considerations towards easier-to-measure technical factors (e.g. functionality).

**Description:** This evaluation study employed a unique approach deliberately designed to keep pedagogical impact in focus. Under evaluation was the impact of an assessment initiative involving a cloud-based DAP on assessment design and student learning. Key to the approach was a set of pedagogical impact indicators which combined the institution's assessment policy with online assessment design considerations articulated by Huber et al. (2023). The indicators were academic integrity/assessment security, authenticity, engagement, equity/fairness, feedback, inclusion, and support.

**Method:** Primary data sources were staff interviews, student focus-groups, mixed-methods staff survey, and student evaluation surveys. Analysis involved descriptive statistics (quantitative survey questions), and thematic analysis and case narrative writing (qualitative material). The thematic analysis incorporated the pedagogical impact indicators.

**Evidence:** Analysis highlighted the DAP's affordances in terms of enabling the (re)design of authentic, engaging, and inclusive tasks, but also the importance of staff support and student familiarisation opportunities to maximise pedagogical benefits.

**Contribution:** This work presents a way of evaluating pedagogical impact within higher education digital education that builds on prior research (e.g. Huber et al., 2023) and addresses evaluation complexities in this space.

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## P139

**Animating accounting education: design thinking and student experience****Dr Mahmud Masum<sup>1</sup>**<sup>1</sup>*University of Adelaide, Adelaide, Australia*

**Aim:** This research delves into the significance of integrating animated learning videos, substantiating their potential to enhance student engagement.

**Background/context:** The use of animation and animated content in education has garnered considerable attention in recent academic literature, with researchers exploring its potential impact on knowledge comprehension and long-term memory retention (Khurshid et al., 2018; Lowe & Boucheix, 2016; O'Day, 2017). This study investigated the design and implementation of animated videos as a dynamic solution to engage students effectively.

**Description:** This study is exploratory in nature. It investigates how animations affect the learning experience of the students. A set of animations were implemented in accounting courses in an Australian university. Each week a five-minute long animation was utilised to explain accounting concepts over a 12-week long semester. Student feedback was analysed using education pedagogies and prior research evidence.

**Methods:** Focus group discussions with students informed whether the animated videos have enhanced their learnings. Surveys were also utilised to understand how students experienced the animated videos in their learnings.

**Evidence:** The student-centric co-creation approach presented here is vital for fostering a collaborative learning culture among staff and students, as well as informing and constructing future learning innovations and technology investments in universities. The paper offers practical guidelines for designing animations that cater to diverse student learning needs, and purposes.

**Contribution:** This paper contributes to extant literature in several ways. First, it directly explores students' perspectives in the effectiveness of animations in their learning. Second, this paper informs design thinking of animations informed by learning pedagogies. It informs what worked and what didn't work in animation design and implementation. We experimented some novel design features in making animation more suitable for learning purposes. Finally, the paper outlines an iterative process of developing animated videos, adjusting productions based on student feedback.

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## P140

**Unravelling the tapestry: Exploring the interconnected threads of an academic poster****Dr Leonie Newnham**<sup>1</sup>, Dr Paul Cerotti<sup>1</sup>, Dr Claire Davison<sup>1</sup><sup>1</sup>Torrens University, Melbourne, Australia

**Aim:** Case study on the benefits of using an academic poster as an authentic assessment method for Higher Education (HE) students to develop their career pathway within a Master's Capstone Subject. Posters educated students on career self-management and built vital visual data analytics enterprise skills to connect with business.

**Background:** This case explores the tapestry of international and local students as a metaphor of intricate patterns and details of what each student brings to the creation of posters (Berry & Houston, 1995) Tapestries/posters deliver 'Real-World Relevance', connecting classroom learning to real-world applications making learning meaningful and more relevant (Handron, 1994; Wallace, Preston & Harvie 2016; Abed 2018).

University A introduced the poster concept in 2020 as a method of assessment focusing on developing career pathways and replicating work that students will undertake in visual mediums in future jobs (Baker & Henson, 2010; Krouwel et al., 2020). An authentic assessment was introduced, supporting the enterprise skills students need for work (Gosselin & Golick, 2020). Posters promote higher-order thinking skills, facilitate and inform future learning such as career development (Howard, 2015; Gosselin & Golick, 2020; Vaughan, 2023).

**Methods:** Qualitative analysis of the results across assessments from 2021 to 2023, using documentary analysis of student comments from trimester evaluations.

**Contribution to SC and Practice:** A case study within University A reviewing an assessment poster clarified the benefits to students as an effective tool for a capstone class.

The research found the assessment was able to support career development in final-year Master's students. Students were able to use a visual medium to:

- create meaningful career pathways and tools;
- develop a conceptual understanding of career paths and working as a professional; and
- undertake skills audits and understand the need for ongoing skill development.

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## P141

**A scoping review to understand the lived experiences of doing a PhD in Africa****Dr Oluwatomilayo Omoya**<sup>1</sup>, Dr Udemé Jacob<sup>2</sup>, Dr Olumide Odeyemi<sup>3</sup>, Ms Omowale Odeyemi<sup>4</sup><sup>1</sup>Flinders University, Adelaide, Australia, <sup>2</sup>University of Johannesburg, Johannesburg, South Africa, <sup>3</sup>University of Tasmania, Launceston, Australia,<sup>4</sup>Obafemi Awolowo University, Ile-Ife, Nigeria

**Introduction:** Given the growing demand to produce PhD holders in Africa, it is crucial to grasp the intricacies faced by PhD candidates. This review aimed to map out the existing studies that explore the perspectives of candidates pursuing or completing a PhD in Africa.

**Methods:** In conjunction with the Joanna Briggs Institute (JBI) methodology for scoping reviews, a scoping review guide developed by Arksey & O'Malley (2005) was used. Multiple databases were searched, including EBSCO Host, Scopus, EMBASE, the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline (Ovid), and Google Scholar.

**Results:** Of the 51 articles that were retrieved, 12 were included in the review from various African countries. The studies explored the types and characteristics of the included articles. All articles were assessed using an Adaptive Quality Assessment Tool. The studies were descriptively mapped using qualitative content analysis, which revealed five themes: the sociodemographic profile of the PhD candidates, funding, resources and training, supervision experiences, and coping mechanisms.

**Conclusion:** There is evidence on sociodemographic characteristics, challenges posed by funding, inadequate resources, and supervisor-candidate relationships, the research addressing why African candidates are studying at a later age, gender-specific environmental and cultural barriers, and coping strategies used during candidature is comparatively limited. Consequently, further investigations in these areas are crucial to better support PhD candidates in Africa.

**Keywords:** Higher education; PhD candidates; PhD supervisors; Africa; Doctorate; Lived experiences.

## P142

**Does lecture duration influence student engagement and academic performance in higher education?**Dr Ari Pinar<sup>1</sup>, Mr. Aidan Tang<sup>1</sup><sup>1</sup>Monash University, Clayton, Australia

**Aim:** This study was prompted by the observation that students are accustomed to short-form videos on social media platforms such as Youtube and TikTok, typically lasting less than 15 minutes. Recognising this contemporary trend, the primary aim was to investigate the impact of differing lecture durations, categorised as Short-Form (SF) or Long-Form (LF), on student engagement and academic performance in higher education.

**Background/Context:** Enhanced understanding of how students engage with content of varying durations is crucial in adapting educational approaches that better align with evolving learning preferences of our students, influenced by social media consumption. Research by Landa-Blanco et al. (2024) and Assefa et al. (2023) emphasised the impact of social media on student engagement and academic performance. Moreover, Barkley and Dawson (2018) explored the connection between students' attention spans and academic performance, highlighting the need to adapt educational practices to align with students' digital habits.

**Description:** The study explores how the prevalence of SF and LF video lecture recordings influences student engagement. Lectures recordings from across multiple units within an undergraduate biomedicine degree were categorised into SF (under 15 minutes) and LF (over 15 minutes).

**Methods:** Panopto data captured students' engagement with SF and LF lectures. Quantitative analyses, including Pearson's correlations and t-tests, were conducted to explore the relationships between lecture duration, student engagement (using a derived student engagement score), and academic performance (final unit performance).

**Evidence:** Results suggests that students, influenced by their familiarity with shorter duration videos on social media, exhibit higher engagement levels with SF lectures compared to LF lectures.

**Contribution to Scholarship:** This study contributes to the ongoing dialogue on adapting educational practices to align with students' evolving digital habits. Our findings assist educators in tailoring content delivery to enhance engagement and optimise learning outcomes within the contemporary higher education landscape.

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## P143

**Are you picking up what I am putting down? A pilot study to understand the emotions behind students' communications.**Dr Mary Kynn<sup>1</sup>, Dr Nicole Reinke<sup>2</sup>, Dr Eva Hatje<sup>3</sup><sup>1</sup>Curtin University, Perth, Australia, <sup>2</sup>University Of The Sunshine Coast, Sippy Downs, Australia, <sup>3</sup>Queensland University of Technology, Brisbane, Australia

**Aim:** The aim of this pilot project was to explore if emojis can reliably represent first-year university students' emotions.

**Background/context:** There is an ever-increasing availability of digital tools used in physical and online classrooms to support and enhance communication. Emojis are widely used by students in many aspects of their lives, and are also available in educational settings for use in learning management systems, interactive learning tools (e.g. H5P), online synchronous classrooms (e.g. Zoom, Teams), and email.

**Description:** Typically, emojis are seen as a shortcut in communication, or as modifiers of the intent of the text (Herring & Dainas, 2020). They allow for the capture of emotions and experiences. In clear communication, the 'language' has similar meaning for the sender, as it does for the recipient, yet there will always be some ambiguity in how communications are interpreted. Existing research suggests emojis are not universally understood (Annamalai & Salam, 2017; Miller et al., 2017) and may not be reliably communicated. Furthermore, they have not been validated in an educational context.

**Method:** Using an online survey tool, first-year statistics students at Curtin University, Australia (n=182) were asked to record their emotions by selecting an emoji, describe the emotion, and the area of life it related to. Students used 30 out of the available 54 emojis with a total of 72 responses which were descriptively analysed.

**Evidence:** The results suggest that happy emojis were more reliably interpreted than other emotions, although there were exceptions. Emojis representing unpleasant emotions are more likely to be used inconsistently and may not reflect the name given to the emoji.

**Contribution:** Insights from students' use of emojis suggest that emojis used in communication with or by students cannot be reliably interpreted. Further research is required, and until validated, emojis should be used with caution in educational settings.

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## P144

**Leveraging Microlearning for Enhancing Ophthalmology Supervisor Training****Dr Jorge Reyna<sup>1</sup>**<sup>1</sup>*The Royal Australian And New Zealand College Of Ophthalmologists (ranzco), Surry Hills, Australia*

**Aim:** This paper explores integrating microlearning into ophthalmology supervisor training to overcome time constraints and enhance educational engagement, aiming to improve the quality of medical education amidst the challenge of balancing clinical duties with pedagogical expertise.

**Background/Context:** Medical supervisors often prioritise clinical content over pedagogical training due to significant time constraints, hindering engagement in 'training the trainer' educational activities and CPD. Addressing these challenges is imperative, given the global mandate for quality medical education.

**Description:** Microlearning offers a promising solution by breaking down information into discrete, tailored components, facilitating swift engagement and knowledge retention. Despite its recent emergence, microlearning shows transformative potential in enhancing medical supervisor training and addressing constraints in traditional educational settings.

**Method:** Converting interactive modules into microlearning snippets followed a systematic approach, including formulating achievable learning outcomes with the SOLO taxonomy, aligning with activities and assessments (MCQs), incorporating adult and multimedia learning principles and visual design standards, and conducting usability and accessibility tests.

**Evidence:** By deploying the microlearning snippets using a systematic approach to learning design and gathering the completion on the Learning Management System (LMS), a short survey and supervisor interviews showed that the intervention could potentially enhance supervisor training in ophthalmology. However, the microlearning snippet uptake could have been higher, and further research has been undertaken to elucidate the supervisors' lack of engagement.

**Contribution:** This paper presents a comprehensive approach to microlearning integration, contributing to advancing medical education and supervisor training. It offers a viable solution to challenges faced by medical supervisors, ultimately enhancing ophthalmology education and medical training quality.

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## P145

**An interactive online module to support students undertaking peer review in large cohort undergraduate subjects****Dr Jennifer L. Fox<sup>1</sup>, Dr Melissa J. Saligari<sup>1</sup>, Dr Hayley E. Bugeja<sup>1</sup>**<sup>1</sup>*School of BioSciences, The University of Melbourne, Parkville, Australia*

**Aim:** In this study, we evaluate the efficacy of an interactive assessment literacy module for supporting undergraduate students to participate in peer review.

**Background:** Peer review is the cornerstone of academic work. It is important that undergraduate students develop their ability to critically evaluate the quality of their own and others' work (Ibarra-Sáiz et al., 2020). Many educators use peer review for more than providing individual feedback, but also for developing students' self-assessment and academic judgement skills (Topping, 2009). However, undergraduate students often have difficulty making quality judgements (van Hattum-Janssen & Lourenço, 2006). Furthermore, students do not trust their peers' ability to judge and provide feedback on their work (Panadero, 2016), which can hinder engagement in peer-review.

**Description:** Here we evaluate an intervention to train and prepare students for peer review by using an interactive assessment literacy module, in which students assess authentic assignment samples of varying quality against a rubric and then compare their judgement with expert markers.

**Methods:** This study was conducted in two large undergraduate biological science subjects at a Go8 university over multiple semesters. The assessment literacy module was deployed before students undertook a similar peer review assessment task. Students were surveyed for their perceptions of the module using both Likert-scale and free-text questions. Quantitative descriptive and qualitative content analyses were carried out to identify themes across student responses.

**Evidence:** Our preliminary findings indicate that students are better prepared to engage in peer-review after completing the module, based on their self-reported perceptions of confidence, academic judgement and understanding of the assessment criteria.

**Contribution:** This study provides an approach that can reduce barriers to student participation in peer-review in large-cohort subjects, by increasing their confidence in making academic judgements. The outcomes of this study will inform educator approaches to incorporate peer review into curricula for greatest impact.

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## P146

## Reimagining authentic assessment in the age of AI

Dr Kimberly Soh<sup>1</sup>, Dr Simran Kaur<sup>1</sup><sup>1</sup>School of Business, Monash University Malaysia, Subang Jaya, Malaysia

**Aim:** This study aims to explore how educators perceive Generative Artificial Intelligence (GenAI) in evolving authentic assessment within higher education.

**Background/context:** Authentic assessments now face a transforming higher education landscape. GenAI, capable of producing human-like content, has sparked debate within the industry. With a revenue of 137 billion USD in 2024 (Statista, 2024), the emergence of GenAI comes with potential and limitations (Baidoo-Anu & Ansah, 2023; Lim et al., 2023), raising questions about the adequacy of traditional assessments. This study investigates this evolving landscape, delving into academic perceptions to ensure authentic assessment practices in a dynamic educational environment.

**Description:** This study explores the perceptions of academics to investigate the changing landscape of authentic assessment in light of these emerging trends. Understanding these perceptions is crucial to ensure authentic assessments remain a powerful tool for educators and students in a dynamic learning environment.

**Method:** Business School academics participated in focus groups. Qualitative data will be analysed using a Hybrid thematic approach supported by NVivo 12 and Saldana's (2013) coding framework.

**Evidence:** This study highlights the key themes that emerged, including Educators' GenAI Skills and Knowledge, Ethical Considerations in GenAI, Updating Learning Outcomes, and Authentic Assessment Development.

With GenAI, multifaceted development processes are now essential, incorporating diverse perspectives. Educators should consider the influence of GenAI, the evolving landscape of student learning, and adaptable teaching methodologies when constructing authentic assessments. This ensures their continued relevance and efficacy in measuring student knowledge and skills.

**Contribution:** This research expands the understanding of authentic assessments in higher education, advocating for dynamic development incorporating varied influences: AI, evolving learner styles, and flexible teaching methods. It contributes to the scholarship of teaching and learning by promoting relevant and effective assessments for a rapidly changing landscape, informing future studies on implementing multifaceted approaches.

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## P147

**Flipped learning and students' experiences: A pilot study by Ngee Ann Polytechnic****Ms Hui Leng Tan<sup>1</sup>, Mr Paul Ng<sup>1</sup>**<sup>1</sup>Ngee Ann Polytechnic, Singapore, Singapore

**Aim:** Assess the impact of an institution-wide shift towards data-driven Flipped Learning (FL) on students' learning experiences.

**Background:** In FL, students interact with foundational content asynchronously before in-person interactions where, with support, they can deepen their learning (O'Flaherty & Philips, 2015; Tucker 2012). FL can improve students' self-direction (Park & Suh, 2021). However, the use of students' asynchronous activity data for more personalised learning support is probably weak (Bulger, 2016).

**Description:** From 2022, Ngee Ann Polytechnic (NP) implemented blended learning underpinned by FL as a key learning strategy to develop learners' self-direction as part of Singapore's policy shift to develop lifelong learning (Chan, 2022). NP-wide, students spend 40% of curriculum time completing Online Asynchronous Learning (OAL) packages. Lecturers use the OAL data to personalize learning support especially during In-Person Learning (IPL) sessions (60% of curriculum time).

**Method(s):** Mixed methods. 2000 students responded to a 10-item survey about key characteristics of their FL experiences. 10 staff and 11 students provided further feedback via separate focus groups.

**Evidence:** Overall, students perceived their FL experiences positively. For example, 81.23% of respondents agreed that OALs provided them with the flexibility to complete learning at their own pace. 79.02% agreed that they could apply their OAL learning during IPL. Student focus group discussions generally validated survey findings. However, students rated their OAL experiences generally lower than IPL, except for flexibility to complete learning[PN1]. Staff were concerned about OAL non-completion leading to lack of student preparedness to deepen or apply learning in IPL, and lack of data for personalized learning support during IPL. Overall, this initial study suggested ways in which NP could improve the design of FL for self-direction and personalized learning support.

**Contribution:** This study contributes to learning about the impact of an institution-wide shift to data-driven FL on students' learning experiences.

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## P148

**Teaching competence in Gen-AI age: TPACK-powered framework for faculty development in accounting, business education in a large-scale online learning environment****Ms Marina Thomas<sup>1</sup>**<sup>1</sup>*University Of Southern Queensland, Toowoomba Campus, Australia*

**Aim:** This presentation provides insights into initial phases of a study on accounting and business faculty's views on integrating digital technology, including Gen-AI, in large-scale online learning environments.

**Background/Context:** Accounting professional bodies and accreditation agencies emphasize the need for digital technology in education (Birt, Safari & de Castro, 2023). Specific studies focusing on accounting and business education within the large-scale, online environments are limited (Lowenthal & Gooding 2019). Recently, new challenges for accounting and business educators have arisen due to the introduction of Gen-AI (Ratten & Jones 2023).

**Method:** The author conducts an interpretive phenomenological study to understand accounting and business faculty experts' perceptions of digital technology competence in online learning at a northeastern U.S. public university. It includes four phases: (1) synthesizing literature on the TPACK framework (Mishra & Koehler 2006) (2) a case study of a large-scale American online learning environment (3) questionnaires and interviews with experts and (4) analysis and recommendations.

**Evidence:** The proposed conceptual model synthesizes teacher competence in integrating digital technology and is aligned with existing competency-based models for accounting training globally. Initial findings suggest the TPACK framework's adaptability to provide a robust foundation for understanding the competencies required for effective technology integration in accounting and business education and include Gen-AI. The case study highlights the unique challenges and opportunities for a large-scale online learning environment.

Based on the literature review and the analysis of secondary data related to the research site, the questionnaire and interview protocol have been finalized. IRB permissions have been obtained in the USA and Australia, and the instruments have been piloted. Phase three has commenced, and initial impressions will be reflected upon during the presentation.

**Contribution:** The findings aim to deepen understanding of specific competencies needed for digital accounting and business education and the perspectives on professional development, including Gen-AI.

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## P149

## Using computer simulation games in Hong Kong Business School classes

Dr Anna Po Yung Tsui<sup>1</sup>, Dr. Hui Li<sup>2</sup><sup>1</sup>Chinese University Of Hong Kong, Hong Kong, Hong Kong, <sup>2</sup>Shenzhen University, Shenzhen, China

**Aim:** The study aims to extend the literature on computer-based business simulations by investigating the relationship between core self-evaluations (CSE) and course satisfaction in a team context using a Hong Kong business school sample.

**Background:** Computer-supported education has long been a popular pedagogical strategy, especially for STEM education (Jeong, Hmelo-Silver and Jo, 2019). Specifically, benefits of computer simulation games are discussed (Bach, Ćurlin, Stjepić and Meško, 2023). Computer-supported team-based learning engage students to become active learners and foster quality communication exchange (Gomez, Wu and Passerini, 2010). Despite of extant literature, a gap exists to understand business students' experience and factors that may affect their learning of the computer simulation games and course satisfaction in Hong Kong or Asian contexts. Description - Our study explores how CSE (Cristofaro, Giardino and Leoni, 2020; Judge and Bono, 2001). influences course satisfaction in a computer-based business simulation game setting, and uses a team-related variable, i.e. team communication (Eittington, 2002) to explain the mechanism.

**Method:** An initial sample of 82 undergraduate business students in a Hong Kong university played a Harvard published online simulation game from April to December 2023. Each team, comprising of 3 to 5 people, was given a computer account to analyse online information and make decisions whilst communicating face-to-face inside the classroom. Hypotheses were tested based on data collected using hierarchical regression analyses.

**Evidence:** The results show that CSE influences their team communication positively, which leads to higher course satisfaction. **Contribution:** It is a unique investigation that involves both individual trait and group related variable. For practical implications, simulation games can be social technologies helping students realize the importance of team communication, which improves learning outcome such as course satisfaction. Instructors in Hong Kong and other Asian areas are urged to create suitable team learning environment.

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**P150****Facilitating wayfinding in large blended courses****Dr Dewa Wardak**<sup>1</sup>, Andrew Brock<sup>1</sup><sup>1</sup>*The University of Sydney Business School, Darlington, Australia*

**Aim:** In blended courses, students must efficiently find their way around the often-significant amount of online content and develop mental maps of its structure. In this poster, we aim to share three wayfinding strategies that we have developed to help students engage with and navigate courses with a large amount of online content.

**Background/context:** When designing a blended course with a large amount of online content, it is important to help students identify the most efficient and effective route through the content. This is because research has shown that students engage more with online content in blended learning courses if the content is well explained (Dwivedi et al., 2019), which leads to achieving higher grades (Green et al., 2018). We use wayfinding as a broad term to encompass all of the different ways students orient themselves towards the content in a course.

**Description:** Our three wayfinding strategies featured in the poster include the Golden Thread (content mental map), Decision Point (levels of readings), and Navigation Diagram (weekly structure).

**Method:** We implemented the wayfinding strategies in three large courses between 700 and 2000 enrolled students. We conducted focus groups with 4-9 students from each course. Data was inductively analysed for themes.

**Evidence:** The results of the focus groups indicated that students found the wayfinding strategies helpful as it allowed them to decide what content to engage with and how. This enhanced feelings of agency among students. Students also provided suggestions for enhancing some of the strategies, which we implemented in the subsequent semesters, including modifying the structure and visual elements of maps.

**Contribution:** Our wayfinding strategies reduce cognitive load on students and help lessen the workload on educators having to respond to an excessive number of questions from students about course content.

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## P151

**The crucial role of social capital in graduate employability: An equitable approach****Dr Karina Wardle**<sup>1</sup>, Dr Noor Lazar<sup>1</sup>, Mrs Kay Geronikos<sup>1</sup><sup>1</sup>Western Sydney University

**Aim:** To address the graduate employability dilemma within higher education through showcasing a practice example advocating for deliberate and equitable development of social capital for business students during tertiary education.

**Background:** Higher education is facing the persistent challenge of graduate employability, exacerbated by students' uncertainty and apprehension regarding career prospects (Small et al., 2022; Tomlinson, 2017). Evidence suggests fostering social capital as crucial for building employability confidence and success (Clarke, 2018; Bridgestock & Tippett, 2019; English et al., 2020). Graduates from disadvantaged backgrounds are particularly affected as they lack access to crucial employability networks and knowledge (Gilani, 2020).

**Description:** Responding to the graduate employability dilemma, a business school developed and implemented a curriculum transformation program based on partnership pedagogy (Barrie & Pizzica, 2019). Led by a team of academics in partnership with industry and community, all business students are obligated to undertake interactive career and employability learning, including compulsory attendance and engagement at major employability events. This highly experiential approach makes a difference as students (many first in family to attend university) are empowered at early stages of their study to proactively develop their social capital, demonstrating the universities' potential to facilitate equitable social capital development (Cottrell, 2015; Jackson et al., 2017).

**Method:** Literature from scholarly sources were reviewed to synthesize the current research in the areas of graduate employability and social capital. The literature uncovered existing gaps on equitable access to employability programs focused on social capital development within tertiary studies.

**Evidence:** Surveys and anecdotal evidence from students, industry partners and academic colleagues supports the improved employability mindset and self-confidence of students. Next step is to conduct a thematic analysis of student reflections to assess impact and effectiveness as well as to inform future teaching practice.

**Contribution:** This study contributes to addressing the need for improved graduate employability outcomes.

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## P152

**Staff perspectives of an extracurricular student research experience program**

**Dr Douglas Whyte**<sup>1</sup>, Ms Eleanor Shenton<sup>3</sup>, Associate Professor Ryan Timmins<sup>2</sup>, Professor Sara Bayes<sup>4</sup>

<sup>1</sup>Australian Catholic University, Melbourne, Australia, <sup>2</sup>Australian Catholic University, Brisbane, Australia, <sup>3</sup>South Metropolitan Health Service, Murdoch, Australia, <sup>4</sup>Edith Cowan University, Joondalup, Australia

**Aim.** To investigate staff perspectives of an extracurricular research experience program for Exercise Science undergraduates.

**Background/Context.** Engaging students in authentic research experiences has a positive impact on their conception of science, sense of independence and persistence in STEM-based careers (Houser et al., 2013; Myatt, 2009; Seymour et al., 2004). Positive engagement with research also improves translatable problem-solving skills and increases students' broader self-confidence (Mabrouk and Peters, 2000). However, outside of traditional science degrees, there is often little space in the curriculum for Course-based Undergraduate Research Experiences. One potential solution is to provide extracurricular opportunities; however, this approach relies heavily on the altruism of staff for success.

**Description.** The Student Research Experience Program (StREP) was developed to encourage Exercise Science undergraduates to engage with academic research programs. This student centric program avoids any formal commitment between students and researchers and instead encourages students to engage with a broad range of research opportunities. Each experience is negotiated between the student and research team and may range from observing a single experimental session to volunteering as a research assistant over the life of a project.

**Methods.** Semi-structured interviews were conducted with academic staff (n=9) who had provided research experiences as part of StREP. Data were analysed inductively and thematically using a generic 'coding and categorising' approach.

**Evidence.** The data collected provide valuable insights about the benefits academics associate with StREP for students, for research as an endeavour in itself, and for their own professional growth. Participants also offered useful practical suggestions in relation to processes for attracting and orientating students to StREP, and for organising the students' 'work' so that it is respectful of their myriad of other commitments in and outside of university.

**Contribution.** These findings identify the mutually beneficial outcomes academics associate with participating in an extracurricular undergraduate research experience program.

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## P153

**The experience of medical students engaged in a novel music performance elective**Dr Alice Orchard<sup>1</sup>, Ms Janell Sitoh<sup>1</sup>, **Dr Amy Wyatt<sup>1</sup>**, Dr Maxine Moore<sup>1</sup><sup>1</sup>Flinders University, Bedford Park, Australia**Aim:** To explore the experience of medical students that participated in a performance-focused music elective.**Background/context:** Medical students value opportunities to engage with music (Tu et al., 2021; Ledger & Joynes, 2018). Within medical curricula music has been offered to capture students' interest (Egan, 1977; Butler 2006); reduce stress (Bellier, 2020; Anyanwu, 2016); support memorisation (MacDonald & Saarti, 2006); develop skills, such as listening and communication (Haidet et al., 2017); and to promote self-reflection and creative expression (McBain et al., 2015; Ledger & Jones 2018). That music might support the development of humanistic attributes in medical students has begun to be theorised (Nemoy, 2020; Cao et al., 2021); however, evidence for this is currently lacking (Orchard et al., 2023).**Description:** A study was undertaken to analyse the experience of medical students that participated in a novel performance-focused music elective. Students engaged in a series of workshops, playing and singing music, learning about how music is offered in healthcare and performing in ensembles in various settings including hospital wards, to audiences of patients, staff, visitors and other students.**Method:** Data were extracted from personal reflection essays submitted by 2nd year medical students that participated in the "Music for Health" elective in the Personal and Professional Development curriculum in the Doctor of Medicine degree at Flinders University between 2018-2020 (n=11). Interpretative phenomenological analysis was conducted to distil the student experience.**Evidence:** The elective provided experiential learning about the benefits of music for personal well-being and emotional connection, including between medical students and hospital patients. Students developed camaraderie and trust with their peers, as well as transferable skills in communication and teamwork.**Contribution:** This study is the first to document a performance-focused music elective offered by a medical school. Exploring student experiences illuminates the multiple ways in which music-focused activities can foster humanism.**References:** Anyanwu, G. E. et al. (2016). Musical preferences and learning outcome of medical students in cadaver dissection laboratory: A Nigerian survey. *Annals of Anatomy - Anatomischer Anzeiger*, 208, 228–233. <https://doi.org/10.1016/j.aanat.2016.07.010>Bellier, A. et al. (2019). Impact of Background Music on Medical Student Anxiety and Performance During Anatomical Dissections: A Cluster Randomized Interventional Trial. *Anatomical Sciences Education*, 13(4), 427–435. <https://doi.org/10.1002/ase.1918>Butler D. J. (2009). Teaching about the traumatic impact of vehicular crashes: rock 'n' roll never forgets. *Family medicine*, 41(8), 549–551.Cao, E. L., Blinderman, C. D., & Cross, I. (2021). Reconsidering Empathy: An Interpersonal Approach and Participatory Arts in the Medical Humanities. *Journal of Medical Humanities*. <https://doi.org/10.1007/s10912-021-09701-6>Egan, W. H. (1977). Teaching medical student psychiatry through contemporary music. *Academic Medicine*, 52(10), 851–853. <https://doi.org/10.1097/00001888-197710000-00010>Haidet, P. et al. (2017). Using Jazz as a Metaphor to Teach Improvisational Communication Skills. *Healthcare*, 5(3), 41. <https://doi.org/10.3390/healthcare5030041>Ledger, A., & Joynes, V. (2018). "A huge part of my life": Exploring links between music, medical education, and students' developing identities as doctors. *MedEdPublish* (2016), 7, 183. <https://doi.org/10.15694/mep.2018.0000183.1>MacDonald, E., & Saarti, J. (2006). Blues for the lecture theatre - the pharmacology songbook. *Bioscience Education*, 7(1), 1–7. <https://doi.org/10.3108/beej.2006.07000003>McBain, L. et al. (2015). "I wanted to communicate my feelings freely": a descriptive study of creative responses to enhance reflection in palliative medicine education. *BMC Medical Education*, 15(1). <https://doi.org/10.1186/s12909-015-0465-4>Nemoy, L. (2020). *Beyond the Art of Listening*. BRILL EBooks, 192–208. [https://doi.org/10.1163/9789004431409\\_010](https://doi.org/10.1163/9789004431409_010)Orchard, A. R. et al. (2023). Music in medical education: A critical interpretive synthesis. *Medical Education*. <https://doi.org/10.1111/medu.15255>Tu, A. et al. (2021). Reducing "Treble" with Performance Focused Music Programs in Medical School. *Journal of Wellness*, 3(2), 1–6. <https://doi.org/10.18297/jwellness/vol3/iss2/5>

## P154

**An educative lens on academic integrity in STEM****Mr Sezer Yazar<sup>1</sup>, Dr Anjali Tikoo<sup>1</sup>**<sup>1</sup>Monash College, Docklands, Australia

**Aim:** The aim of this project was to investigate current STEM student and staff understandings of academic integrity in a pre-university transition education foundation program provider.

**Background:** Student and staff perceptions of academic integrity and academic misconduct can vary, and the application of policies can also differ amongst disciplines and faculties within educational institutions. Several academic integrity perception surveys exist that gather data for studies regarding academic integrity (University of San Francisco, 2003; European network of academic integrity, 2023).

The intention of this study was to use similar methods to capture the perceptions that our culturally and linguistically diverse international students and educators have about academic integrity within our college.

**Description:** This study involved the use of an action research cycle of plan, act, observe and reflect. The research focused on: Familiarity with academic integrity policies, Sources of academic integrity understanding and consequences of academic misconduct.

**Method(s):** Data collection included staff and teacher surveys, in-class scenarios, and focus groups of students from two classes. A thematic analysis of the data was performed to highlight focus areas for reflection and evaluation.

**Evidence:** On a ten point scale:

- STEM teachers rated students as having a lower understanding (6.64) of academic integrity than students self-report (8.54).
- STEM students rated their English subject - rather than their STEM subjects - as the best source of support for enhancing their understanding of academic integrity (7.56).

This study also found that:

- long term students have a greater, more nuanced understanding of the college's academic integrity policies.
- when presented with academic misconduct scenarios, students and teachers come to similar conclusions about the application of penalties and grades.

**Contribution:** This study highlights the value of an educative rather than punitive approach to academic integrity to help improve the academic culture of international students in pre-university programs.

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## P155

**It is more than just a language issue: Pedagogical interventions for cognitive shifts and better writing quality among international students****Ms Ruonan Zeng<sup>1</sup>, Dr Rachel Woodlock<sup>1</sup>**<sup>1</sup>University Of Melbourne, Parkville, Australia

**Aim:** This research proposes a new perspective to analyse contributing factors in poor academic writing among international postgraduate-level students, necessitating diagnosis and pedagogical interventions to facilitate cognitive shifts.

**Background:** Much research presumes universality of Western norms (Henrich et al., 2010), however differences in education cultures can mean international students struggling with core academic concepts such as the literature review (Flower, 1989) particularly when undervalued as “book reports,” a consequence of translanguaging (Wei & García, 2022).

**Description:** This research stems from the authors’ experiences teaching a postgraduate level guided-reading subject. We diagnosed a Chinese international student struggling to write to an acceptable level as an outcome of differences in academic writing culture, and a translation-engendered semantic shift in concept transmission. We applied a six-week process of interventions to prompt conceptual change, resulting in improvements in the students’ demeanour and quality of work.

**Method:** As a retrospective case study, collection and analysis of data took place after the students’ submission of the summative assessment piece. It is thus based on a reconstruction of the timeline and the events under examination. The production of analysable data for this research was via recollection by the authors as well as through analysis of written artefacts.

**Evidence:** Success indicators included the formulation of a well-defined research topic and question, improved writing quality, and timely submission of the assessment piece. We noted an improved teacher-student relationship.

**Contribution:** This research argues a shifted focus in instructing international students’ academic writing. It also suggested ongoing pedagogical interventions (including task breakdown and early diagnosis of the contributing factors, example reviews, and topic boundary sessions), and form the basis of potential future larger-scale research.

**Engagement:** An anonymous survey to invite sharing experiences of teaching international students and supporting their academic writing, and opportunities for Q&A.

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## P156

**Socio-demographic influence on students' study engagement and outcomes: experience from an online tertiary education and learning during COVID-19 lockdown**Dr Ekramul Hoque<sup>1</sup>, Dr Mick Blake<sup>2</sup><sup>1</sup>CQ University, <sup>2</sup>Box Hill Institute, Lily Dale, VIC, Australia

**Aim:** Study aimed to understand the influence of socio-demographic factors on students' study engagement, retention, and outcomes in higher education.

**Background/context:** Online blended learning and teaching methods are used in higher education to meet the growing demands for flexible learning environment for students from diverse background (Serrano, et al., 2019). There is a paucity in understanding the relationship between online study and socio-demographic characteristics (Yu 2021). Reports suggest that students over 26 years, females, and educational levels have positive relationship with academic activities and performance in online learning (Amro, et al., 2015; Harvey, et al. 2017; Nistor 2013). An inherent reluctance among low-SES students to participate in online higher education are reported to be due to the constraints in resources and technological accesses (Deng & Sun 2022). Several factors are responsible for students' retention including time management, financial stress, work-family balance, gender, age, course relevancy, and learning environment (Xavier and Meneses 2020).

**Description:** A government supported online undergraduate course was offered to ensure students' full attainment during pandemic restrictions in 2020.

**Method:** The study used students' engagement patterns and academic performance as tools for early detection of poor academic progress and support needs. Students' socio-demographic, study engagement, academic support and course performance data were compared using statistical analysis method.

**Evidence:** Demographic factors were inversely associated with study engagement ( $p < .05$ ) and course performance ( $p < .05$ ). Targeted and sustained academic support improved students' performance in subsequent assessment tasks ( $p < .05$ ). The findings identified indicators for disengagement and strategies to enhance study engagement and performance.

**Contribution:** This study provided valuable understanding in relationship between socio-demographic factors and online learning experiences. This would be helpful for online course design and study engagement when transitioning from traditional face-to-face delivery methods to flexible blended learning model (Krause & Coates, 2008; Machumu et al., 2018).

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## P157

**Integrity in nursing education: nurturing ethical practice for nursing students and future professionals****Dr Jacinta Kelly**<sup>1</sup>, Ms Emma Woodhouse<sup>1</sup><sup>1</sup>*Australian College Of Nursing, Parramatta, Australia*

**Aim:** This study identifies the impact of changes in policy and language around academic integrity and Generative Artificial Intelligence (GenAI) on ethical practice in postgraduate nursing students.

**Background/context:** Integrity for nursing education is doubly crucial (Jiang, Emmerton, & McKaige, 2013). Firstly, robust assessment standards assures safe nursing practice. Additionally, if a student does not conduct themselves ethically, the question arises if they can do so professionally when their nursing registration and public safety depend on it.

**Description:** Policy has been reframed to underscore that academic integrity pertains to ethical behaviour, including serious consequences for misconduct in line with severity of repercussions in a professional setting. However, while policies take a hard-line approach, assessment design allows flexibility. Multiple communication strategies ensure students are clear on when and how they can use GenAI.

**Method:** This is a comparative study; assessment data from 2023, when GenAI first emerged, is contrasted with the first half of 2024 when policy and communication changes had been fully implemented. Data includes the number of suspected misconduct cases and the types of assessments represented in suspected cases.

**Evidence:** This study demonstrates the impact of changes on ethical practice. It also demonstrates the effectiveness of having student policy mirror the expectations of professional practice.

**Contribution:** This paper is central to emerging debates around how to incorporate or police GenAI in teaching practice, where there is fierce debate on whether GenAI could be a teaching tool on the consequences of data extraction or the circulation of “fake news” (McKenna et al., 2023), or conversely, if it is “a data privacy nightmare” (Gal, 2023) or plagiarism (Mitchell, 2022). This poster recommends an all-of institution approach to GenAI, but with particular attention to communication with students that encourages engagement with ethical practice with reference to professional expectations and consequences.

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## P158

**Using diversity statements and introductory stories to develop holistic understandings of participants' intersectional identities****Dr Lynette Pretorius<sup>1</sup>**<sup>1</sup>*Monash University, Clayton, Australia*

**Aim:** To embed epistemic justice into my research practice to better understand the intersectional experiences of my research participants.

**Background/context:** Collecting demographic data through surveys is common practice (Fernandez et al., 2016). However, this approach can overlook researchers' inherent biases, such as using broad categories like "Women of Colour" that ignore individual diversity (Miles et al., 2022). Therefore, standard data collection methodologies can fail to capture participants' diversity.

**Description:** This poster presents findings from a study where I utilised intersectionality (Crenshaw, 1989, 1991) and epistemic justice (Hutton & Cappellini, 2022) as theoretical lenses to redesign my research practice. I explain how I incorporated qualitative open-ended reflective questions into my demographic survey. Importantly, I highlight a newly developed question which requires participants to write their own diversity statements.

**Method:** I explore the trustworthiness of my new qualitative demographic data collection strategy by concentrating on the responses of four focus participants. I present my findings from my focus participants in a traditional format and then showcase a new creative method of analysis where these demographic data are combined with the insights I gained from the diversity statement question to present holistic introductory stories of my participants.

**Evidence:** I demonstrate the depth and richness of data that can be obtained through self-written diversity statements. In this way, I demonstrate how my data collection method and creative data analysis strategy helped me to better capture the complexity of my participants' intersectional identities. I argue that using such an approach gives participants the agency to choose how they are represented in research.

**Contribution:** I demonstrate a new method of data collection and analysis. Incorporating this into research practice will contribute to making research more representative of the population, encouraging equity and social justice for those who may otherwise be marginalised or entirely excluded from research.

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**Writing up what works and why**Dr Tammy Smith<sup>1</sup>, Dr Jo Blannin<sup>1</sup><sup>1</sup>Monash University

**Aim:** This project offers a comprehensive strategy for enhancing educational research practices across faculties (Bishop-Clark et al., 2023) through guided instruction and provision of support. It fosters an environment for academics to identify, explore and document the effectiveness of their teaching strategies, as a means of underpinning and associating practice with theoretical educational foundations (Torralba & Doo, 2020). This approach elevates teaching standards and enriches academic discourse in pedagogy and professional development.

**Background/Context:** Born of a desire to assist staff lacking resources or confidence to produce the research output expected of them, especially those involved in work-based education and clinical placement settings. Academics from multiple locations, are brought together online to develop their skills. This approach reflects a crucial response to the evolving nature of university teaching.

**Description:** Participating academics are supported to analyse their teaching, explore their practices, and recognise pedagogical impact. They are guided through the research process to presentation or publication. The project:

- Highlights existing educational work and scholarship
- Enables new research collaborations focused on teaching
- Showcases teaching outputs and expertise

**Research question:** How can academics be supported to explore teaching as an established, research-informed field, important to their practice?

**Method(s):** We employ participant observation, recorded meetings and journaling to monitor progress and chronicle impact on participant development. This ensures that the nuances of interactions, collaborations and learning, from multiple perspectives, are identified, analysed and evaluated.

**Evidence:** This ongoing project supports academic development with findings translated back into practice to further inform, support and disseminate good quality educational research.

**Contribution:** This project contributes to scholarship by:

- Removing perceived barriers related to undertaking research
- Developing a deeper understanding of pedagogical theories and their relevance to practice
- Increasing research output across the theory-practice gap
- Developing new, productive relationships for future collaborations

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