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Virtual oral abstract book

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#HERDSA2024

V101.

Beyond deficit thinking: embracing the strengths of online and hybrid learning**Prof Michael Henderson***Monash University, Australia*

Join the discussion! In keeping with the conference theme of “together we innovate”, Michael will be inviting the audience to share their own insights and examples of useful strategies. Together we can explore what may be possible, and most importantly, why it may be useful.

In this keynote, Michael challenges the traditional deficit framing of online and hybrid education, advocating for a strength-based perspective that recognizes the unique advantages these modalities bring to teaching and learning. He proposes that the persistent juxtaposition of online and on-campus instruction, and synchronous and asynchronous modes are misleading dichotomies, which often neglect the blended realities of students' educational experiences and ultimately fosters inequitable heuristics, expectations and opportunities.

Drawing on two decades of research and experience, Michael shares the lessons he has learned in flexible learning, hybridity, and the strategic use of both synchronous and asynchronous methods. Michael describes how we can enhance relationships, facilitate rapid feedback, and boost student engagement. The presentation will invite the audience to share practical digital strategies that enrich learning experiences, including ways to increase social presence, integrate on-campus and online students, and transition smoothly between different teaching modes.

V102.

Developing lifelong learning dispositions in higher education students: A framework for intellectual virtues pedagogy**Dr Ellen Larsen¹, Dr Katie Burke¹, Dr Melissa Fanshawe¹, Dr Yvonne Salton¹, Mr Mark Oliver¹**¹*University of Southern Queensland, Springfield Central, Australia*

Focus: We will present the outcomes of research that sought to understand opportunities for intentional practice in the development of intellectual virtues among higher education students. The aim was to reveal enablers and constraints that might underpin future pedagogical approaches.

Background/context: Professional knowledge and understanding are constantly evolving (Bowman et al., 2022), and higher education institutions must offer an educational experience that teaches students to think well (Schwartz, 2022). The development of intellectual virtues (Baehr, 2013, 2021), such as curiosity, intellectual tenacity, and open-mindedness, is critical to the future-focused learning needs of higher education students (Smith 2023); and yet, intellectual virtue pedagogy remains a challenge.

Description: Nine teacher educators in an Australian regional university worked to develop their understandings of intellectual virtues, and the teaching thereof, through trial implementation in their courses. They sought to understand how the teaching of intellectual virtues might manifest within their practice, and the enablers and constraints impacting this process.

Method(s) Data drawn from pre- and post-online surveys and reflective professional conversations were analysed using descriptive statistical and thematic analysis to elucidate the varied approaches taken by participants to integrate intellectual virtues into their teaching and their respective experiences.

Evidence: Findings highlighted the complexity of intellectual virtues pedagogy and revealed enablers and constraints to its implementation within the higher education learning ecosystem, including students, higher educators, course and program design, and university structures.

Contribution: The study contributes an innovative ‘framework for intellectual virtue pedagogy’ for higher education that may support higher educators to address intellectual virtues effectively and intentionally as an integral part of their practice.

Engagement: Provocations and polls will be used throughout the presentation, inviting participants to consider their understanding of the intellectual virtues, reflect on their pedagogical practice, and provide feedback on the framework presented.

References:

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Smith, C. A. (2023). The pedagogy of a classroom for intellectual virtues. *Episteme*, 1–11. <https://doi.org/10.1017/epi.2023.17>

V103.

Fight or flight: Can a heterarchical cross-pollinative team learning studio pedagogy alleviate academic stress?**Mr Zhengping Liow^{1,2}**¹Singapore Polytechnic, Singapore, ²National University of Singapore, Singapore**Focus.** Heterarchical design studio pedagogy.**Background/context.** Design studio Pedagogy's 'Problem-based Learning' nurtures cognitive agility essential for an ever-changing economy and is widely embraced in fields like creative writing and business. The conventional one-on-one master-apprentice pedagogical model is a notable stressor that limits students' potential for academic success. The hierarchical master-apprentice approach dispenses subject mastery and is regurgitated by students in adherence, further negating the process of explorative knowledge production.**Description.** The experimental Cross-pollinative Team Learning (CTL) pedagogy rebalances power dynamics by orchestrating design review discussions where peers are actively invited to participate with tutors as neutral facilitators. Unlike the individualised learning environment in master-apprentice studios, first-year design students were induced into a heterarchical culture that fostered social support.**Method.** A randomised controlled trial explored the relationships between stress, measured using the validated Perceived Stress Scale (PSS), and academic performance over two semesters. Descriptive statistics revealed that CTL students were consistently less stressed than their one-on-one peers. The independent t-test revealed that CTL students experienced significantly less stress than their one-on-one peers during semester one ($p=0.021$), but the difference was reduced ($p=0.290$) in semester two. However, CTL students consistently outperformed their one-on-one peers for both semesters ($p=0.003$ and $p=0.005$).**Evidence.** CTL has demonstrated promising effects in moderating student stress, evidenced by their academic outperformance. The modest improvement in one-on-one students' stress levels suggests that the 'casual' social support (camaraderie) may have moderated stress but not academic achievement. In contrast, CTL's 'academic' social support appears to have fostered a culture of cross-pollination, continually improving students' designs.**Contribution.** This study contributes to a growing body of empirical research that explores the effects of heterarchical pedagogies on design students' mental well-being.**Engagement.** Opening question to the participants, 'What stress factors may arise for students in the ambiguous problem-based learning?'. Distractors will reveal different awareness.**References.** Cohen, S., Kamarck, T., & Mermelstein, R. (1994). Perceived stress scale. *Measuring stress: A guide for health and social scientists*, 10(2), 1-2.Dahal, J., Prasad, P. W. C., Maag, A., Alsadoon, A., & Hoe, L. S. (2018). The effect of culture and belief systems on students' academic buoyancy. *Education and Information Technologies*, 23(4), 1465-1482. <https://doi.org/10.1007/s10639-017-9672-4>Howlett Brown. (2022). The Bartlett School of Architecture. *Environmental Investigation*.Lei, W., Wang, X., Dai, D. Y., Guo, X., Xiang, S., & Hu, W. (2022). Academic Self-efficacy and Academic Performance Among High School Students: A Moderated Mediation Model of Academic Buoyancy and Social Support. *Psychology in the Schools*. <https://doi.org/10.1002/pits.22653>Paul, H., Sriram, S., Subalukshmi, S., & Mala, V. (2015). Resilience, academic motivation and social support among college students. *Indian Journal of Positive Psychology*, 6(1), 106.Salama, A. M. (2021). *Transformative Pedagogy in Architecture and Urbanism*. <https://doi.org/10.4324/9781003140047>Stead, N., Gusheh, M., & Rodwell, J. (2022). Well-Being in Architectural Education: Theory-building, Reflexive Methodology, and the 'Hidden Curriculum'. *Journal of Architectural Education*, 76(1), 85-97. <https://doi.org/10.1080/10464883.2022.2017699>Tudor, K. E., & Spray, C. M. (2017). Approaches to measuring academic resilience: A systematic review. *International Journal of Research Studies in Education*, 7(4).Wilks, S. E., & Spivey, C. A. (2010). Resilience in undergraduate social work students: Social support and adjustment to academic stress. *Social work education*, 29(3), 276-288.Xie, Y., Yaqoob, A., Mansell, W., & Tai, S. (2021). A qualitative investigation of stress related to studying architecture at degree level in the UK. *Arts and humanities in higher education*, 20(1), 3-20. <https://doi.org/10.1177/1474022219871001>

V104.**Exploring evidence-based practice for adopting industry relevant learning and teaching innovations: the process of co-designing cross-disciplinary iSoLT project at Curtin****Dr Judith Daire¹, Associate Professor Bella Butler¹**¹Curtin University, Perth, Australia**Focus:** Application of co-design approach and Q-Sort method to develop cross-disciplinary iSoLT project**Background/context:** Scholarship of Teaching and Learning (SoTL) is an evolving field with different meanings. Fundamentally, it is research informed, evidence-based, critical yet collegial reflection on teaching and learning practice. Partnerships and collaborations among academics including with students are key to good SoTL practice. However, most L&T innovations remain discipline specific. Co-design approaches can facilitate authentic partnerships and collaboration among academics across faculties. Evidence of such partnerships are limited in high education research.**Description and methods:** The study aimed to develop cross-disciplinary iSoLT project at Curtin University using co-design approaches and Q-Sort methodology. Using self-reflection tool, we explored experienced academics' views on teaching practices and L&T innovations, perceptions of effectiveness of teaching practices when adopting innovations, and underpinning pedagogy. Reflective narratives from participating academics were thematically analysed using NVivo. Q-Sort method was used to quantitatively sort shared viewpoints and reveal areas of consensus and disagreements among academics from disciplines represented.**Evidence:** From reflective narratives, academics view student-engagement in learning as vital to produce industry-ready graduates. To engage students, participating academics employ different teaching practices such as problem-based learning using real world case-studies, industry placements, engaging industry stakeholders in teaching and using technology like simulations. However, practice of adopting L&T innovations is mostly ad-hoc due to challenges experienced by academics. For example, limited time due to workload pressure and highly competitive innovative-teaching research grants. Lastly, we found limited cross-disciplinary evidence about which innovations effectively engage students. Therefore, we developed cross-disciplinary iSoLT project to explore L&T innovations for enhancing cross-disciplinary graduate attributes at Curtin.**Contribution:** Practical approach for developing cross-disciplinary iSoLT project, it can be extended to higher education sector-wide.**Engagement:** Participants will experience Q-Sort in realtime on "L&T innovations used to engage students across universities represented in the audience."**References:** Miller-Young, J., & Yeo, M. (2015). Conceptualizing and Communicating SoTL: A Framework for the Field. *Teaching & Learning Inquiry: The ISSOTL Journal*, 3(2), 37–53.Waller, K.L., Prosser, M. (2023). The Rapidly Changing Teaching and Research Landscape: The Future of SoTL and the Teaching-Research Nexus. In: Coleman, K., Uzhegova, D., Blaher, B., Arkoudis, S. (eds) *The Educational Turn. Rethinking Higher Education*. Springer, Singapore.Waller, K.L., Prosser, M. (2023). The Rapidly Changing Teaching and Research Landscape: The Future of SoTL and the Teaching-Research Nexus. In: Coleman, K., Uzhegova, D., Blaher, B., Arkoudis, S. (eds) *The Educational Turn. Rethinking Higher Education*. Springer, Singapore.Iniesto, F., Charitonos, K. & Littlejohn, A. (2022). A review of research with co-design methods in health education. *Open Education Studies*, 4(1), 273-295.Wardak, D., Wilson, S. & Zeivots, S. (2023). Co-design as a Networked Approach to Designing Educational Futures. *Postdigit Sci Educ*.Tassone, V. C., Biemans, H. J.A., Brok, P.d. and Runhaar, P. (2022) Mapping course innovation in higher education: a multi-faceted analytical framework, *Higher Education Research and Development*, 41:7, 2458-2472.Churruca, K., Ludlow, K., Wu, W. et al. (2021) A scoping review of Q-methodology in healthcare research. *BMC Med Res Methodol* 21, 125.

V105.

“Practicing what we teach”: empathy and emotional safety promotes active engagement, personal growth and student satisfaction.

Ms Tammy Rendina¹, Ms Lisa Ritchie¹, Dr Joshua Marmara¹, Dr Made Rimayanti¹, Mr Shane Cassar¹

¹Latrobe University, Bundoora, Australia

Focus: Four-year case study highlights positive impact of emotionally safe learning environment and innovative teaching practices on student satisfaction.

Background: Within ‘Communication Processes for Rehabilitation’ (Bachelor of Health Sciences at Latrobe University), students identify and develop interpersonal skills within a supported learning environment.

In 2020, amidst Covid-19, the subject underwent rapid redevelopment as per the ‘Flipped Classroom model’ (De Lozier & Rhodes, 2017). The traditional face-to-face format was transformed into 10 weeks of online interactive activities, which were later incorporated into returning face-to-face workshops (Martin & Bolliger, 2018).

To develop an authentic learning experience the team effectively taught empathy, compassion, and person-centred care by modelling these qualities (Paterson et al., 2020; Healey et al., 2016). Assessments aimed to stimulate reflection, experimentation, and personal development.

Description: Significant subject re-developments resulted in a unique opportunity to study “what works” for undergraduate students learning real-world communication skills.

Method: Evaluation was conducted using Student Feedback on the Subject (SFS) scores, which provided quantitative and qualitative insights on the impact of learning environment and innovative teaching on student satisfaction across the 2020-2023 period.

Evidence: Although consistently high, the progressive improvement in SFS scores demonstrates the positive impact of each phase of the subject’s innovation. Rich qualitative data demonstrated the specific benefits of an emotionally safe learning environment:

“creating a comfortable atmosphere for the class to handle discussion about difficult topics... promoting meaningful responses from students”.

“Everyone was willing to share their stories. It allowed the students to see how the content is able to be applied in everyday life.”

Contribution: The team’s success in engaging students, promoting reflection, and teaching practical skills adds valuable insights to effective educational practices.

Engagement: Case studies and breakout group discussions will translate our experience in “what works” into meaningful, actionable steps attendees can draw on to improve their students’ experiences.

References: DeLozier, S. J., & Rhodes, M. G. (2017). Flipped classrooms: A review of key ideas and recommendations for practice. *Educational psychology review*, 29(1), 141-151.

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V105.1

Managing transnational joint and dual degree programs: Institutional processes and policies in a glonacal context

Mr Oluwasegun Oladipo¹

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Focus: This research explores institutional processes, challenges, and success factors involved in managing transnational joint and dual degree (JDD) programs offered by a Chinese university and its foreign partners. It also examines the influence of national policies and global JDD discourse on institutional regulations.

Background/context: In response to globalization, higher education institutions (HEIs) are embracing transnational JDDs to complement resources and fulfill missions (Knight, 2011). In China, transnational JDDs have grown significantly (Mok, 2021). However, how to manage these programs remains underexplored, with existent studies lacking guiding frameworks (Palermo et al., 2018).

Description: The JDDs in the study include three dual programs (bachelor in 2+2 mode, and two master in 1+1, and 1+1+0.5), and a joint master’s program (1+0).

Methods: A qualitative methodology was employed in the multiple case study. Semi-structured interviews were conducted with 59 participants: international/domestic students, teaching staff, as well as program coordinators at the Chinese university and its 13 partners. The glonacal agency heuristic by Marginson and Rhoades (2002) was used to analyze global discourse and policy. Data was analyzed thematically using ATLAS.TI.

Evidence: The study presents a five-phase management model comprising an antecedent phase, initiation, implementation, evaluation, and outcome. Challenges were categorized as external forces, academic alignment, and cultural dynamics. Success factors include strategic alignment, inter-institutional relations, operational structure, and academic aspect. These factors are further unpacked into ten subthemes. Scarce evidence of policy reciprocity was found amid global and national influences on institutional regulations.

Contribution: The study advances practical understanding of the management of transnational collaborative degree programs. It enriches the scholarship on TNE policies drawing attention to the responsiveness of institutional regulations/priorities to global and national forces.

Engagement: How are transnational JDD programs managed, what are the challenges and success factors? how do universities interact with national and global influences?

References: Knight, J. (2011). Doubts and dilemmas with double degree programs. *Revista de Universidad y Sociedad del Conocimiento*, 8(2), 297–312.

Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education*, 43, 281–309.

Mok, K. H. (2021). Education market with the Chinese characteristics: The rise of Minban and transnational higher education in China. *Higher Education Quarterly*, 75(3), 398–417. <https://doi.org/10.1111/hequ.12323>

Palermo, A. O., Bisignano, A. P., & Mercado, S. (2018). The design of international dual degree programmes as effective transnational education experiences. In V. Tsiligris & W. Lawton (Eds.), *Exporting transnational education: Institutional practice, policy and national goals* (pp. 45–66). Palgrave Macmillan.

V106.**Developing greater student communication adaptability to enhance learning.****Dr Melanie Barlow¹**¹*Australian Catholic University, Brisbane, Australia***Focus:** Practical application related to research**Background:** Very few academics are trained in the provision of feedback and even fewer students are trained how to receive it. The skill of receiving a message, effectively listening, and responding, is not an innate skill. This skill requires knowledge, deliberate and reflective practice, and feedback.**Description:** This presentation presents a solution that helped to address a significant gap within health communication; the role the receiver plays in speaking up conversations. Speaking up in essence is a form of feedback; communicating a concern or point of view that challenges the status quo. These conversations can be challenging and require knowledge and supportive communication structures to help frame messages, particularly in the presence of power differentials. To date, such support and communication frameworks have not been available or adopted to help message reception and response. We just expect the receiver (students) to know manage their reaction and engage in a conversation.**Method:** The Receiver Mindset Framework (RMF) (Barlow, et al., 2023) will be presented to help train and support receivers. This work utilised a validated communication theory across three empirical studies to study the role of receiver within the healthcare context. This framework will be theoretically applied to higher education, possible due to the strong integration of validated theory.**Evidence:** The RMF is based on five research papers arising from the project. Results indicate that social identity, context, perceived level of accommodation by the speaker, and attributions made, play a significant role in message reception and response.**Contribution:** If students are better equipped to hear, listen, and respond to feedback, particularly feedback they were not expecting, learning can be enhanced.**Engagement:** Seeking examples from the audience of barriers and enablers to student's reception of feedback and applying the RMF with evidence to these examples.**References:** Barlow, M., Watson, B., Morse, K., Jones, E., & Maccallum, F. (2023). React, reframe and engage. Establishing a receiver mindset for more effective safety negotiations. *Journal of Health Organization and Management*. <https://doi.org/10.1108/JHOM-06-2023-0171>**V107.****Academic staff and student perceptions of the challenges and opportunities associated with Generative artificial Intelligence at La Trobe University****Ms Helen Enright¹, Dr Deanna Horvath¹, Dr Bojana Sarkic¹**¹*La Trobe University, Bundoora, Australia***Focus:** Academic staff and student perceptions of the challenges and opportunities associated with Generative artificial Intelligence at La Trobe University**Background/context:** Generative Artificial Intelligence (GenAI) is fast becoming a dramatic disruptor across all aspects of life including higher education and the broader workplace context (Baidoo-Anu & Owusu, 2023). GenAI is currently reshaping learning and teaching practice at universities and requires development of unique digital literacy skills for both students and academic staff (Baidoo-Anu & Owusu, 2023). However, as we explore integrating this into educational practices, it is vital to understand the context, issues, and possibilities it presents (Hillier, 2023). Furthermore, exploring this in the La Trobe university context is critical, given our highly diverse student cohort and focus on equity in higher education.**Description:** This showcase session will present results from our GenAI surveys administered to both students and staff across La Trobe University. We provide insights from the data collected about the current GenAI tools being used and explore perceptions regarding the benefits and risks of using the technology, ethical considerations and the use of GenAI tools for learning and teaching. We also explore staff and student perceptions about the relationship between GenAI and graduate capabilities, future career readiness, and our responsibility for developing this digital literacy.**Method:** Survey data analysis and thematic analysis of qualitative comments will be discussed.**Evidence:** Major themes will be explored and interesting findings discussed with a view to informing the development of policy and a comprehensive learning and teaching program across the university.**Contribution:** Understanding academic staff and students' perspectives is vital to the development of relevant, targeted programs designed around their specific needs. These findings can be translated to many other university contexts for broader impact.**Engagement:** Reflective questioning, interesting data and discussion with other contexts will be integrated into the presentation.**References:** Baidoo-Anu, D., Owusu Ansah, L. (2023). Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning. *Journal of AI*. 7(1), 52-62.Hillier, M (2023) A Proposed AI literacy framework (accessed 30 March) <https://teche.mq.edu.au/2023/03/a-proposed-ai-literacy-framework/>

V108.**Democratic, sustainable and inclusive capstone development: A critical participatory action research project****Dr Louise Maddock**¹, Dr Natalie Colson¹, Ms Mary-Ann Shuker¹, Ms Georgina Sanger¹¹Griffith University, Gold Coast, Australia**Focus:** Presentation of research outcomes**Background/context:** University capstone courses act as transformative crucibles for students, where culminating learning experiences foster real-world problem-solving, critical thinking, teamwork, and innovation. Capstone development is recognised as being time and resource intensive, however, there is limited research exploring the particularities of capstone development practices.**Description:** This critical participatory action research (Kemmis, et al, 2014) study aims to co-create an innovative final-year capstone course for an undergraduate health-based degree with student, colleague and industry partners, that promotes students' agentic project-based and work-integrated learning, career readiness and capability development. Underpinned by the Theory of Practice Architectures (Kemmis & Grootenboer, 2008) and notions of action research as democratic practice (Edwards-Groves, & Rönnerman, 2021), this research aims to foster democratic, sustainable, and inclusive capstone development practices.**Method(s):** Data is collected cyclically through partner focus groups, feedback and experience surveys, course and teaching evaluation surveys, and team critical reflections. Thematic analysis (Braun & Clark, 2012) and descriptive statistical methods are used for qualitative and quantitative data analysis respectively.**Evidence:** Preliminary findings suggest that visionary and inclusive course leadership practices, along with collaborative and empathetic team practices, facilitate positive student experiences, supportive mentor partnerships and effective course development and implementation. Enabling practice architectures constitute supportive Heads of School and low-hierarchical team structures (social-political) and the University's commitment to social justice and sustainability (cultural-discursive). Constraining practice conditions comprise limited time and funding for partner engagement and administrative support (material-economic).**Contribution:** This study contributes to a greater understanding of co-creation capstone development practices in universities and the socio-political, cultural-discursive and material-economic practice architectures that enable and constrain these practices. This research has implications for curriculum development teams aiming to cultivate democratic, sustainable and inclusive curriculum development practices whilst co-creating authentic project-based work-integrated learning experiences for students.**Engagement:** Questions, Padlet, Sharing practice, Individual reflections**References:** Braun, V., & Clarke, V. (2012). Thematic analysis. American Psychological Association.Edwards-Groves, C. J., & Rönnerman, K. (2021). Action Research as Democratic Practice: Characterising the Cornerstones of Contemporary Professional Learning. In C. J. Edwards-Groves, & K. Rönnerman, *Generative Leadership: Rescripting the Promise of Action Research*, 31-57. Springer.Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.Kemmis, S., & Grootenboer, P. (2008). Situating praxis in practice: Practice architectures and the cultural, social and material conditions for practice. In S. Kemmis, S., & T. Smith, T. J. *Enabling praxis: Challenges for education* (pp. 37-62). Brill.

V109.

Designing meaningful HyFlex activities for Creative Writing studentsDr Carolyn Beasley¹, Dr Julian Novitz¹, **Dr Ekaterina Pechenkina**¹¹*Swinburne University Of Technology, Hawthorn, Australia*

Focus: This showcase shares insights of a HyFlex project, with activities designed to engage a geographically dispersed cohort of Creative Writing students.

Background/context: Creative Writing students often struggle to generate ideas to be expanded into longer stories for assessment; real-time idea generation exercises can be effective (Aryanti et al, 2018). With geographically dispersed cohorts, a challenge is to ensure everyone can experience the creative buzz of exchanging ideas. Addressing this, three HyFlex activities were developed to engage students with weekly topics, allowing them to either work collaboratively or independently. In the context of this study, HyFlex is understood as hybrid-flexible, week-to-week participation policy (Beatty, 2007), allowing students flexibility in how they engage in learning (Liu & Rodriguez, 2019). Understanding students' HyFlex experiences can help maximise their chances of success in the future.

Description: This research draws on data collected during the trialling of the HyFlex activities; the design's effectiveness measured across behavioural, affective and metacognition learning processes.

Method: Thematic analysis was used to draw conclusions based on survey data (N=12) and 'passive' data generated by students completing the activities

Evidence: Engaging with HyFlex activities made students feel more part of the cohort and think about the content in new ways. However, students were divided on whether having more HyFlex activities would encourage them to spend time learning. Nearly third of the cohort did not engage with HyFlex, suggesting that while meaningfully designed HyFlex has some impact on engagement and cohort-building, other factors must be taken into account when planning for student success.

Contribution: This study contributes unique insights into HyFlex in relation to student engagement from the rarely explored perspective of Creative Writing students.

Engagement: The audience will partake in one HyFlex activity ('Nightmare Board') in real-time, using their phones, simulating the student experience of brainstorming ideas as a cohort.

References: Aryanti, N., Ardiansyah, W., & Ujihanti, M. (2018). Problem-Based Learning Model for Teaching Writing: A Literature Review. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, 7(2), 32-36.

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V110.

How do technology-enhanced learning strategies affect students' motivation and academic performance? Students' and Educators' viewsMs Armaghan Taher², A/Prof Tina Hinton², **Dr Rania Salama**¹¹*Macquarie Medical School, Macquarie University, Macquarie Park, Australia*, ²*Sydney Pharmacy School, The University of Sydney, Camperdown, Australia*

Focus: Presentation of research outcomes and recommendations for evidence-based practice.

Background: Many technologically-enhanced learning strategies (TELS) were retained in online and hybrid learning following COVID-19 restrictions. However, the literature is limited in providing insight into the impacts of TELS on student intrinsic motivation (IM), engagement, and academic performance.

Description: Underpinned by theories of self-determination¹ (SDT) and self-efficacy², a cross-institutional, quantitative and qualitative mixed method approach was used to investigate the impact of TELS on students IM, engagement, and academic performance.

Methods: Students and staff were recruited across a range of biomedical and healthcare degrees at two Australian institutions in semester 2, 2023. Students' questionnaires were undertaken, and semi-structured interviews were conducted with both students and educators. Modified Intrinsic Motivation Inventory³ (IMI) and University Academic Self Efficacy Scale⁴ (UASES) were used to measure SDT constructs and academic performance.

Evidence: Quantitative and qualitative data were statistically and thematically analysed; respectively. Results of the questionnaire (n=130) and interviews (n=36) revealed positive relationship between TELS and both SDT IM aspects and perceived academic performance. Various TELS were found to impact aspects of IM in different ways, which translated to enhanced academic performance by varying degrees. Additionally, students who prefer hybrid learning were more likely to report positive attitudes towards TELS compared to those who prefer traditional in-person delivery.

Contribution: This research uncovered the mechanisms of success behind common TELS and arrived at evidence-based recommendations for the sustained use of these technologies. Recommendations highlight the ways in which TELS can be used to promote the engagement, motivation, and performance of students, how to better facilitate their learning and drive successful outcomes in higher education setting.

Engagement: Interactive visual presentation with online poll questions to gather initial expectations then challenge in line with study results and highlight misconceptions around students and educators perceptions.

References: Ryan, R. M. & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *The American psychologist*, 55, 68-78.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological review* 84, 191-215.

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Greco, A., Annovazzi, C., Palena, N., Camussi, E., Rossi, G., & Steca, P. (2022). Self-efficacy beliefs of university students: Examining factor validity and measurement invariance of the new academic self-efficacy scale. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.498824>

V111.**Mentoring in the masters: Benefits, challenges and expectations of business students****Dr Julienne Senyard¹, Dr Anita Love,** Dr Rebeca Cozens, Mrs Nicole Graham¹Griffith, Brisbane, Australia**Focus:** Presentation of research outcomes.**Background/context:** With increasing numbers of students progressing directly from undergraduate to postgraduate study, particularly international students, many coursework Masters students have limited professional experience or career networks in Australia. This restricts their ability to gain meaningful employment.

Research on effective mentoring highlights its benefits for student success and retention (Young et al., 2019), increasing students' perceptions of self-efficacy and helping students feel emotionally supported and valued (Mousavi et al., 2018). However, despite the growing body of research evaluating the effectiveness of mentoring, there is limited understanding of why postgraduate students engage (or not) in these activities (Tymons, 2013).

Description: While research in academic settings highlights how mentoring "should" work, many theoretical models operate on assumptions about available time, expertise, and institutional support (Hall & Liva, 2022). Limited research examines postgraduate students' perceptions of the benefits and challenges around mentoring, the type of mentor sought, and when mentoring would best suit them across their student journey. This study explores these critical themes in mentoring over their student journey.**Method:** This study employed an exploratory qualitative research methodology, using purposive sampling techniques through Recollective (<https://recollective.com/>), an asynchronous data collection platform.

Reflexive thematic analysis of the data collected allowed us to uncover several critical themes that shape mentoring engagement.

Evidence: The study provides insights into postgraduate students' motivation and expectations of mentors and mentoring activities. The results are currently being applied to engage various stakeholders, including students, staff, industry and alumni, in developing a university-wide career mentoring strategy.**Contribution:** The expected outcome is to enhance design and engagement through a more connected, inclusive, and relevant mentoring experience (focusing on academic, peer, and industry/alumni mentors) and student pathways.**Engagement:** Conversation Goal: Explore how different types of mentors connect with students and each other in curriculum and extracurricular activities.**References:** Hall, W., & Liva, S. (2022). Falling through the Cracks: Graduate Students' Experiences of Mentoring Absence. *Canadian Journal for the Scholarship of Teaching and Learning*, 13(1), 1Mousavi, M. P. S., Sohrabpour, Z., Anderson, E. L., Stemig-Vindedahl, A., Golden, D., Christenson, G., Lust, K., & Bühlmann, P. (2018). Stress and mental health in graduate school: How student empowerment creates lasting change. *Journal of Chemical Education*, 95(11), 1939-1946.<https://doi.org/10.1021/acs.jchemed.8b00188>Tymon, A. (2013). The student perspective on employability. *Studies in higher education*, 38(6), 841-856.Young, S. A., Vanwyke, W. R., Schafer, M. A., Robertson, T. A., & Poore, A. V. (2019). Factors affecting PhD student success. *International Journal of Exercise Science*, 12(1), 34-45.**V112.****Clarity, consistency, and continuous improvement: Leveraging a crowdsourced rubric to enhance the quality of doctoral teaching and learning****Dr Tara Lehan¹, Dr Heather Hussey¹**¹National University, San Diego, United States**Focus.** The process of crowdsourcing a rubric to assess doctoral learning quality and outcomes associated with its use will be discussed.**Background/context.** Many faculty members have individualized expectations of doctoral learning and offer students feedback accordingly, which can impact dissertation quality (Lehan et al., 2016). A dichotomous pass/fail disposition offers limited information on the extent to which expectations were met and ways to improve (Ragupathi & Lee, 2020). Few rubrics, including those developed specifically for the dissertation, are applicable beyond the program(s) or institution where they were designed (Okahana et al., 2020).**Description.** Efforts were undertaken at one institution to assess the quality of doctoral learning as demonstrated in the dissertation. The result was a crowdsourced rubric that was applied by internal and external raters to dissertations from multiple institutions and programs.**Method.** A systematic approach to crowdsourcing as well as norming and applying a rubric to assess the quality of doctoral learning was used. Mixed methods and a concurrent parallel design were employed to analyze the ratings and feedback.**Evidence.** Raters' scores and feedback, including areas of strength and opportunities for learning, were relatively consistent. Most reported that each component of the rubric was extremely or somewhat clear and that the rubric was useful, understandable, and relevant. Findings informed improvements in doctoral teaching and learning at the institution, resulting in improved learning outcome scores.**Contribution.** This work contributes by detailing a process to crowdsource a rubric that can be adapted for use across institutions and programs to improve doctoral teaching and learning.**Engagement.** Participants will be prompted to share their institution's practices relating to assessing doctoral learning through storytelling and live polls, asked about opportunities for improving those practices, and given the opportunity to review and reflect upon the applicability of the crowdsourced rubric at their institution and beyond.**References.** Lehan, T., Hussey, H., & Mika, E. (2016). Reviewing the review: An assessment of dissertation reviewer feedback quality. *Journal of University Teaching & Learning Practice*, 13(1). <https://ro.uow.edu.au/jutlp/vol13/iss1/4>Okahana, H., Zhou, E., & Gao, J. (2020). Graduate enrollment and degrees: 2009 to 2019. Washington, DC: Council of Graduate Schools. https://cgsnet.org/publication-pdf/6486/CGS_GED19_Report_final2.pdfRagupathi, K., & Lee, A. (2020). Beyond fairness and consistency in grading: The role of rubrics in higher education. In *diversity and inclusion in global higher education* (pp.73-95). Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-15-1628-3_3

V113.

Learning and teaching strategies for high student satisfaction: Subject coordinator perspectives**Dr Pam Draganovic¹, Dr Jessica Gill¹, Ms Laura Petridis¹**¹*La Trobe University, Bundoora, Australia*

Background/Context: Student satisfaction (SS) is a crucial indicator of educational quality (Kornell, 2020) and plays a pivotal role in influencing resource allocation to universities (Wong & Chapman, 2023). There is a positive correlation with SS, engagement, retention and performance (Conner, 2011). Thus, understanding and enhancing SS is essential. Whilst a range of factors have been identified as predictors of SS, the existing literature primarily relies on SS surveys (Than & Khaing, 2020), providing limited insights into specific learning and teaching practices that foster SS.

Description: This qualitative study aimed to identify the learning and teaching practices contributing to SS, as perceived by staff, whose subjects obtained high SS ratings in 2021, at an Australian university.

Method: Online semi-structured interviews were conducted with 13 subject coordinators, whose subjects achieved high SS ratings. Interview questions explored the subject coordinators perspectives on the learning and teaching practices contributing to high SS. Interview transcripts were recorded, transcribed and analysed following Braun and Clarke's (2006) thematic analysis process.

Evidence: The nine themes identified include: best practice in subject design/delivery, setting clear expectations for engagement, providing diverse learning resources, incorporating authentic learning experiences, scaffolding, fostering social connections, establishing genuine connections with students, sourcing quality teaching staff with appropriate training, and creating safe/supportive learning environments. A potential limitation is the use of SS ratings which can be biased by factors unrelated to teaching quality. In addition, excluding staff with lower SS ratings leaves uncertainty about whether these actionable strategies were implemented, and if implemented their level of success.

Contribution: The identified themes present actionable strategies for staff aiming to enhance SS and teaching quality. This study contributes valuable insights for higher education, from subject coordinators' perspectives.

Engagement: Reflective questions - Which strategies are you currently using in your subject/course? Which strategies would you like to implement? Why?

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V114.

Navigating authentic voice within an era of 'automated telling': A call to action**Dr Melinda Lewis¹, Dr Shaleeza Sohail², Dr Fariza Sabrina³, Dr Sweta Thakur⁴, Ms Dimity Wehr¹**¹*University of Technology Sydney, Ultimo, Australia*, ²*The University of Newcastle, Sydney, Australia*, ³*Central Queensland University, Rockhampton, Australia*, ⁴*King's Own Institute, Sydney, Australia*

Focus: To navigate automated telling as a form of authentic authorship within student assessment, writing, and publishing.

Background/Context: This study will report on early findings of a collaborative ethnography exploring changing views of authorship in an era of Generative AI. Our aim is to gather expert views on the changing nature of authentic voice in reflection, including teacher and researcher reflexivity, critical self-reflexivity for publishing, and all forms of assessable reflective praxis in curriculum.

Methods: Navigating voice in authorship through the ethics and politics of authenticity will be explored through a systematic literature review and interviews with thought leaders across Australian universities. Definitions of authorship and reflexivity are presented alongside the politics of authentic voice in research and teaching (Muthanna & Alduais, 2023).

Evidence: Contemporary understandings of authentic assessment and authoring are required in the current climate of Generative AI to inform pedagogy, curriculum, and research. Our analysis will be informed by principles on the power and place of voice in authentic assessment and reflective writing drawn from feminist research ethics (Ruan, 2022) and reflective writing approaches (Bouch, 2012).

Contribution: Our multidisciplinary collaborative team recognises (1) TESQA request for meaningful information on the impact of Generative AI to be reported in June 2024, and (2) Universities Accord (2024) recommendation for a stronger commitment to social justice which requires strengthening authentic voice. A reflective practice process (Finlay, 2002) at the interface between Generative AI and authentic voice offers emergent knowledge in response to national actions.

Engagement: Discuss emergent concepts of authentic voice in a turbulent higher education landscape rapidly changing in response to the integration of Generative AI. Participants will be invited to join a small breakout group to discuss the role of 'experience and voice' in reflexivity by engaging with key concepts, research findings, and each other.

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Muthanna, A., & Alduais, (2023). The interrelationship of reflexivity, sensitivity and integrity in conducting interviews. *Behavioural Science*, 13 (218). <https://doi.org/10.3390/bs13030218>

V115.**A picture speaks a thousand words: using mind maps to reveal learner understanding and monitor progress****Dr Jeffrey Lim¹**¹*The University of Sydney, Darlington, Australia***Focus:** An initiative to engage learners and as a mechanism to monitor progress and performance.**Background/context:** Mind mapping (Buzan & Buzan, 1996) has been demonstrated to be a useful tool for both educators (Rajapriya & Kumar, 2017; Pudelko et al, 2012; Savich, 2009) and learners (Sentyawati, 2022; Mona & Khalick, 2010). Can it be re-purposed as an early feedback task to engage learners, evaluate understanding, and monitor progress (e.g. mitigate cheating)?**Description:** Learners draft their initial thoughts using a mind map surrounding the group assessment. This approach allows them to individually visualise their thoughts, before discussing and finalising their idea within their group. During this exercise, the educator goes around each group to provide feedback using their mind maps as discussion tools.**Method:** This initiative involves the same unit of study taught in separate semesters. Cohort A did not incorporate mind maps whereas Cohort B utilises mind maps for feedback and progress monitoring purposes surrounding the group assessment. Data from formal unit evaluations and aggregate performance in the group assessments are then analysed to better understand this approach's effectiveness and learner performance.**Evidence:** Data analyses indicate that Cohort B achieved better overall performance in grades and lower variance in their group assessment, and higher agreement in the provision of feedback at both unit and tutorial levels, suggesting the benefits of using mind maps in monitoring progress and improving performance.**Contribution:** As universities are required to better support learners through pre-census assessment and feedback, mind maps appear to be a good fit. Such task can be administered to reveal learners' initial understanding and identify those at risk while still allowing learners to engage with the task early-on where content coverage is still relatively limited.**Engagement:** Discuss the suitability of mind maps as an early-feedback task, progress monitoring and implications on workload.**References:** Buzan, T., & Buzan, B. (1996). *The Mind Map book: How to use radiant thinking to maximize your brain's untapped potential*. New York: Plume.Abi-El-Mona, I., & Adb-El-Khalick, F. (2010). The influence of mind mapping on eighth graders' science achievement. *School Science and Mathematics*, 108, 298-312.Pudelko, B., Young, M., Vincent-Lamarre, P., & Charlin, B. (2012). Mapping as a learning strategy in health professions education: a critical analysis. *Medical Education*, 46, 1215-1225.Rajapriya, M., & Kumar, N. (2017). Effectiveness of mind mapping in higher education. *International Journal of Civil Engineering and Technology*, 8(4), 975-981,Savich, C. (2009). Improving critical thinking skills in history. *Networks Online Journal*, 11, 1-12.Sentyawati, K. (2022). Students' perception of the use of mind mapping as a visual learning tool. *Journal of Educational Study*, 2(2), 159-167.

V116.

Making us visible: Fostering a sense of workplace belonging and development of casualised staff professional identity in an Australian university.
Dr Hannah Richardson¹

¹*Monash University, Clayton, Australia*

Focus. A provision of a practical application related to research

Background/context. The trend over the past twenty years of employing casual teaching staff in universities across the world and in Australia has been well documented (Eg. Leatherwood & Read, 2022). In some cases, employing 'expert' casual staff is a means to integrate current industry practice into university tutorials. However, most casual teaching staff face many disadvantages such as lack of voice in the academic space (Brown et al 2010) and limited opportunity for pedagogical contribution (Mason et al., 2021) exposing their vulnerability and institutional class divide.

Description. In an initiative to critique student responses with the aim to refine teaching and assessment practice, the Chief Examiner of a core Digital Technology unit teaching Pre-service teachers (PSTs) at an Australian university instigated a Design-based Research project (Easterday et al., 2016). All teaching staff (both academic and casual) were invited to participate in the weekly review process.

Method. Data was collected from six teaching staff using a collaborative, interpretive autoethnographic approach (Denzin, 2014). Qualitative data was analysed using Davey's (2013) professional identity framework to capture the breadth and multiplicity of identity building.

Evidence. The study found the process of engaging in the initiative, unintentionally, constructed a community of practice (Lave & Wenger, 1991) and the nurturing of professional identity for all staff. Other longer-term benefits were the consistency of teaching staff in the unit over several years and the formal implementation of faculty resources designed to inform and promote casualised staff inclusion in the faculty.

Contribution. The significant benefit to traditionally unseen casualised teaching staff was twofold: building their professional identity and developing a sense of belonging in the faculty.

Engagement. How are casualised staff utilised in your faculty/workspace, and what professional development training is provided?

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V117.

Peer review of writing - "a waste of time"?

Dr Kit Mun Lee¹¹CELC, National University Of Singapore, Singapore**Focus:** Practical application of research on peer review of writing**Background/context:** While peer review of writing is known to benefit both students and instructors, it has not always been well received by students (Keating, 2019). Nonetheless, peer review remains a mainstay in writing courses. The challenge is to make it beneficial and effective.

Research reveals that students showed more improvement when they received feedback from more than one peer (Cho & MacArthur, 2010) and that face-to-face dialogue improves understanding of written peer feedback (Schillings et al., 2021). Also, teacher feedback is often valued more than peer feedback (Mulder et al., 2014).

I implemented a feedback process aligned to the research, then elicited students' attitudes towards the process and examined the impact on learning.

Description: The study was done on a group of Y1/2 PhD students who had to write an abstract for an interdisciplinary conference. The peer review was incorporated into an extended feedback process involving oral and written feedback from two peers and the tutor. Students were required to write a response to tutor feedback.**Method(s):** A survey was distributed at the end of the process. I compared drafts with submissions to track how the feedback comments by peers and tutor affected students' writing.**Evidence:** Survey showed that the students were mostly positive about the different stages of the process, and there was evidence of specific improvement in the writing due to feedback.**Contribution:** Study shows that peer review for graduate student writing can be effective if integrated into a hybrid feedback process combining different modes and agents.**Engagement:** I might start by eliciting participants' views via an online poll on their experience and views on peer review to draw audience's attention to a shared problem and potential solutions. I will address some of their responses in my presentation.**References:** Cho, K., & MacArthur, C. (2010). Student revision with peer and expert reviewing. *Learning and Instruction* 20(4), 328–338.Keating, B. (2019). "A good development thing: A longitudinal analysis of peer review and authority in undergraduate writing. In A. R. Gere (Ed.), *Developing writers in higher education: A longitudinal study* (pp. 56-79). University of Michigan Press.Mulder, R. A., Pearce, J. M., & Bail, C. (2014). Peer review in higher education: Student perceptions before and after participation. *Active Learning in Higher Education*, 15(2), 157-171. <https://doi.org/10.1177/1469787414527391>Schillings, M., Roebertsen, H., Savelberg, H., van Dijk, A., & Dolmans, D. (2021). Improving the understanding of written peer feedback through face-to-face peer dialogue: Students' perspective. *Higher Education Research & Development* 40(5), 1110-1116.<https://doi.org/10.1080/07294360.2020.1798889>

V118.**Developing professional teaching practices and understanding of educational pedagogy in academia****Dr Carolyn Wolsey¹**, Dr. Michele Jacobsen²¹University of Tasmania, Hobart, Australia, ²University of Calgary, Calgary, Canada

Focus: This presentation focuses on the research outcomes of a qualitative case study with novice academic nurse educators. Findings may be applied across disciplines in higher education.

Background/context: Undergraduate nursing education requires skilled and knowledgeable educators who promote student learning. Many academic nurse educators begin teaching without formal education or a deep understanding of effective teaching practices (Crider, 2022). Gaps in teaching practices can negatively impact student learning. To improve nursing education, we must understand how novice academic nurse educators meet their learning needs and navigate challenges in new teaching positions.

Description: This case study explored how novice academic nurse educators develop professional education practices and understand effective teaching pedagogy.

Methods: Seven participants volunteered for this study. Data collection methods included guided reflective questions, teaching artifacts, and one-to-one interviews. Data analysis used cycle coding to generate themes (Miles et al., 2020).

Evidence: The data analysis identified themes related to professional development, including initial and ongoing preparation, professional learning and support needed during transition, and barriers to professional learning. Findings indicate that gaps in professional knowledge of educational theory and teaching practices influence novice academic nurse educators in their new roles, which can impact their development in new teaching roles.

Contribution: To support professional learning for novice academic nurse educators' stakeholders may consider developing formal and informal mentorship frameworks (Busby et al., 2022). Considerations for workload adjustments early in academic careers will provide protected time to focus on professional learning for teaching (Brown & Sorrell, 2017). Frequent and varied professional developmental opportunities ease transitions for new faculty while promoting strong learning cultures (Brown & Sorrell, 2017).

Engagement: What supports are provided to novice faculty during onboarding and for professional development?

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V119.

Promoting mental health and wellbeing through flexible deadlines for university studentsDr Deborah Barros Leal Farias¹, Dr Chris Maloney¹¹UNSW - School of Social Sciences, Kensington, Australia

Focus. This showcase presents the research outcomes of an initiative aimed at reducing student anxiety and improving their wellbeing through flexible deadlines

Background/context. Compared to the general population, university and college students struggle with an exceptionally high prevalence of mental health issues, especially anxiety and depression (e.g., APS 2015; Browne et al. 2017; Larcombe et al. 2016). These challenges are known to affect students' academic success and university retention rates. In this context, how can teachers address and promote the mental health and well-being of university students?

Description. We explore one source of HE student's stress and anxiety: deadlines, an issue that intersects with procrastination. We wanted to explore the idea that flexible deadlines could have a positive impact on students' mental health and wellbeing.

Engagement. Can teachers address and promote the mental health and well-being of university students using semi-flexible deadlines?

Method. Our research is based on qualitative data obtained from surveying 53 students from an Australian research-intensive university. Primary data was thematically analysed using Braun & Clarke's (2006) framework as reference. Each open-ended question was analysed individually; then, we identified common semantic themes. Data was coded by authors independently and then compared to ensure consistency and reliability in the application of codes and identification of key themes.

Evidence. The availability of simple-to-access flexible deadlines, coupled with self-reflection over why they are being used, can have a positive impact on students, whether they use such 'extra' time or not.

Contribution. Even relatively small and limited flexibility in deadlines can reduce students' stress and anxiety. Students using the 'original' deadline also reported reduced stress: the mere availability of flexibility can lead to positive impacts. Flexible deadlines, coupled with self-reflection, are an opportunity for awareness of university initiatives on mental health and wellbeing.

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V120.**Investigating the impact of two-tiered grading approach on student learning motivation at the program level****Dr Nga (Angie) Thanh Nguyen¹, Dr Caroline Joyce², Dr Carl Parsons²**¹UNSW, Sydney, Australia, ²Western Sydney University, Sydney, Australia

Focus of the showcase: This presentation reports the outcomes of a research project aimed at understanding the effects of a two-tiered grading approach on student learning motivation within an academic program.

Background/context: The pandemic and the emergence of generative AI have significantly challenged assessment and teaching practices, sparking a revived curiosity in conventional assessment policies and strategies, along with grading methodologies (Chan, 2022; Chan & Luk, 2022). Grading systems encompass more than just numerical evaluations of student performance, as students engage with grading systems, their perceptions significantly impact their academic journey, shaping their motivation, involvement, and overall satisfaction with learning (Ange et al., 2018; Chamberlin, Yasué, & Chiang, 2023).

A two-tiered grading system simplifies assessment evaluation, resulting in binary outcomes such as Pass/Fail, Satisfactory/Unsatisfactory, or Competent/Not yet competent (Tannock, 2017). Despite the ongoing debates concerning graded versus non-graded systems, there has been relatively limited discussion on this grading approach and its impact on student motivation and learning at the program level, particularly within the evolving landscape of assessment influenced by generative AI.

Description: This research addresses the research question “What are the effects of implementing a two-tiered grading system on learning motivation of medical students’ at different stages of their program of study?”

Method: Within the case study approach, two primary data collection methods were employed, comprising qualitative data from eight student focus group interviews and two surveys administered to the same cohort of medical students spanning from year 1 to year 5. These data were gathered at different times after all assessments were completed.

Evidence: This study provides empirical evidence supporting the effectiveness of implementing a two-tiered grading system in fostering positive learning environments, promoting peer learning and collaboration, and alleviating competitive pressures, especially considering the diverse learning needs within the evolving assessment landscape influenced by generative AI.

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V121.**Walking the Talk: Authentically Assuring Graduate Capability through Assessment Authenticity, Proximity and Academic Integrity****Assoc Prof Bhavani Sridharan¹, Dr Jade Mckay**¹Australian Catholic University, Melbourne, Australia

Background and context. Assessment design is critical for enhanced learning outcomes to meet the dynamic demands of the world of work and to satisfy employer expectations (Herbert, Rothwell, Glover, & Lambert, 2020). Despite the efforts of higher education institutions, current practices have thus far not hit the mark due to several challenges including: 1) tension between authenticity and academic integrity (Ellis et al., 2020); 2) practical limitations of embedding WIL assessment (Ajjawi et al., 2020); and 3) broader challenges in business education.

The initiative/practice. Addressing the above tensions, we developed and implemented a unique, multidimensional framework. This project adopted a six-stage methodological approach to support continuous improvement and offer a way forward in the authentic assurance of graduate capability through assessment tasks.

Methods of evaluative data collection and analysis. Both quantitative and qualitative methodologies were adopted for data collection and analysis. Quantitative analysis entailed the review of assessments and the qualitative analysis involved thematic analysis of data from student focus groups.

Evidence of outcomes and effectiveness. The implementation of the framework resulted in the identification of barriers, enablers, benefits and opportunities for scaling up. This led to the assessment classification framework being systematically used across the entire business school.

Contribution to scholarship. The framework offers a practical approach to assuring graduate capability through assessment which will prove useful to academics, assessment designers and T&L staff.

Engagement. The presentation will pose reflective questions for the audience to consider.

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Anderson, L., Hibbert, P., Mason, K., & Rivers, C. (2018). *Management education in turbulent times*. In (Vol. 42, pp. 423-440): SAGE Publications Sage CA: Los Angeles, CA.

V122.**Scientific text and reader emotion: Implications for academic development**Dr Ruth Toumu'a¹, **Dr Ana Stojanov**¹¹University Of Otago, Dunedin, New Zealand

Focus: We present the outcomes of research into undergraduates' emotional experiences while reading primary scientific literature (PSL).

Background/context: Academic reading is an invisible process crucial to knowledge acquisition in higher education. Exposure to PSL is unavoidable, but reading PSL is an unpleasant experience for many (Hou et al., 2023). Readers' emotions impact motivation and persistence, strategy use, and comprehension (Bohn-Gettler & Rapp, 2011). However, limited studies examine responses to different sections of typically structured PSL and the key contributors to emotions experienced.

Description: We asked 150 US college students recruited via CloudResearch's Connect platform to read an open access PSL text on a psycho-social topic of contemporary interest and report their emotions.

Method: After reading each section of a scientific article, participants rated the intensity of seven epistemic emotions: surprise, curiosity, excitement, confusion, anxiety, frustration and boredom (Pekrun et al., 2017), reported other emotions experienced, and described perceived main causes of their emotions.

Evidence: Our results showed different patterns for positive and negative emotions. The highest reported intensities of positive emotions were in the Introduction. These dropped in the middle (Methods and Results) and rose again at the end (Discussion). Whereas the intensity of negative emotions was lower at the start, rose sharply in the middle (Results), and dropped in the Discussion. Overall, the most intense emotion reported during the Introduction, Method and Discussion reading was curiosity, while the Results section predominantly generated confusion.

Contribution: A clearer, more detailed understanding of cognitive and emotional responses can inform the design of research-led supports for strategic and self-regulatory academic reading skills development in undergraduates, and shed more light on the complex role of emotion in higher learning.

Engagement: Participants will be invited to brainstorm with us possible implications of these findings for our practice as academics and academic developers.

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V123.

Enhancing lifelong learning through 'Collaborative Reflective Circles': A method to voice reflexive praxis**Ms Dimity Wehr¹, Dr Fariza Sabrina², Dr Sweta Thakur³, Dr Shaleeza Sohail⁴, Dr Melinda Lewis¹**¹University of Technology Sydney, Ultimo, Australia, ²Central Queensland University, Rockhampton, Australia, ³King's Own Institute, Sydney, Australia,⁴The University of Newcastle, Sydney, Australia

Focus: This showcase focuses on cross-institutional Collaborative Reflective Circles (CRC) as a method to support dialogic and reflective learning in higher education curricula. Participants gather in small groups to voice, share, listen and offer feedback in a combination of modalities.

Background/Context: Emerging from the HERDSA Conference 2022, 8 staff from 4 universities initiated a research group to explore CRC as one dialogic method. Motivation included developing a pedagogical approach to enhance critical reflexivity in inclusive teaching and learning, and gather evidence around experience and impact.

Description: CRCs follow a dialogic, turn-taking, active listening, reflective process utilised across educational, community, and industry settings. By enhancing reflection literacy (Chan & Lee, 2021) participants speak beyond recounts of lived experience, or retelling their biographical stories, (Lim & Thavour, 2021) towards a more critical engagement in learning.

Methods: McCormack & Kennelly's (2011) social model of reflection was adopted to structure the relational nature of circle talk in education. Research during 2022 and 2023 gathered participant data via online surveys, interviews, peer reflections, and classroom observations.

Evidence: CRCs positively impacted academic-participant experience in a Capstone assessment, which corroborated with the authentic, transforming nature of deep reflection in and on learning. Outcomes include the intention for academic-participants to lead CRCs within their teaching and industry workplaces.

Contribution: CRC's equip teachers and academics with transformative pedagogic skills and dialogic competences to design critical reflexivity and lead CRCs. Further research examining the correlation between participation in CRCs and career advancement may contribute to broader implications of CRCs in higher education curricula. A comparative study between institutions integrating CRCs into their teaching methodologies may provide benchmarks and methods for wider implementation.

Engagement prompts:

(1) Is reflectively articulating what we've learned crucial to the learning experience?

(2) What are the drivers to move reflection into action, which methods work best?

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V124.

Making group assessments for large and online cohorts work: Designing structured collaboration, embedding technology-supported monitoring, and keeping it administratively painless**Dr Jennifer Scott**¹, Dr Simin Littschwager²¹Massey University, Palmerston North, New Zealand, ²Massey University, Wellington, New Zealand

Focus: We present the outcome of an initiative involving the design, facilitation, and evaluation of a new group assessment for an undergraduate business course consisting of one distance cohort (approximately 150 students) and internal cohorts at two locations (approximately 20 and 140 students).

Background/context: Seeking to uphold constructive alignment, improve pedagogical practices, respond to artificial intelligence advancements, support transferable skills development for students, and maintain sustainable teaching workloads, we endeavoured to design impactful group assessment that works for staff and students.

Description: Teachers and curriculum developers collaborated to create the assessment from scratch, including group structure, task details, supporting resources, transparency for students, and learning management system (LMS) tools to support administrative processes. Design considered integration with the overall curriculum, students' past experiences in assessed groupwork, meaningful tasks, and consistently pointing students toward decisions (Davidson et al., 2014). Student-negotiated evaluation required groups to agree and propose items for the course self and peer evaluation tool. LMS tools were leveraged to create varying milestone activities for an interesting and efficient student experience, while providing structured support to aid and monitor progress (Cohen & Lotan, 2014).

Method: Quantitative data from LMS student interaction, self and peer evaluation, and course survey reports were collected, along with open-ended feedback about the assessment, from staff and students.

Evidence: Report metrics and qualitative responses, along with overall course grades and on-time submission comparisons with prior cohorts, demonstrate the positive outcome and effectiveness.

Contribution: We provide an example of designing, facilitating, and evaluating assessed groupwork for diverse cohorts, including large and online classes. We also contribute to the scholarship of collaborative learning.

Engagement: We ask for audience experiences with groupwork assessment, including fears, hesitations, or resistance to implementation, specifically for large or online cohorts. We provide practical examples to overcome actual and perceived barriers through pedagogy-led design.

References: Cohen, E.G. & Lotan, R.A. (2014). *Designing groupwork. Strategies for the heterogeneous classroom* (3rd rd.). New York, NY: Teachers College Press.

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V125.

Teaching culturally and linguistically diverse postgraduate accounting students: An intercultural learning perspective**Dr Helen Yang**¹¹La Trobe University, Melbourne, Australia

Focus: Embedding an intercultural dimension into postgraduate accounting education to better accommodate the educational needs and cultural diversity of international students, particularly from developing countries.

Context: The surge of international students in Australian university accounting courses contribute to the university's revenue and cultural and linguistic diversity. However, it also presents significant challenge due to international students' diverse cultural and linguistic backgrounds and the Western-centric traditional accounting curriculum. Many international students look to their overseas education to support their future careers in their home country.

Description: Before the redesign in 2019, an Australian university's accounting program faced criticism for its dated and disconnected curriculum. This issue was most problematic in an advanced specialist subject (AAI), where complex Western-centric theories greatly challenged many students.

Method: Drawing on her interdisciplinary expertise and international experiences, the author developed an effective intercultural comparative approach for AAI's curriculum redesign, grounded in student-centered and constructivist principles. Her method empowers students to use their existing knowledge to critically reflect on accounting practices in their home countries versus those in Western countries. Her approach fosters an appreciation of diverse perspectives on global accounting practice.

Evidence: The overall satisfaction of students improved from 3.77 (on a scale of 5) to a range between 4.6-4.7 after the revision. Student feedback from surveys and student reflections on learning indicated enhanced student development in technical and professional skills, and an improved ability to critically connect theories with practice in the context of changing global accounting practices.

Contribution: This study bridges the gap between intercultural learning and inclusive education in the context of internationalizing the accounting curriculum.

Engagement: Live Slido questions aim to engage the audience by reflecting on their experiences in foreign countries, leading to a discussion on the intercultural learning approach to address the challenges faced by international students in Australian universities.

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V126.

Transformative learning experiences: Storytelling assessment, digital sources, and gamification in nutritional education**Dr Jing Ye¹, Dr Julia Low¹**¹RMIT University, Melbourne, Australia

Focus: This presentation highlights the transformation of heavy factual content and written essay assignments into engaging learning experiences through the integration of storytelling, educational technologies and a gamified methodology. It explores the practical application in group assessment, timely feedback and active learning in nutritional education to improve students' satisfaction.

Background/context: There are strategies and pedagogical techniques (e.g. for scripting and recording effective micro-lectures, ways to integrate quiz items within micro-lectures) to ensure strong course alignment and effective student learning for blended and fully online modes of instruction (Nilson & Goodson, 2021). Gamification has emerged as an effective teaching method in nutritional education, fostering motivation and enhancing interactivity among students (Guerrero et al., 2022). Existing literature supports the positive impact of online interactive approaches on student engagement for nutrition courses (Livingstone et al., 2022).

Description: Using a nutrition course, this presentation provides practical strategies that not only enhance active learning formats for groups but also significantly improve student satisfaction.

Method: The transition from third-person essays in 2021 to first-person team storytelling and digital resources, promoting peer collaboration, was implemented for 93 undergraduate and 39 postgraduate students in 2022 and 2023. The effectiveness of this communication-focused approach in nutritional education was evaluated across 40 student cohorts.

Evidence: Practical examples, like incorporating storytelling to share technical information, have enhanced engagement, improving student satisfaction. The presentation will highlight the successful implementation of these approaches across various educational settings.

Contribution: This showcase demonstrates a successful integration of interactive content in nutritional education. It offers insights into creating engaging and effective learning experiences that can be adapted in diverse educational contexts.

Engagement: Mentimeter will facilitate our interactive presentation, which will include group discussions on designing activities and assessments to enhance student engagement, along with a case study reflecting our current practice in our nutrition course cohort.

References: Guerrero, A. J. M., González, M. E. P., Belmonte, J. L., & Robles, A. S. (2022). Innovating in nutrition education: Application of gamification and digital resources in high school students. *Retos: nuevas tendencias en educación física, deporte y recreación*, (43), 438-446

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V127.

Quality Simulation Assurance Framework (QSAFe) for the enhancement of simulation-based curriculum.**Dr Melanie Barlow¹, Dr Jessica Russ-Smith¹**, Prof Kerry Reid-Searl², Ms Robyn Dickie¹, Assoc Prof Stephen Guinea¹, Assoc Prof Leeanne Heaton², Ms Chanchal Kurup³¹Australian Catholic University, ²Western Sydney University, ³Central Queensland University

Focus: Presentation of research outcomes

Background/context: Australian and New Zealand (ANZ) nursing curricula requires simulation to provide learning opportunities that supports, engages, and enhances skill development and culturally safe practice, to prepare students for clinical placement and future practice. Whilst robust simulation standards exist, nursing education providers report challenges aligning these standards to their everyday simulation practice that meet accreditation requirements. Currently there are no assessment tools or quality frameworks supporting simulation educators in this alignment, nor how to safely include First Nations perspectives to enhance cultural capability. Preparation of students for practice via simulation pedagogy can be strengthened through clear alignment to standards.

Description: This presentation will report on the development and pilot of the Quality Simulation Assurance Framework (QSAFe), comprising of an audit tool aligning elements of nursing simulation to international simulation standards, nursing professional and accreditation standards (ANZ) and First Nations perspectives. This international multi-phase, multisite project is being undertaken by simulation educators working at Higher Education and industry.

Method(s): QSAFe development has occurred through robust literature analysis and a modified nominal group technique with in-depth qualitative analysis. QSAFe will be piloted in early 2024 across multiple nursing programs in Australian metropolitan and regional areas.

Evidence: Results of the pilot will be presented. The pilot aims to understand the usability of the tool and academic experiences on benchmarking their curriculum.

Contribution: QSAFe will ensure health professional simulation activities are culturally appropriate and aligned to recognised professional and simulation standards, addressing program accreditator's concerns regarding inconsistent simulation quality. This will assist simulation facilitators of differing levels of expertise to design and implement quality simulation-based experiences. It is anticipated that QSAFe and its alignment to existing standards and frameworks will be transferable and applicable to all healthcare professions.

Engagement: Presentation of findings, prompting questions of audience to share experiences.

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