

STUDENT SUCCESS CONFERENCE

1-3 JULY 2024
SOFITEL
MELBOURNE ON COLLINS

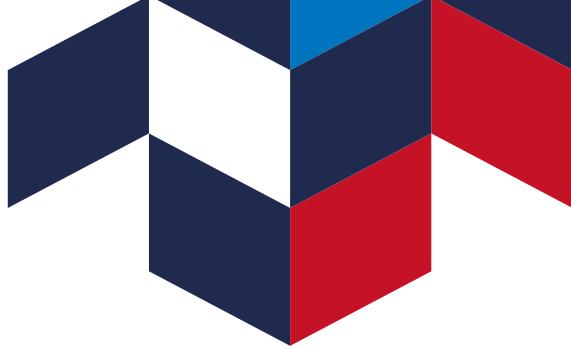
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Welcome! On behalf of the Students Transitions Achievement Retention & Success (STARS) Conference team, Equity Practitioners in Higher Education Australasia (EPHEA) and the National Association of Enabling Educators of Australia (NAEEA), we are excited to welcome you to the 2024 Student Success Conference. This is STARS' second conference in collaboration with like-minded sector stakeholders, our first being in 2023 with AMHHEC. We appreciate the privilege of having the opportunity to bring such committed communities of interest and practice together. We warmly welcome returning delegates and offer a special welcome to new delegates joining us for the first time this year – you are among friends.

On behalf of those of us who live and work across Australia's great geographical diversity, we acknowledge that we are on the lands of the oldest living cultures in the world. In the spirit of reconciliation, we pay our collective respects to the original custodians and First Nations people of Australia and to Elders past, present and future. Coming together in-person in Melbourne, we acknowledge the lands and pay our respects to the Elders of the lands of the Wurundjeri Woi-wurrung and Bunurong / Boon Wurrung peoples of the Kulin Nation. We extend that respect to all First Nations people engaging with the Conference. We affirm our commitment to walking with Aboriginal and Torres Strait Islander peoples, and through our work in education, we continue to support the key elements of Voice. Treaty. Truth. in the Uluru Statement from the Heart. (<https://www.voiceuluru.org>)

It is our sincere hope that all delegates experience the 2024 Student Success Conference as a welcoming and collegial gathering of university staff, students and community members. As always, the Conference will provide us all with wonderful opportunities to learn together and share our diverse expertise, experiences and knowledge – all grounded and guided by our collective commitment to, and passion for, enhancing the student experience and student learning success. Our aim is to create a conference environment in which we can inspire and motivate each other to remain student-centred in all our endeavours and to foster a positive professional identity as professionals in the higher education sector internationally.

Once again, we'd like to acknowledge the proud tradition of excellence established by our predecessor the International First Year in Higher Education (FYHE) Conference. As the STARS team celebrates our 10th birthday, we recognise and thank the many devoted colleagues who have contributed to leading the Australasian higher education sector over the past decades. In particular, we recognise the significant contribution to that endeavour of our inaugural STARS Fellow – Professor Sally Kift – and also the immense collective contribution of all our Fellows. Thank you to: Dr Ron Oliver, Mary Kelly AM, Dr Linda Leach, Nick Zepke, Professor Kerri-Lee Krause, Dr Kathy Egea, Professor Sarah O'Shea and Dr Cathy Stone.

It is wonderful to be collaborating this year with EPHEA and NAEEA – thank you for your commitment to making the most of our shared purposes, aspirations and values. This collaboration allows us to focus on the importance of inclusive higher education and the value of using our shared expertise to address future challenges and to celebrate stories of success.



It's important to emphasise that this Conference is a not-for-profit event. Any profits that are generated from registrations, after costs, are re-invested in operating the Student Success Journal and seed funding for future STARS conferences. The Journal offers an internationally respected open-access outlet for scholarship and scholarly practice of interest to a broad range of higher education staff including members of the STARS, EPHEA and NAEAA communities. We commend the Journal to all delegates as a destination for your scholarly writing and research articles. We are delighted that in 2024 the Student Success Journal will be publishing its 15th volume and we thank Student Success Managing Editor - Tracy Creagh for her expertise and dedication.

Our overarching Conference themes are once again: Students, Transitions, Achievement, Retention, and Success. These themes provide the conceptual framework for our annual gatherings and guide our analysis of tertiary curriculum, programs, practices and culture. The themes are at the centre of our consideration of how our higher education institutions in Australia are creating environments that enable students, in all their diversity, to realise their potential through post-secondary education.

As always, the Conference Program is exciting and dynamic. This year on Sunday 30 June, a special Pre-Conference Research Masterclass is being facilitated by Professor Sarah O'Shea, STARS Fellow, from 1:30pm to 4:00pm. Sarah will provide tips on planning and executing an ethically sound and empirically validated research project in the field of student success. The Conference Network Day will be held on Monday 1 July with seven different STARS Network sessions throughout the day. Many thanks to all the Network Convenors and also to all the Network members for their energy and commitment to the values and principles of the Conference. One of the highlights will be a capacity building Student Equity Forum delivered in partnership with the Australian Centre for Student Equity & Success (ACSES). At the end of the Network, Day a Welcome Reception sponsored by Studiosity will provide an opportunity to catch-up, meet some of our first-time delegates and celebrate being together again.

Day 1 of the Conference itself is Tuesday 2 July, starting with a Plenary Student Panel where the focus of all our professional endeavours – students – will share insights about their journey and experience of higher education. The Student Panel will be facilitated by Dr Kylie Austin, President of EPHEA and Emeritus Professor Ron Oliver, STARS Fellow. The Student Panel will be followed by another Panel entitled 'A Future for First Nations Education and Student Success'. This Panel will be facilitated by Griffith University's Deputy Vice-Chancellor (Education) Professor Shaun Ewan. Members of the Panel will include Professor Peter Anderson of Griffith University, Inala Cooper of the University of Melbourne, and Professor Braden Hill of Edith Cowan University. Morning tea on Tuesday includes an opportunity for delegates to view the Poster display and engage with the Poster creators about their work. The Poster gallery will remain on display throughout the Conference, and we encourage all delegates to set aside some time to view them.

After morning tea on Tuesday, we launch into the rich program of seven concurrent sessions presenting Emerging Initiatives, Good Practice Reports and papers accepted for the Conference edition of Student Success. All papers will be published in the Conference Proceedings. If two sessions that you would like to attend are on at the same time, please do reach out to the presenters to discuss their presentation with them. At lunchtime on Day 1, our Platinum sponsor Studiosity will host a presentation entitled 'Humans in the Loop: Why it's a Requirement for AI in Education'.

The always fun and enjoyable Conference dinner will be held on Tuesday night celebrating the 10-year anniversary of the STARS Conference. Delegates are encouraged to dress in something silver to honour a decade of achievements, milestones and memories.

Day 2 of the Conference starts bright and early at 8.40am on Wednesday 3 July with further concurrent sessions. At lunchtime on Day 2, there will be an Australia-wide Orientation and Transition Community of Practice Special Interest Group session. The final Plenary session following afternoon tea will be focused on future possibilities for student success to be facilitated by Ed Tech and Big Data (also known as learning analytics and artificial intelligence). Chi Baik of the Centre for Studies in Higher Education at the University of Melbourne will facilitate the discussion stimulating us all to consider practice and research topics for the year ahead.

We commend the full, rich program to you.

Again, this year a new STARS Fellow will be announced and inducted for 2024. The Conference is delighted to be recognising this esteemed, celebrated and much-loved colleague and their wonderful contribution to higher education. Many thanks to our Fellows for their considered nomination, and for making this part of the Conference so inspiring for us all.

Although we are excited to come together in-person this year, we acknowledge that not everyone can be present at the Conference. In our Blog we address some other ways to encourage colleagues who can't attend to be part of the Conference: <https://unistars.org/general/how-to-engage-with-the-student-success-conference/>. Our post-conference hope is that Conference delegates might consider leading a Student Success Reflection back at your institution, providing an opportunity to share key initiatives and learnings from the plenary, concurrent and poster sessions and facilitating discussions about how these may apply to benefit the learning success of students in your institution.

Thank you for being part of the Student Success Conference in 2024. We look forward to seeing you all at future conferences.

All our best wishes for an inspiring and valuable time together.

The Student Success Team

Karen, Rachael, Jason, Tracy, Kylie, Karen and the STARS Fellows

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CONFERENCE INFORMATION

STUDENT SUCCESS TEAM



Dr Kylie Austin
Associate Director, Student Equity & Success,
University of Wollongong
President, Equity Practitioners in Higher Education Australasia (EPHEA)



Tracy Creagh AFHEA
Coordinator – STARS Networks
Managing Editor, Student Success Journal



Dr Kathy Egea
STARS Fellow (2021)
Senior Lecturer and First & Further Year Experience (FFYE) Coordinator,
Institute for Interactive Media and Learning (IML), University of Technology Sydney



Professor Rachael Field SFHEA
Conference Co-Chair
Professor of Law, Bond University
Australian Learning and Teaching Fellow, WLAQ QLD Woman Lawyer of the Year 2013
Editor, Student Success Journal



Mary Kelly AM
STARS Fellow (2017)
Queensland University of Technology



Professor Sally Kift PFHEA
Inaugural STARS Fellow (2015)
President, Australian Learning and Teaching Fellows (ALTF)
Chair, Student Success Journal Advisory Board



Professor Kerri-Lee Krause PFHEA FSRHE GAICD
STARS Fellow (2019)
Vice Chancellor
Avondale University



Dr Linda Leach
STARS Fellow (2018)
Honorary Research Associate
Massey University



Professor Karen Nelson PFHEA
Conference Co-Chair
Provost
University of Southern Queensland
Chief Editor, Student Success Journal



Dr Ron Oliver
Inaugural STARS Fellow (2015)
Editor, Student Success Journal



Professor Sarah O'Shea PFHEA
STARS Fellow (2022)
Dean, Graduate Research
Charles Sturt University



Karen Seary
Associate Dean, School of Access Education
CQUniversity Australia
Chair, National Association of Enabling Educators of Australia (NAEEA)



Professor Cathy Stone
STARS Fellow (2023)



Jason Thomas
Event Director
Jason Thomas Events



Susan Thomas
Jason Thomas Events



Nick Zepke
STARS Fellow (2018)
Honorary Research Fellow
Massey University

SOCIAL FUNCTIONS

Welcome Reception

Date: Monday 1 July
Time: 5:00pm - 7:00pm
Venue: Sofi's Lounge, Sofitel Melbourne on Collins

10 Year Anniversary Conference Dinner

Celebrate a decade of innovation, collaboration, and success at our 10 Year Anniversary of STARS Conference Dinner!

Join us in celebrating a decade of brilliance and innovation by adorning yourself in silver attire for an evening that promises to be as radiant as the stars.

Attendance at the Conference Dinner (Tuesday 2 July) is an additional cost to the registration fee. If you have purchased a ticket it will be included with your name tag.

Date: Tuesday 2 July
Time: 7:00pm - 10:30pm
Venue: Ballroom, Sofitel Melbourne on Collins
Dress: Silver

GENERAL INFORMATION

Mobile Phones

As a courtesy to fellow delegates and speakers, please ensure your phone is switched off or on silent during all conference sessions.

Internet Access

Wireless Internet is available throughout the venue.

Network name: **Sofitel Events**

Password: **smocevents**

Lost Property

All lost property can be handed in/collected from the registration desk.

OUR SPONSORS

We are excited to have the support of the following organisations for the 2024 Conference and for their valuable contribution towards the running of the Student Success Conference.

PLATINUM SPONSOR



Universities partner with Studiosity to help deliver ethical, scaled academic and peer services in order to reach student success targets. These longstanding partnerships are underpinned by Studiosity's unique quality assurances, our Academic Advisory Board, DVC Group, QA teams, and Student Advisory Group.

In 2024, more universities are switching on a high-impact, scaled peer connection program; for authentic learning, and to grow integrity, community, confidence, employability, satisfaction, and graduate success in target cohorts.

studiosity.com/studentconnect

OUR SPONSORS

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Cenote specialises in maximising the value of data from existing systems in order to create a student 360 view on which we deploy highly sophisticated profiling technologies in order to identify students (prospects, applicants current students and alumni) who will benefit from personalised engagements generated by the system and distributed through a native omni-channel communications system. Adaptive micro-surveys, call/meeting scripts, smart forms etc are personalised, encouraging students to share their experiences. Student Pulse then provides appropriate guidance and links to support materials, and acts on feedback through automations and generative AI.

Results from its implementation in providers since early 2020 have demonstrated its ability to improve conversion rates, reduce attrition rates, increase completion rates and streamline all areas of data handling and administration have been very impressive regardless of the size or complexity of the organisations involved. We have already integrated with most of the main SMS, LMS, CRM and other systems used across the region using a rapid deployment approach taking only 10-12 weeks. Student Pulse can start small and then incrementally extend its reach across any areas of student engagement and support supported by our proven and pragmatic approach based on over 35 years of working in education technology.

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AFTERNOON TEA SPONSOR



Vygo is a Student Support Ecosystem Platform utilised by universities across Australia, Europe, and North America, including many STARS Members. Student support leaders use Vygo to empower and scale their student support operations. With Vygo, universities can achieve a whole-of-institution approach to proactive and personalised support at scale. Vygo has been very active in supporting Australian universities as they prepare for the emerging government student support requirements, including the Support for Students Policy and National Student Ombudsman.

www.vygoapp.com

■ SYMPPLICITY®

Symplicity is a global student experience company that provides smart platforms to more than 2,000 colleges and universities for managing all aspects of student life, including career services, student success, student conduct & wellbeing, and accessibility. Our student success and engagement solutions include student orientation programs, skills development, global mobility, and student engagement software solutions to improve student retention and graduate outcomes.

To learn more, visit www.symplicity.com



FULL PROGRAM

Key

RP – Refereed Paper

GPR – Good Practice Report

EI – Emerging Initiatives

SUNDAY 30 JUNE 2024 - MASTERCLASS

1:30pm - 4:00pm Research Masterclass

MONDAY 1 JULY 2024 - NETWORK MEETING DAY

8:30am Network Registration open

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM
9:00am - 10:30am	First in Family Network	Student Partnership Network	Co-Curricular Recognition Network

10:30am - 11:00am Morning Tea (Network participants only)

11:00am - 12:30pm	First Year Experience Network	STEM Network	Peer Programs Network
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12:30pm - 1:30pm Lunch (Network participants only)

ROOM GRAND BALLROOM

1:15pm - 3:15pm Student Equity Forum

3:15pm - 3:45pm Afternoon Tea (Network participants & First timers Session attendees)

3:30pm Conference Registration open

ROOM GRAND BALLROOM

3:45pm - 4:30pm First Timers Meet & Greet

ROOM SOFI'S LOUNGE

4:45pm - 5:00pm Book Launch

5:00pm - 7:00pm Welcome Reception
*Sponsored by Studiosity***Studiosity****TUESDAY 2 JULY 2024**

7:30am Registration opens

ROOM GRAND BALLROOM8:45am - 9:00am Welcome & Conference Opening
Announcement of the STARS 2024 Fellow**Plenary Sessions GRAND BALLROOM**

9:00am - 10:00am Student Insights Panel

10:10am - 11:10am Plenary: A Future for First Nations Education and Student Success' Panel

Professor Peter Anderson - Director, Indigenous Research Unit, Griffith University

Inala Cooper - Director Murrup Barak, University of Melbourne

Professor Shaun Ewen - Deputy Vice-Chancellor (Education) Griffith University (Facilitator)

Professor Braden Hill - Deputy Vice-Chancellor Students, Equity and Indigenous, Edith Cowan University

11:10am - 12:00pm Poster Session and Morning Tea

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 1	01A EI Students	01B EI Transitions	01C EI Achievement	01D EI Retention	01E EI Success	01F EI Transitions	01G EI Success
12:00pm - 12:30pm	How generative AI is changing STEM higher education: The experience on the ground <i>Christopher Bridge, Birgit Loch, Ryan Naylor</i>	All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland <i>Glenis Wong-Toi, Dulcie Brake, Jodie Peterson</i>	Assisting underrepresented cohorts overcome challenges created by online learning and assessment. <i>Irshad Ali</i>	Early identification of at-risk students in tertiary education <i>Harrison Munday, Matthew Tight, Martin Schmude</i>	Strategies for student success and wellbeing in accelerated online learning: A case study from JCU's Master of Nursing <i>Tracey Ahern, Tracey Gooding, Kate Casey, Stephen Abblitt</i>	Transitioning-in late enrolled students quickly and effectively	The many colours of student support: perspectives and practice of Enabling education practitioners <i>Marguerite Westacott, Juliette Subramaniam, Gemma Mann, Ana Larsen, Trixie James, Susan Hopkins, Kieran Balloo</i>
10 minute change over							
Parallel Session 2	02A EI Students	02B EI Transitions	02C EI Students	02D EI Retention	02E EI Success	02F EI Transitions	02G EI Success
12:40pm - 1:10pm	Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk? <i>Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett</i>	How first-year regional students turn commencement regret into relief <i>Courtney Geritz, Maria Raciti</i>	The Country Universities Centre Equity and Inclusion Framework <i>Danielle Keenan, Erin Wrafter, Kinne Ring</i>	Scaling student success through AI: Insights from a human-centred, relational and socially just approach <i>Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum</i>	A 2024 update: Developing a curriculum of success at UniSC and UniSQ <i>Cat Picton, Alison Jaquet</i>	I don't know what they really want": International postgraduate coursework students navigating academic writing expectations <i>Qian Yang</i>	Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines. <i>Kelly Linden, Sarah Teakel</i>
1:10pm - 2:00pm							
Lunch							

ROOM	PERTH ROOM						
ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
1:20pm - 1:50pm	Studiosity Lunchtime Presentation Humans in the Loop: why it's a requirement for AI in education						
Parallel Session 3	03A EI Students	03B EI Transitions	03C EI Students	03D EI Retention	03E EI Success	03F EI Achievement	03G EI Students
2:00pm - 2:30pm	Enhancing student engagement in tertiary Indigenous Studies through storytelling <i>Tracey Bunda, Katelyn Barney, re a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver</i> <i>The University of Queensland</i>	Advising Partners: Proactive messages in first-year nursing courses <i>Christy Macnish</i>	Fostering Teamwork Organically Among Engineering Students in an Enabling Environment <i>Rishaad Abdoola, Madeleine Wilson</i>	Economy of Scale: Embedding Academic Skills to Ensure Equity <i>Danielle Clarkson</i>	Celebrating Student Success: Embedding Inclusive Practices into Graduation <i>Jaymee Beveridge, Kylie Austin</i>	When less groupwork assessment is more: capturing students' diverse funds of knowledge in an ultimate year law course <i>Paula Zito</i>	Navigating Consent and Respect: The Australian National University's Journey in Large-Scale Consent Education for Preventing Sexual Violence <i>Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly</i>
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
10 minute change over							
Parallel Session 4	04A EI Students	04B EI Transitions	04C EI Students	04D EI Retention	04E GPR Students	04F EI Retention	04G EI Success
2:40pm - 3:10pm	Your cohort by numbers - mapping equity of participation in student experience initiatives <i>Aimee Clarke, Louise Kuchel, Daniel Blundell</i> <i>The University of Queensland</i>	Start@Uni: Supporting students from equity backgrounds to transition to university study <i>Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague</i> <i>University of New South Wales</i>	Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting? <i>Geoffrey Mitchell</i>	A whole-of-lifecycle approach to equity grants <i>Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard</i>	Evaluating Student Equity Initiatives: A Student-Centred Approach <i>Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters</i>	Grit-ability: The Circles of Influence that Support Equity Students to Stay at University. <i>Anne Braund, Trixie James, Katrina Johnston</i>	"Can't we let students get from A to B differently?": Disability Support Officers supporting online students with mental health disabilities. <i>Jacquie Tinkler, Ella Dixon</i>
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
3:10pm - 3:40pm	Afternoon Tea Sponsored by: vygo						

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 5	05A EI Students	05B EI Transitions	05C EI Students	05D EI Retention	05E EI Success	05F EI Transitions	05G EI Success
3:40pm - 4:10pm	Rethinking 'Fitness to Practice': towards inclusive course requirements	They can slip through the cracks: Supporting domestic CALD students as they transition to university	Extending our Relational Navigation approach with and for student victim/ survivors at the University of Newcastle	From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention	Student Leaders at the Forefront - Academic Integrity Awareness Week	The move to "assumed knowledge" in mathematics: supporting incoming students who are at different stages of their maths learning journey.	Conception to constellation: Rethinking coursework research with STARS
	<i>Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan</i>	<i>Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld</i>	<i>Adriana Haro, Emily Fuller</i>	<i>Martin Schmude, Harrison Munday, Ben Davies</i>	<i>Claudia Gottwald</i>	<i>Sam Sterling</i>	<i>Pieta Shakes, Tracey Gooding, Tracey Ahern</i>
	<i>Curtin University, Deakin University, La Trobe University</i>	<i>CQUniversity</i>	<i>University of Newcastle, Australia</i>	<i>University of New England</i>	<i>The University of Adelaide</i>	<i>Monash College</i>	<i>James Cook University</i>
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
10 minute change over							
Parallel Session 6	06A GPR Students	06B EI Transitions	06C EI Students	06D EI Retention	06E EI Success	06F RP Students	06G EI Success
4:20pm - 4:50pm	Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0	Enabling/pathway programs and Indigenous student university completion: Building the evidence	Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking	Dare2BeDeadly: Decolonising & Enriching Indigenous Student Experience	Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success	A Strengths-Awareness Pilot for an Australian University Mentoring Program	Learning with nature gives university student well-being a boost
	<i>Anna Bennett, Ryan Naylor, Jo Hanley, Cheryl Burgess</i>	<i>Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Ash Moor, Scott Parlett, Kirsten Hausia, Nisa Richy, Daniel Taylor-Griffiths</i>	<i>Rosalind McFarlane</i>	<i>Leonie Taylor, Toni Bowen</i>	<i>Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos</i>	<i>Naia Robinson, Sarah Walker</i>	<i>Elissa Pearson, Amanda Richardson, Brianna Le Busque</i>
	<i>University of Newcastle, University of Sydney</i>	<i>The University of Queensland, The University of Melbourne</i>	<i>Monash University</i>	<i>CQUniversity</i>	<i>Australian Catholic University</i>	<i>Australian National University</i>	<i>University of South Australia</i>
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
Parallel Session 7	07A EI Students	07B EI Transitions	07C EI Students	07D EI Retention	07E EI Success	07F RP Transitions	
5:00pm - 5:30pm	Imagining University: A First in Family parent perspective of higher education	'The Obstacles are the Path': Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience	Expanding institutional visibility of contemporary equity cohorts	"Can you hear me?" A lifecycle study of equity students' online learning experiences at Australia's largest regional university.	Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program	Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement	
	<i>Jaimey Facchin</i>	<i>Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Sally Kift, Elisa McGowan, Clara Yuan</i>	<i>Fiona Navin</i>	<i>Anne Braund</i>	<i>Ankit Agarwal, Daniel Townsend, John McGuire</i>	<i>Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie Foote, Cathy Stone</i>	
	<i>Charles Sturt University</i>	<i>The University of Western Australia, Victoria University</i>	<i>Edith Cowan University</i>	<i>CQUniversity</i>	<i>Western Sydney University</i>	<i>Uni SQ, The Uni of Adelaide, Gardner Institute and Stony Brook Uni, The Uni of Newcastle</i>	
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	

ROOM	GRAND BALLROOM						
7:00pm - 10:30pm	Conference Dinner						
WEDNESDAY 3 JULY 2024							
ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 8	08A EI Students	08B EI Transitions	08C EI Students	08D EI Success	08E EI Success	08F RP Students	08G EI Success
8:40am - 9:10am	Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions	Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.	Addressing placement inequities: a partnership approach	Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics	Learning and teaching practices for high student satisfaction: insights from subject coordinators	Using a hyper-flexible online teaching approach: a mixed-methods evaluation	Getting your capability on: The impact of a pre-orientation intervention
	Tracey Ahern Tracey Gooding	Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley	Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran	Maryam Rahou, Bella Ross, Nik Alksnis	Pam Draganovic, Jessica Gill, Laura Petridis	Jodie Brabin, Samantha Jakimowicz	Jason Steinhardt, Natalie Oostergo
	James Cook University	The University of Newcastle	The University of Sydney	Monash College	La Trobe University	Charles Sturt University	University of Southern Queensland
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
10 minute change over							
Parallel Session 9	09A EI Students	09B EI Achievement	09C EI Success	09D EI Retention	09E EI Success	09F EI Success	09G RP Students
9:20am - 9:50am	Can long distance relationships work? Insights from a partnership with a Regional University Centre	Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.	Student Pulse: Using data to inform support strategies	Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM	First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success	Fast Forward: 20 Years of Impact	Making the Student Experience Everybody's Business: Cultivating Collaboration in the Exosphere
	Natalie Oostergo	Lauren Hansen, Jennifer Chung, Catherine Lissette Caballero	Jordyn Solomon	Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing	Ella Ewart, Emma Pelliccione	Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua	Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson, Brigit Loch
	University of Southern Queensland	Deakin University	CQUniversity Australia	Australian Academy of Technological Sciences and Engineering	Curtin University	Western Sydney University	La Trobe University, Federation University
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
9:50am - 10:20am	Morning Tea						

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 10	10A EI Students	10B EI Transitions	10C EI Students	10D EI Retention	10E EI Success	10F EI Success	10G EI Success
10:20am - 10:50am	Co-designing supports for rural mature-aged nursing and allied health students: A study protocol	A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester	Enabling participation in WIL for students with disability.	"That could be me": Using archetypes and personas to identify professional teaching and learning training for academics.	Breaking the mould: How an active learning, immersive block model is transforming student success and feedback	Life-Ready Pathways through Enabling Education	Using process and outcomes to support student success through institutional change
	<i>Claire Quilliam, Nicole Crawford, Carol McKinstry, Lucinda Aberdeen, Kelly Naess, Steve Murphy</i>	<i>Sarah Rose, Heather Webber</i>	<i>David Eckstein</i>	<i>Jeff Waters</i>	<i>Thomas Roche, Erica Wilson, Elizabeth Goode, John W. McKenzie</i>	<i>Bronwyn Relf, Jennifer Irwin, Catherine Burgess</i>	<i>Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton</i>
	<i>The University of Melbourne, Deakin University, La Trobe University, Sunraysia Community Health Services</i>	<i>Australian Catholic University</i>	<i>Deakin University</i>	<i>Swinburne University of Technology</i>	<i>Southern Cross University</i>	<i>The University of Newcastle</i>	<i>University of Southern Queensland</i>
	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER
10 minute change over							
Parallel Session 11	11A EI Students	11B EI Transitions	11C EI Retention	11D EI Success	11E EI Transitions	11F EI Students	
11:00am - 11:30am	Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds	Empowering International Student Transition: The impact of 'Study Hall'	Helping students "stick": a holistic first year success program	Catch me before I fail: A proactive advising approach supporting first assessment success	The 'queer' pathways of LGBTIQA+ students into Enabling education	Five Reflexive Lenses for University Practitioners to Support Student Equity	
	<i>Robyn Nash, Kerensa Townsend</i>	<i>Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney</i>	<i>Chithira Johnson, Pete Muir</i>	<i>Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhardt, David Kayira</i>	<i>Barrie Shannon, Michelle Mansfield, Zoë Griffiths, Sarah Hattam</i>	<i>Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt</i>	
	<i>Queensland University of Technology</i>	<i>University of New South Wales</i>	<i>Southern Cross University</i>	<i>University of Southern Queensland</i>	<i>University of South Australia, University of Newcastle</i>	<i>Flinders University</i>	
	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	 VIEW PAPER	
10 minute change over							

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 13	13A EI Students	13B RP Success	13C EI Success	13D EI Retention	13E EI Success	13F EI Retention
1:10pm - 1:40pm	We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university	Who says "Ps get Degrees?": Examining the Profile of Undergraduate Students Maintaining High Achievement at University	Entangling the intellectual virtues in a first-year higher education course	The (additional?) benefits of intra-institution collaboration to support student retention and success.	Respecting students as partners: using the student voice to codesign a safe university campus	Giving students the Best Start: Redefining scholarships for Indigenous Students
	Gemma Mann, Ann-Marie Priest	Cameron Lydster	Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe	Ana Lobo, Amy Williams	Catharine Pruscino, Sascha Jenkins	Tracey Lee Taraia Keneasha Lindsay Kathleen Balson
	Central Queensland University	Bond University	University of Southern Queensland	University of Tasmania	University of Technology Sydney	Edith Cowan University
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
10 minute change over						
Parallel Session 14	14A EI Students	14B EI Transitions	14C EI Students	14D EI Transitions	14E EI Success	14F EI Success
1:50pm - 2:20pm	Roadmap to Success: Decoding the Regional Universities Study Hub	An Enabling program in secondary schools: Trends in university enrolments and academic performance	Tracing the student voice in university governance forums	Embedded academic orientation: Synthesising seminal scaffolds of student success	Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective	Students in Transition – An Ecosystem of Support
	Danielle Keenan	Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong	Kerrilee Lockyer, Sarah Moulds, Maree Ackhurst	Daniel Griffiths, Shannan Maisey, Tom Rowlands	Assaf Dekel, Miriam Edwards, Sean Pinder	Angela Jones, Fiona Navin
	University of Technology Sydney	Curtin University	University of South Australia	The University of New South Wales	University of Melbourne	Edith Cowan University
	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER	VIEW PAPER
2:20pm - 2:50pm	Afternoon Tea					
Plenary Sessions	GRAND BALLROOM					
2:50pm - 3:50pm	Enhancing student access and success through Ed Tech and Big Data					
	Professor Chi Baik, University of Melbourne (Facilitator) Associate Professor Jason Lodge, University of Queensland Professor Cathy Stone, The University of Newcastle Professor Theo Farrell, LaTrobe University Dr Ronny Andrade Parra, RMIT					
3:50pm - 4:00pm	Close / Journal Announcement / 2025 Announcement					



TUESDAY

STUDENT INSIGHTS PANEL

9:00AM – 10:00AM

Opening this year's conference will be a student panel invited to share their journey and experience of higher education.

The panel will be facilitated by Dr Kylie Austin, President EPHEA and Emeritus Professor Ron Oliver. Students will be asked to prepare to respond to some of the following questions:

- What has been your journey into and through higher education to date?
- What have you found most challenging and/or rewarding about your university experience?
- Could you tell me about a time when someone or something made a positive impact to your student experience?
- What changes to the higher education sector do you think would have the greatest impact on student success?
- One of the early outcomes of the University's Accord was a greater focus on student support, to encourage more students to complete their studies. What does effective support look like from your perspective?
- In this room, we have people undertaking student support, teaching and learning and administrative support to students. What would be your advice to them in taking away something from this conference to implement in their institutions?

FACILITATORS

Dr Kylie Austin

President EPHEA

Professor Ron Oliver

Inaugural STARS Fellow (2015)

PLENARY PANEL

10:10AM – 11:10AM

A Future for First Nations Education and Student Success' Panel

Professor Peter Anderson

Director, Indigenous Research Unit, Griffith University

Inala Cooper

Director Murrup Barak, University of Melbourne

Professor Shaun Ewen

Deputy Vice-Chancellor (Education) Griffith University (Facilitator)

Professor Braden Hill

Deputy Vice-Chancellor Students, Equity and Indigenous, Edith Cowan University

NOTES

POSTER SESSION

POSTER PROGRAM

#	Title	Authors	Institution	
P01	Strategies for Inclusive Practice	Angela Jones, Kristy Stanwix, Michael Howie	Edith Cowan University	VIEW PAPER VIEW POSTER
P02	Unmasking literacies: A model for developing academic literacy in the neurodiverse classroom.	Angela Jones	Edith Cowan University	VIEW PAPER VIEW POSTER
P03	Embracing Change: Transforming Teaching Environments to Enhance Student Engagement	Poya Kavianpour, Nicholas Smith, Vince Ha Hau, Madison-Leigh Colmenar, Deborah Shearman, Tahmineh Hashemzadeh, Yuen Cheng	University of Sydney	VIEW PAPER VIEW POSTER
P04	How technology informs our student transition and retention practices	Cameron Lydster, Jason Murray	Bond University	VIEW PAPER VIEW POSTER
P05	Supporting student learning in a hyperflexible MBA program	Anja Pabel	CQUniversity	VIEW PAPER VIEW POSTER
P06	Exploring the psychological capital of students in Learning at University	Amy Williams	University of Tasmania	VIEW PAPER VIEW POSTER
P07	Implementing an Anonymous Peer Feedback Program Within a Large First-Year Finance Subject	Assaf Dekel, Miriam Edwards, Sean Pinder	The University of Melbourne	VIEW PAPER VIEW POSTER
P08	Employability Self-Efficacy: The Effect of Cuing Students	Ali Enright, Taylor Swain, Angela Sekhon, Rianna Lopez	Flinders University	VIEW PAPER VIEW POSTER
P09	Ready, Set, Success: A targeted support program for commencing students, from pre-enrolment to the end of first semester	Sachini Gamage, Rachel Chamberlain	Charles Darwin University	VIEW PAPER VIEW POSTER
P10	Attendance at synchronous classes for on-campus and online students	Carla H. Jeffries, Jessica Z. Marrington, Sonya Winterbotham, Charisse Gatt	University of Southern Queensland	VIEW PAPER VIEW POSTER
P11	Revitalising the student experience through a values-based approach	Natalie Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, David Lavulo, Tuivalu Lauganu	The University of Auckland	VIEW PAPER VIEW POSTER
P12	Academic intervention strategies and their impact on the performance of pathway at-risk students	Katherine Nguyen	South Australian Institute of Business and Technology	VIEW PAPER VIEW POSTER
P13	Empowering Diversity for Tomorrow: how inclusive grants and embedded career management activities supports lengthy WIL placements at RMIT	Katie Adler	RMIT University	VIEW PAPER VIEW POSTER

#	Title	Authors	Institution	
P14	Monash College Peer Mentor Program: Successes and Challenges	Nhân Phan, Bernedette Bonanno, Alison Brown, Huong Nguyen	Monash College	VIEW PAPER VIEW POSTER
P15	Pedagogical practices to boost student's sense of belonging and academic achievement in Monash College	Nhai Nguyen, Bernedette Bonanno, Huong Nguyen, Nhan Phan, Nia Nguyen	Monash College	VIEW PAPER VIEW POSTER
P16	Enacting employability skills within the university curriculum through a universal design for learning lens	Miriam Edwards, Valerie Cotronei-Baird	University of Melbourne	VIEW PAPER VIEW POSTER
P17	Orientation at Australian Catholic University: Aligning digital resources with the student experience	Sarah Rose, Joe Graffeo	Australian Catholic University	VIEW PAPER VIEW POSTER
P18	Examining education on the influence of media for medical students after the COVID-19 pandemic	Akinori Yamabe, Rio Otsuka, Chiaki Mishima	Jichi Medical University	VIEW PAPER VIEW POSTER
P19	Success in Mathematics: A Comprehensive Learning Progression Approach at Monash College	Ipitagma Indika, Zohreh Heidarirad, Nimalsiri Pinnawala, Bianca Shum	Monash College	VIEW PAPER VIEW POSTER
P20	Exploring the development of graduate skills and attributes through co-curricular activities	Belinda Brear, Graham Matchett, Belinda Christensen	University of the Sunshine Coast	VIEW PAPER VIEW POSTER
P21	Extended Orientation – Supporting Successful Transition to University	Keshara de Silva	The University of Melbourne	VIEW PAPER VIEW POSTER
P22	Trauma-Informed Post-Secondary Teaching Practice: Phoenixing from the Ashes of COVID-19	Lydia Mainey, Miriam Hamm, Darren Walker, Christina Maurer-Smolder, Susan Hunt, Simone Ohlin, Felicity Earl	CQUniversity, Swinburne University of Technology	VIEW PAPER VIEW POSTER
P23	How does co-design of Outreach programs change Higher Education narratives in regional school communities?	Sarah Lambert, Mark van Bergen, Sally Mitchell, Philip Guerin	RMIT University, Country Universities Centre Ovens-Murray, La Trobe University	VIEW PAPER VIEW POSTER
P24	Nurturing a professional development ecosystem for peer facilitators ecosystem for peer facilitators	James Heath	UNSW	VIEW PAPER VIEW POSTER
P25	Identifying Enablers and Barriers to Year 9 girls' Success in STEM	Maria Parappilly, Rahul Choudhary, Richard Woodman	Flinders University	VIEW PAPER VIEW POSTER
P26	The reimagined "Uni Ready Quiz": Improving student transition and success	Hayley Sherrard, Nicole Garske	The University of Newcastle	VIEW PAPER VIEW POSTER
P27	Beyond the traditional	Valmae Ruffle, Colleen Kaesehagen	James Cook University	VIEW PAPER VIEW POSTER

P01 POSTER STUDENTS

Strategies for Inclusive Practice

Angela Jones, Kristy Stanwix, Michael Howie
Edith Cowan University

The National Universities Accord Final Report (2024) highlights that students from underrepresented backgrounds continue to face lower success rates within Australian Universities. It acknowledges the importance of equity, inclusion and diversity however, it does not clearly identify tangible teaching and learning strategies that can be applied at unit, course and whole of university level to achieve parity (Ballard et al., 2020; Eaton, 2022). Pathway/enabling programs form an important part of the tertiary sector, as enabling students are typically from groups underrepresented at university (Jones et.al, 2019). Literature suggests that these students commence study with diverse needs and challenges that require additional pastoral, mental health, and academic support (Crawford & Johns, 2018). Edith Cowan University's enabling program UniPrep provides university entry through a scaffolded curriculum that includes philosophies of care, social justice and student flourishing (Jones et.al, 2019) and has successfully transitioned thousands of students into undergraduate studies. However, designing inclusive curriculum and delivery is not a one-time process. True inclusive practice requires a paradigmatic shift in ways of thinking, designing, and delivering.



INTRODUCTION

The National Conference on Inclusive Practice (2019) highlighted the importance of equity, representation and inclusion in higher education to face better success rates within Australian universities. It acknowledged the importance of equity, inclusion and diversity; however, it does not clearly identify tangible teaching and learning strategies that can be applied at unit, course and whole of university level to achieve parity [Ballard et al., 2020; Eaton, 2022]. Pathways/enabling programs form an important part of the tertiary sector, as enabling students are typically from groups underrepresented at university (Jones et al., 2019). Edith Cowan University's enabling program UniPrep provides university entry through a scaffolded curriculum that includes philosophies of care, social justice and student flourishing (Jones et al., 2019) and has successfully transitioned thousands of students into undergraduate studies. However, designing inclusive curriculum and delivery is not a one-time process. True inclusive practice requires a paradigmatic shift in ways of thinking, designing, and delivering.

The problem(s): Time, knowledge and working out where to start!

The question: How can we shift thinking and help enabling academics become inclusive practitioners?

STRATEGIES FOR INCLUSIVE PRACTICE

OBJECTIVE

Create rigorous and easy to self-audit for academics, learning outcomes, delivery, and assessment, identify areas of strength/weakness and guide inclusive practice goals.

Aboriginal and Torres Strait Islander Representation Audit

Universal Design for Learning Audit (UDL) content adapted from <https://udlguidelines.caad.org/>

AUDIT DESIGN PROCESS



Diverse Representation Audit

Explanation using text, visual images and video with captions

1" statements for strengths based approach and examples

Strengths based examples

Personal reflection

AUDIT BREAKDOWN

Universal Design for Learning Audit (UDL) content adapted from <https://udlguidelines.caad.org/>

Multiple Means of Representation and sustained evaluation for learning outcomes using various ways of engaging with material

Multiple Means of Expression and sustained evaluation in a variety of ways for demonstrating learning and reflecting

Offer options for students to demonstrate learning outcomes using their choice of assessment tools

Multiple Means of Representation: "the 'Office of Learning'

Growth mindset language in selection

Use of text and visual images

Plus one pledge for implementing one new change

WHERE TO FROM HERE?

- Provide more examples of how to implement inclusive practice and plus one pledge.
- Provide exemplar LMS referring to different disciplinary contexts and rubrics.
- Reduce Repetition
- Roll out beta testing 2 to other areas of the university and other universities.
- Provide consultation: Aboriginal and Torres Strait Islander group to inform examples and exemplars.

REFLECTIONS FROM UNIPREP ACADEMICS

"It was a valuable exercise in that it provided me with an insight into the importance of inclusivity in an educational setting, not only university-wide, but university education in general."

"It was a reflective process that enabled me to look through my lens, as the content I was able to further consider ways that the unit content could be made more accessible and inclusive. It was also able to think about other units that I teach into - and what perhaps need to be improved there."

"How many rubrics will we need to cater for that? How do we moderate with that variety? That said, I fully intend to revise the content to decolonise/represent diverse perspectives and revise the assessment process to incorporate more self-reflection, self-assessment, and goal setting."

"Give examples where UDL is used, and this would prompt the user to reflect if they are incorporating that in the unit. Also provide an exemplar unit and show videos etc. how this could be used. This would help, the users, think how they can place something similar in the unit."

WANT TO BE INVOLVED?

If you would like to be a part of our research... click the QR code below to find out more.



PO2 POSTER

STUDENTS

Unmasking literacies: A model for developing academic literacy in the neurodiverse classroom.

Angela Jones

Edith Cowan University

Pre-university enabling programs (also known as bridging or pathway programs) are part of a widening participation strategy in higher education to provide people from under-represented backgrounds entry to university. Their goal is to develop students' academic literacy and efficacy for a smooth transition to undergraduate studies. Typically, the enabling student cohort is diverse in age; a history of disrupted or negative educational experiences; often first-in-family to attend university and/or from low socio-economic backgrounds (Lisciandro & Gibbs, 2016). Enabling students also often commence their educational journey with mental health challenges, such as anxiety and depression (Crawford & Johns, 2018), and the disclosure of neurodivergence is now growing within the cohort (Jones, 2023).

THE ENABLING SPACE
PRE-UNIVERSITY ENABLING PROGRAMS ARE PART OF A WIDENING PARTICIPATION STRATEGY IN HIGHER EDUCATION TO PROVIDE PEOPLE FROM UNDER-REPRESENTED BACKGROUNDS ENTRY TO UNIVERSITY.

THE GOAL: EMBRACE THE BRAINBOW. TO DEVELOP STUDENTS' ACADEMIC LITERACY AND SELF EFFICACY FOR A SMOOTH TRANSITION TO UNDERGRADUATE STUDIES.

ENABLING STUDENTS:

- OFTEN COMMENCE THEIR EDUCATIONAL JOURNEY WITH MENTAL HEALTH CHALLENGES, SUCH AS ANXIETY AND DEPRESSION (CRAWFORD & JOHNS, 2018; JONES, LISCIANDRO & OLDS, 2016; LISCIANDRO & GIBBS, 2016)
- DISCLOSURE OF NEURODIVERGENCE IS NOW GROWING WITHIN ENABLING COHORTS (JONES, 2023).

UNMASKING LITERACIES

A model for developing literacy in the neurodiverse classroom.

Dr Angela Jones

C1 PLANNING: UNDERSTANDING CONTEXT

UniPrep is ECU's primary enabling program

- Focused on development of academic skills building self-efficacy
- Increase in proportions of students with disability
- Increase in students with a Learning Access Plans (LAP) from 2012 to 2023 (Figure 1)
- Students with NDIS increased from 31% to 61% respectively in 2022 to 2023 (Figure 2)
- Focus on Inclusive practice and UOL principles

Figure 1: Proportion of students with disability in UniPrep and total student population in 2012 and 2023.

Year	UniPrep (%)	Total (%)
2012	31	31
2023	61	61

Figure 2: Proportion of students with NDIS in UniPrep and total student population in 2022 and 2023.

Year	UniPrep (%)	Total (%)
2022	31	31
2023	61	61

• New Literacy Studies: Views literacy as a "social practice", including autonomous and ideological models (Street, 2003).

• Ideological model of literacy: This plurality of literacies "contingent on time and place and developed with specific purposes in mind" (Bailey 2023, 121).

• Neurodivergent literacies: "the decagonal model of literacy" + concept of neurodiversity (Bailey 2023, p.129)

C2 PLANNING: UNDERSTANDING LITERACY

Literacy: Develop the knowledge, skills and dispositions required for effective communication in reading and communicating in and out of school and for participating effectively in society (ACARA, 2024)

New Literacy Studies: Views literacy as a "social practice", including autonomous and ideological models (Street, 2003).

Ideological model of literacy: This plurality of literacies "contingent on time and place and developed with specific purposes in mind" (Bailey 2023, 121).

Neurodivergent literacies: "the decagonal model of literacy" + concept of neurodiversity (Bailey 2023, p.129)

• SONNY JANE, LIVED EXPERIENCE EDUCATOR 2023

C3 PLANNING: UNDERSTANDING NEURODIVERGENCE

Neurodivergent = diverse from dominant societal standards. Recognising overlapping diversity under this umbrella (Jane, 2023)

Neurotypical Classroom: Diverse people with diverse brains, with diverse learning needs often placed in an environment that is designed for neurotypical students.

• Embracing the B-RAINBOW: = Diverse brains + neurodivergent literacies (Jones, 2023)

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C4 ACTION: EXAMPLE TEACHING ACADEMIC READING IN A LEARNING SKILLS UNIT

Focus: Learning Skills Unit:

• I developed a series of activities to create psychological safety and understand my learners, their passions and literacies using:

◦ Learning Style preference activities

◦ Engagement Zone (Jones, Olds & Lisciandro, 2016)

◦ I created a "passion pot" - a collection of readings, activities, memes, songs etc that focused on these learners' passions.

• I then developed a powerpoint focussed on the learning intention for a particular academic literacy. The example below was academic reading. I used multiple ways (diagrams, texts, pictures, oral) to explain the context, breaking down the elements of academic reading:

◦ What we read - scholarly texts that are written with particular structures and voice.

◦ Why we read - to gain knowledge and skills for academic purpose (provide examples).

◦ How we read - with intention, framed by questions, by particular attributes and using a method that we are going to discover in class together

• I returned to the "passion pot" with the student to choose a passion or skill. One example was a student's love for dogs. I used a journal article on dogs to start modelling how to identify parts of a reading - eg thesis, main points, methodology, data collection etc

• Once the student demonstrated an understanding of the elements of academic reading, I shifted them to a new reading and readings to model the process again and create cognitive maps (Jones, Olds & Lisciandro, 2016)

• To demonstrate the literacy, the students were then asked to repeat the process using a unit reading and their preferred communication method - spoken, written, diagrammatic (Cast, 2024)

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C5 ANALYSIS

The goal of this action research was to reflect on my own pedagogies for teaching multiple academic literacies. Thus, the analysis focused on my auto-ethnographic reflections. These were:

◦ Spending time in understanding the learners created strong trust and relationships.

◦ Took time to create the "passion pot" early on, it was useful for teaching multiple academic literacies.

◦ Some literacies took longer than others to develop, and I recognised the need to be patient and allow for more time for these.

◦ While I drew on multiple literacies and passions to teach academic literacies, I needed a clear process to stick to, so I and the students did not get lost in the mix of passions.

◦ Create a model/cycle to follow.

◦ Next steps - Research application of model in other units.

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REFERENCES

ACARA. (2024). What is Literacy? The Australian Curriculum. <https://curriculum.acara.edu.au/curriculum/what-is-literacy>

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PO3 POSTER

STUDENTS

Embracing Change: Transforming Teaching Environments to Enhance Student Engagement

Poya Kavianpour, Nicholas Smith, Vince Ha Hau, Madison-Leigh Colmenar, Deborah Shearman,

Tahmineh Hashemzadeh, Yuen Cheng

University of Sydney

This poster examines the success of technology in undergraduate labs and bridging the gap between high school and university studies through outreach and 'boot camp' programs. Technological advances focus on pre-recorded video instructions, interactive simulations, and 3D printing. Pre-recorded videos offer engaging content on wet-lab skills, promoting self-guided preparation. Interactive simulations provide a risk-free environment for practising synthetic techniques, with real-time feedback enhancing student engagement. 3D printing aids in visualising complex chemical phenomena, improving student understanding. Additionally, online platforms such as SRES, Ed, CANVAS, and Piazza facilitate student support and community building, enhancing peer learning and engagement. Outreach initiatives such as "Breaking Good" and "Kickstart Science" engage high school students in research, while 'boot camps' prepare future researchers during and after undergraduate studies. Streamlining of learning spaces and consolidation of equipment, have increased the efficiency of undergraduate programs and enhanced student focus and motivation. With the transition to research, the 'boot camp' initiative thoroughly prepares aspiring researchers for their future endeavours, including introductory manuals of necessary skills, and common university programs. Overall, the streamlined and technologically enriched learning spaces have improved the efficiency and effectiveness of undergraduate programs, ultimately enhancing student motivation and focus.



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Embracing Change: Transforming Teaching Environments to Enhance Student Engagement

Poya Kavianpour*, Nicholas Smith*, Vince Ha Hau*, Madison-Leigh Colmenar*, Deborah Shearman*, Tahmineh Hashemzadeh, Yuen Cheng*
*Faculty of Science, School of Chemistry, Technical Services Services (Team C), University of Sydney

Technology

Pre-recorded Videos
Pre-recorded videos outlining necessary laboratory techniques such as column chromatography, phase separation, and thin-layer chromatography enable self-paced learning whilst minimising risks (Figure 1). Meyer & Moseley (2019) and O’Donnell (2019) found that these videos offer clearer explanations of specialised software, by condensing dense manuals into manageable segments (e.g. TopSpin for NMR spectroscopy).

Interactive Simulations
During the COVID-19 pandemic, interactive simulations were introduced to supplement in-person learning for synthetic organic chemistry, including topics such as enantioselectivity and recyclisation (Figure 2). George Williams et al., (2020b; 2021). Due to the success, these tools were implemented into post-COVID learning environments, providing timely feedback (Bender-Molteni & Spry, 2017).

3D Printing
3D printing for molecular construction provides valuable insight into visualising chemical phenomena (Pinger et al., 2020). In teaching labs, students print chiral molecules from a library of compounds, identifying their chiral centres (Figure 3). often held challenges in understanding optical rotation and chirality. The convergence of technology, theory, and analytical techniques educates students on modern-day technology whilst maintaining the essence of the practical.

Online Support
We support students through SRES, Ed, CANVAS, and Piazza facilitating communication and timely assistance. These platforms enhance collaboration, peer learning and engagement. We also prioritise anonymous feedback to students to ensure unbiased evaluations, fostering a supportive and confident learning environment.

Student Engagement

Outreach Programs
Outreach programs empower high school students as active researchers, bridging the gap between science and the public. "Breaking Good" introduces research-quality chemistry to students and promotes open-source drug discovery to make high-cost medicines accessible to low-income families (Figure 4). "Breaking Good" and "Kickstart Science" are two outreach programs that provide workshops for students with hands-on access to analytical equipment that otherwise may not be available by their schools. The program also includes off-campus workshops where teaching staff visit local schools.

High School of Chemistry
The High School of Chemistry provides students with the opportunity to engage in research projects, learn about university life, and prepare for university entry. The program includes a series of workshops and activities designed to introduce students to university-level chemistry, including practical experiments and theoretical concepts.

Optimisation of Laboratory Space
The optimisation of laboratory spaces has improved undergraduate program efficiency whilst increasing space for students. Consolidating lab hours and a booking system provide students with more mobility, better time management, enhancing learning, collaboration, and motivation. Consolidating chemicals, glassware, and equipment into a single location ensures continuity, helping students become familiar with the laboratory layout early on (Figure 5).

Transition to Research

Boot Camp
Postgraduate laboratories aim to equip students with essential skills for advanced research. To address the challenge of providing individualised support in large classes, a "boot camp" was developed in collaboration with academics and supervisors. This initiative prepares future researchers by focusing on the skills required for research, including the use of software for data analysis (e.g. R, SPSS, LabScribe), the use of MyLab (chemical inventory system) (Figure 6), utilising ReactiSoft (for synthetic retrosynthesis) and managing laboratory instruments. During the first two weeks, students learn how to use these tools and manage their research projects. By introducing these concepts early, it facilitates easier comprehension in postgraduate coursework (Figure 7).

PO4 POSTER

SUCCESS

How technology informs our student transition and retention practices

Cameron Lydster, Jason Murray

Bond University

This poster outlines how the Student Success and Wellbeing team at Bond University use technology to inform student transition and retention practices, and how we measure the impact of our practices. We outline the demographic and behavioural identifiers used to inform our personalised approach to supporting students transitioning into Bond. The poster also demonstrates how technology supports our proactive outreach and intervention to support students facing challenges with academic progression. Key areas covered in the poster include behavioural reporting, case management processes through Advocate, the referral process and Academic Skills Centre visitation and impact assessment via Power BI.



How technology informs our student transition and retention practices.

Cameron Lydster and Jason Murray, Student Success and Wellbeing, Bond University

During Q week, we record attendance data through QR codes in D365 and store in a data warehouse. Power BI draws from this data to inform our advising teams on who attended and who did not attend the Official Welcome, Faculty/School Welcome, and the compulsory International and Under 18's information sessions.

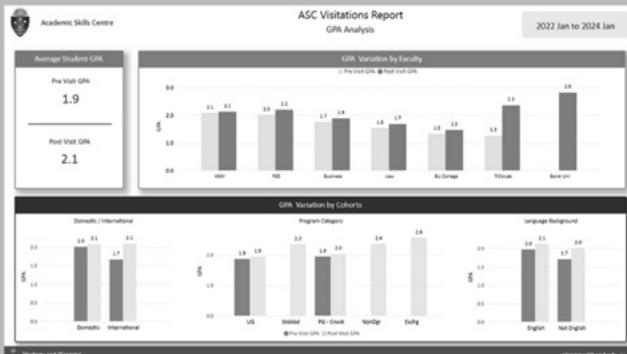
Using a short diagnostic writing exercise (PELA), our First Year Transition Learning Advisor downloads a report and reaches out to commencing students identified as requiring additional academic support. These actions are recorded in our Advocate case management system.

Our team of advisors are committed to early recognition and proactive intervention for students who require additional support with the intention of enhancing their wellbeing and their educational outcomes. Our advisors reach out to students identified in our reports and encourage one on one consultations.

Our advisors record all interactions in our Advocate case management system by creating Care Reports which also serves as a referral process. All of which is reportable.

ASC consultations are tracked via Power BI (i.e ASC Visitation Report). Key Stakeholders at the University can access this report, which displays consultations by faculty/college, percentage of students utilising the service, and number of appointments. Other data includes program level, region, language background, and mode of appointment. Student tracker allows stakeholders to monitor ASC visits.

Notably, the report includes data on pre- and post-visit GPA. This allows ASC to measure its impact, which has traditionally been difficult to do (Ashton-Hay & Doncaster, 2020; Chanock 2007).



Academic Skills Centre Visitation Report

ASC Visitation Report

GPA Analysis

2022 Jan to 2024 Jan

ASC consultations are tracked via Power BI (i.e ASC Visitation Report). Key Stakeholders at the University can access this report, which displays consultations by faculty/college, percentage of students utilising the service, and number of appointments. Other data includes program level, region, language background, and mode of appointment. Student tracker allows stakeholders to monitor ASC visits.

Notably, the report includes data on pre- and post-visit GPA. This allows ASC to measure its impact, which has traditionally been difficult to do (Ashton-Hay & Doncaster, 2020; Chanock 2007).

References:

Ashton-Hay, S., & Doncaster, N. (2020). Student success and retention: What's academic skills got to do with it? *Journal of Academic Language & Learning*, 15(1), 102-116. <https://journal.aall.org.au/index.php/jall/article/view/727/435455521>

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P05 POSTER STUDENTS

Supporting student learning in a hyperflexible MBA program

Anja Pabel
CQUniversity

CQUniversity's Master of Business Administration (Leadership) course is structured to promote self-directed learning, encouraging students to take the initiative and responsibility for their educational journey. By allowing students to set their own objectives, the MBA(L) curriculum aims to foster a sense of autonomy. Despite these advantages, self-directed learning presents several challenges, such as insufficient academic support and inconsistent instructional practices, which can result in student disengagement. This poster not only highlights the benefits of hyperflexible learning but also outlines strategies to support students in navigating their self-directed learning journey effectively. These strategies are designed to enhance student engagement and success in a hyperflexible learning environment.

SUPPORTING STUDENT LEARNING IN A HYPERFLEXIBLE MBA PROGRAM

Presented by Dr Anja Pabel, Learning Design and Innovation Directorate, CQUniversity

WHAT IS HYPERFLEXIBILITY?

- Flexible, self-paced postgraduate courses with open enrolment dates (Beer, Roy & Ames, 2023)
- No term-based deadlines or assessment constraints
- Empowers learners with autonomy and flexibility (Müller, Mildenberger, & Steingruber, 2023)

BENEFITS TO STUDENTS

- 1 Flexible start and completion dates
- 2 Expert support team
- 3 Fully online and affordable
- 4 Equity and access
- 5 Building regional leadership



CURRICULUM DESIGN & PEDAGOGY

- Self-directed learning and autonomy
- 11 units (1 double credit unit)
- Streamlined, modular curriculum
- Interactive activities
- Industry-relevant assessments
- Australian & international case studies
- Industry guest speakers
- Flexible assessment due dates
- Weekly online support sessions

HOW DO WE SUPPORT & ENGAGE STUDENTS?

- Weekly student support sessions foster a sense of community
- Closed LinkedIn group to facilitate networking
- Dedicated Microsoft Teams channels for each unit to enable flexible online discussions
- Monthly orientation sessions to guide new students
- Strong alumni engagement provides mentoring for enrolled students
- Personalised communication and nudging to help disengaged students reconnect with the course

COURSE OUTCOMES

- High student satisfaction
- Graduate outcomes
- Remote and regional area focus
- Retention
- Male/female mix
- Students with special needs

SUPPORTING TEAM

• Anja Pabel, Head of Course	• Jazmin Burnham, Learning Designer
• Michelle Thompson, Academic	• Myles Shipton, Learning Designer
• Noal Atkinson, Course Manager	• Colin Beer, Manager FLIP
• Danielle MacRae, Course Support Officer	



References

Beer, C., Ames, K., Atkinson, N., Clark, D., & Hoise, P. (2024). Initial findings on student progress and engagement in a new hyperflexible online delivery for university students. *Journal of Social Education and Research*, 8(1), 19-33.

Müller, C., Mildenberger, T. & Steingruber, D. (2023). Learning effectiveness of a flexible learning study programme in a blended learning design: why are some courses more effective than others? *International Journal of Educational Technology in Higher Education*, 20(10).

BE DIFFERENT
FLEXIBLE ONLINE



P06 POSTER

SUCCESS

Exploring the psychological capital of students in Learning at University

Amy Williams
University of Tasmania

Research has shown that first-year students face increasing levels of stress from a range of societal and transitional pressures, which significantly impacts student engagement and subjective wellbeing (Denovan & Macaskill, 2017). Within university pathway programs, students come from a diversity of backgrounds that frequently include previous negative educational experiences, mental health challenges, and low expectations of personal achievement. To address these issues, a first semester pathway unit, *Learning at University*, has been designed to develop students as effective confident learners through a purposeful emphasis on positive psychological wellbeing alongside academic skills. This multi-aspect focus on student development is underpinned by a psychological capital (PsyCap) framework to offer a holistic approach to student engagement and success.

Exploring the Psychological Capital of students in Learning at University

Amy Williams
University of Tasmania
amy.williams@utas.edu.au

Current study

Background
Through their final reflective essay and workshop discussions, the students articulated the resonance of content in the unit *Learning at University*. These interactions underscored a positive impact on their confidence and hope for the future. Encouraged by these outcomes, I was inspired to undertake formal research through the framework of Psychological Capital (PsyCap) to investigate the observations students made on their learning experience.

Purpose
The purpose of the study of students undertaking *Learning at University* is to investigate if there is a change in student's PsyCap over their first semester and what possible influences may have impacted this change. The implications from this project will inform future unit design, and practice, and provide further areas of research based on the conclusions and recommendations of this initial study.

Methodology
The study utilises a mixed methods approach with a pre- and post-test survey consisting of a validated survey, the Compound PsyCap scale (CPC-12R) (Dulewicz et al., 2020) and open-ended qualitative questions. This methodology has been purposefully chosen to provide a comprehensive, contextual, and illustrative thematic analysis of student answers (Braun & Clarke, 2019; Cresswell & Plano, 2017).

Learning at University

Learning at University is a compulsory, foundational unit in the University Preparation Program, and the Diploma of University Studies at the University of Tasmania. In both cases, the unit is first in the programme of study, with a range of students thereafter moving into over 20 discipline areas. Our students come from a diversity of backgrounds that frequently overlap with negative educational experiences, mental health challenges, and low expectations of personal achievement. We are highly motivated to provide a positive, holistic, and encouraging learning journey for our students.

The main outcome of *Learning at University* is to develop students as confident, effective learners. Delivered through evidence-based concepts and strategies, this unit is underpinned by positive psychology principles that focus on psychological wellbeing integrated alongside conventional academic skills.

Current strategies incorporating PsyCap components

- Complementary unit content**
strengths-based approach,
reflective practice,
resilience strategies,
self-determination theory,
self-care,
self-compassion,
reframing fear of failure,
promotion and time management,
procrastination and time management,
promotion of work/life balance through flow and
engaging with hobbies and interests.
- Structure of unit**
Active learning focus
Social constructivist setting
Collaborative discussions
Interactive and reflective
assessment tasks
Opportunities for strengths
application and analysis

Future possibilities

- Student learning**
Measuring student PsyCap at the start and end of
learning modules
Mapping PsyCap components to unit independent
learning outcomes
PsyCap development module
- Institutions**
Integration of PsyCap components into student services
Staff workshops to understand, measure, and implement
PsyCap principles in their daily roles
Inclusive practices underpinned by PsyCap to foster
positive cross-collaboration and open communication
- Cross-institution opportunities**
Collaboration on initiatives
Peer review and feedback
PsyCap community of practice

References

Braun, V., & Clarke, V. (2006). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 16(4), 389-397. <https://doi.org/10.1080/17562371.2010.408606>

Creswell, J. W., & Plano Clark, V. L. (2007). Designing and conducting mixed methods research. (1st ed.). Sage.

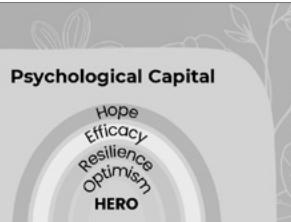
Dulewicz, L., Pachalika, J., Vashisht, M., & Lomax, T. (2020). Measuring PsyCap: Revision of the compound PsyCap scale (CPC-12). *Personality and Individual Differences*, 163, 108174. <https://doi.org/10.1016/j.paid.2020.108174>

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Luthans, F., & Youssef-Morgan, C. M. (2019). PsyCap: An evidence-based positive approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 339-356. <https://doi.org/10.1146/annurev-orgpsych-032918-033024>

I acknowledge with deep respect, the palawa and palawa people, traditional owners and custodians of the land upon which I live, work, and travel. I also acknowledge with deep respect the traditional owners and custodians of country on which the conference is being held, the Wurundjeri Woi-wurrung and Bunurong / Boon Wurrung peoples of the Kulin. I stand for a future that profoundly acknowledges and is inclusive of Aboriginal perspectives, culture, language, and history.

Psychological Capital



Psychological capital is defined as "An individual's positive psychological state of development that is characterized by (1) having confidence (**self-efficacy**) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (**optimism**) about succeeding now and in the future; (3) persevering toward goals, and when necessary, redirecting paths to goals (**hope**) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond **resilience** to attain success." (Luthans et al. 2007).

PsyCap has been typically studied and applied in an organisational context. However, more recently there has been an increase in research into PsyCap and higher education settings. The findings from these studies have shown a significant impact on student academic outcomes, student engagement, self-determination, and university adjustment (Li et al., 2022).

A focus on building PsyCap in individuals has shown to develop positive thinking patterns that can disrupt and divert deficit assumptions and beliefs (Luthans & Youssef-Morgan, 2017). Understanding who our students are, we recognise the significance of including specific concepts and strategies which influence and strengthen a commencing student's PsyCap as part of their learning journey.

Discussion

How do you support student psychological wellbeing in your role?

What specific strategies or activities do you use to foster hope, efficacy, resilience, and optimism in students?

What are your thoughts on integrating PsyCap into universities? How do you see it transforming the learning experience?

To continue the conversation:



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P07 POSTER SUCCESS

Implementing an Anonymous Peer Feedback Program Within a Large First-Year Finance Subject

Assaf Dekel, Miriam Edwards, Sean Pinder
The University of Melbourne

Students can gain learning benefits from participating in peer review to assess each other's work. The benefits are even more significant when combined with self-assessment as students' meta-cognitive capacity is exercised as they calibrate their level of understanding and confidence to that of their peers (Power & Tanner, 2023). Assessing a peer digitally has been shown to be more effective than in-person settings (Li et al., 2020). Winstone & Boud (2022) recommend improving students' learning by focusing on providing and receiving high-quality feedback during the process rather than on grades.



THE UNIVERSITY OF
MELBOURNE

Implementing an anonymous peer feedback program within a large first-year finance subject

Assaf Dekel, Miriam Edwards, Sean Pinder

 FeedbackFruits

ExamBuddy! program goals:

- Improve engagement and learning
- More practice questions
- Simulating exam conditions to improve students' confidence and exam preparedness:
 - * Handwritten solution
 - * Limited space to provide answers
 - * Challenging questions
 - * Marking using a rubric similar to how the final exam is marked

Mechanisms to improve participation and quality of reviews:

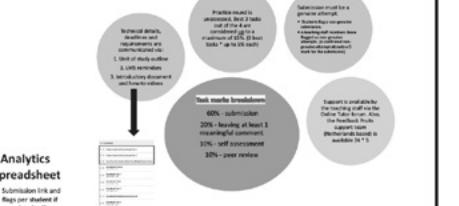
- Students must actively engage with the platform **repetitively** (self-assessment and peer review) -> better curriculum retention.
- There are no available to view only after students hand in their work.
- No marks are awarded (deducted) for getting a correct (incorrect) answer -> Students focus on the process and are more relaxed. Students only receive the mark for genuine participation.
- 20% of each task mark is allocated for leaving at least one meaningful comment.
- The workload is reasonable (only two questions, but still challenging).
- Participation is anonymous. (Both the feedback receiver and the student who gives the feedback are anonymous to each other).

The timeline: (Deadlines are scheduled for Monday, 9 a.m., except the review for task 4)



Analytics Spreadsheet

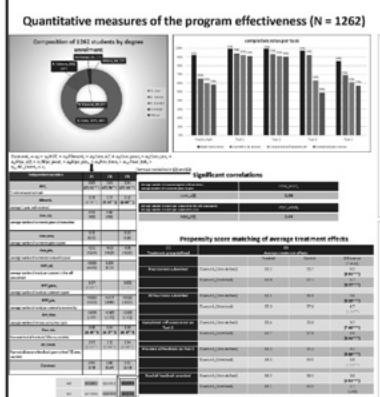
- Submission link and registration student ID
- Registration of assignments/ review/ marking
- Data of the student level on reviews given
- Data of the student level on reviews received
- Feedback
- Comments section
- Grades achieved



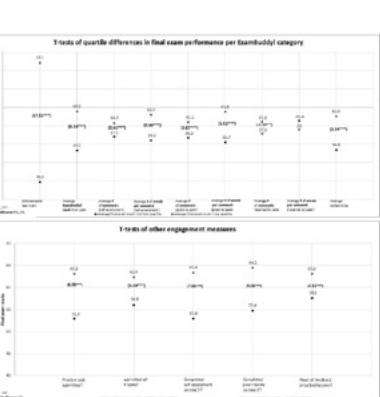
Issues Addressed:

- Students leave the platform
- Students claim they submitted their work without a task record in the platform
- Students cannot change their submission after they start the self-assessment
- Integration issue between Canvas and FeedbackFruits
- Students cannot find their allocated assigned peer

Quantitative measures of the program effectiveness (N = 1262)



T tests of quartile differences in final exam performance per ExamBuddy! category



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P08 POSTER

TRANSITIONS

Employability Self-Efficacy: The Effect of Cuing Students

Ali Enright, Taylor Swain, Angela Sekhon, Rianna Lopez

Flinders University

Students invest in and expect institutions to support them in successful transitions into employment (Tibby & Norton, 2020). Our Psychology Honours students indicated that they were unclear about career pathways available without postgraduate study (SETs, 2023). Furthermore, our Honours students showed moderate to low levels of employability self-efficacy, suggesting students lacked awareness of their employability skills, which organisations value those skills, and how to articulate those skills (SETs, 2023).

Embedding employability into the curriculum improves student success (Senior et al., 2014). The best practice of embedding employability into curriculum indicated that employability skills should be practical (e.g., writing selection criteria) rather than generic (e.g., time management; Bradley et al., 2021). Recently, Daubney (2022) redefined the process of embedding employability skills into curriculum via extracted and added employability. Extracted employability uses the already established curriculum to emphasise and cue students to the knowledge, attributes, and skills employers value. Added employability is the explicit teaching of careers education. As such, we embedded practical employability skills into a required Psychology Honours topic and evaluated the effect of cuing students to the extracted and added employability curriculum.

Employability Self-Efficacy: The Effect of Cuing Students

Dr Ali Enright, Dr Taylor Swain, Ms Angela Sekhon, and Ms Rianna Lopez

INTRO

- Psychology Honours students lack employability self-efficacy (the belief that they possess the skills needed to get jobs), despite having skills needed for 1 in 4 jobs currently advertised.
- Research question:** does cuing student to the extracted and added employability curriculum improve their employability self-efficacy and career readiness.

METHOD

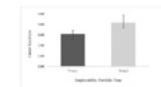
- We measured Psychology Honours students' employability self-efficacy before and after completing a required topic, including employability skills training.
- There were two levels of cuing: 1) during class (all students); and 2) when rating employability self-efficacy at topic completion (randomly allocated students).

RESULTS

- Students in the cued condition reported higher employability self-efficacy compared to students in the not cued condition.



Student Demographics	Means/%
Age	23.63
Gender	81% female 17% male 2% non-binary
Study Status	81% full-time 19% part-time
Employment Status	88% employed 13% not employed
Horizon Awards Status (co-curricular employability training program)	91% have not participated 0% participated 2% gold 2% silver 4% bronze
Post Honours plan	49% postgraduate studies 13% gain employment



Cuing students to the employability content in their topic improves their career readiness.

DISCUSSION

- Teaching employability skills isn't enough – we need to cue students to the employable nature of the content.

"I recently secured a role as a Marketing Specialist at Neurospa Psychology Clinic – content in class really helped me get it!"
- unsolicited email, Psychology Honours Student (2024)



PO9 POSTER

SUCCESS

Ready, Set, Success: A targeted support program for commencing students, from pre-enrolment to the end of first semester.

Sachini Gamage, Rachel Chamberlain
Charles Darwin University

This poster provides an overview of Ready Set Success, an integrated pastoral and academic support program first piloted in the Faculty of Health in Semester 2, 2023. The program provides commencing students with tailored support from the Student Success Team (SST) over three key stages of their transition. Stage 1 (Ready), entails 1:1 support from the SST to support students as they navigate enrolment, unit selection, the LMS and course expectations. Stage 2 (Set) sees the SST embedded into key first year units to identify and provide proactive support to students identified as at-risk in the first three weeks of semester. Stage 3 (Success) focusses on bringing key academic and learning support into the target unit(s) to ensure this support is timely and embedded in curriculum. Throughout the semester the SST maintains an active presence in the target units, and continues to provide both 1:1 and 1 to many guidance throughout the many 'firsts' encountered by commencing students.

READY, SET, SUCCESS!

A targeted support program enriching first year student transition: Igniting success from pre-commencement
Sachini Gamage & Rachel Chamberlain (Charles Darwin University, Student Transition & Retention)

CONTEXT

At Charles Darwin University (CDU), a highly diverse student cohort, coupled with geographical isolation, and remote delivery, presents complex transition challenges for both staff and students. Committed to enhancing first-year student transition & success, the initiative, 'Ready, Set, Success', was developed and piloted in the Faculty of Health, in Semester 2, 2023.

Ready, Set, Success:

- Provides early, targeted & coordinated support for commencing students.
- Integrates pastoral & academic support.
- Engages with students from 4 weeks prior to commencement until the end of first semester.

PROGRAM GOALS

Strengthen staff & service collaboration to create cohesive support initiatives for first year students.

Enhance student engagement and connection with the university.

Increase first year student success.

READY

STAGE 1
4 Weeks Pre-Commencement – Week 1

KEY ACTIVITIES

- Personalised 1:1 engagement with all commencing students via phone, email, online & F2F appointments.
- Facilitate course induction sessions in partnership with faculty, staff & senior students.
- Implement timely initiatives to deliver essential onboarding information.

KEY OBJECTIVES

- Students are prepared, engaged, and connected.
- Students are enrolled correctly, with a manageable study load.
- Students understand their course expectations & study requirements.
- Students can access and navigate student portals.

SET

STAGE 2
Week 1 – Week 4

KEY ACTIVITIES

- Monitor LMS unit analytics in first-year priority units.
- Contact and provide proactive support to students identified as at risk in the first three weeks.
- Proactively engage with late-arriving and enrolling students.
- Provide tailored workshops in response to identified student needs.

KEY OBJECTIVES

- At risk students are identified and supported at the earliest opportunity.
- At risk students are supported to problem solve and overcome barriers to engagement.

SUCCESS

STAGE 3
Week 5 – Week 12

KEY ACTIVITIES

- Collaborate with academic & professional staff to embed learning support into first year units.
- Partner with academic staff, to identify & proactively engage with students at risk due to low grades and/or non-submission.
- Monitor LMS unit analytics for first-year priority units to proactively support students disengaging or not submitting assessments.

KEY OBJECTIVES

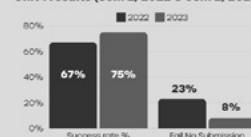
- Students receive timely and relevant learning support to build academic skills.
- Students receive guidance to navigate the many 'firsts' encountered in first semester.
- At risk students receive 1:1 pastoral support to problem-solve challenges to success.

IMPACT

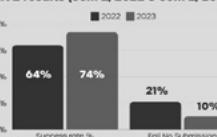
Results from the pilot in the Faculty of Health in Semester 2, 2023 found:

- **A 5-10% improvement in student success rates**
- **A 50% reduction in student failure through non-submission and disengagement**

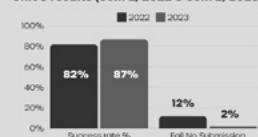
Unit 1 results (Sem 2, 2022 & Sem 2, 2023):



Unit 2 results (Sem 2, 2022 & Sem 2, 2023):



Unit 3 results (Sem 2, 2022 & Sem 2, 2023):



FUTURE DIRECTIONS

- 01 Currently expanding the model into a University wide first year transition program.
- 02 Engage senior students in the program's expansion, co-design & delivery.
- 03 Explore elements of the program in the context of different student populations.

STUDENT FEEDBACK:



In my first year, I had many difficulties. The SST support was invaluable. It made a significant difference to my confidence, academic journey and my wellbeing.

On the days when I felt like giving up, the SST support helped me to keep going. My time management improved, I created a good uni life schedule, and I really enjoy what I'm learning!

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P10 POSTER

STUDENTS

Attendance at synchronous classes for on-campus and online students

Carla H. Jeffries, Jessica Z. Marrington, Sonya Winterbotham, Charisse Gatt

University of Southern Queensland

The rates of attendance at synchronous classes at the university level have declined over the past two decades. Low attendance rates are closely related to poor academic achievement and declining attendance may be indicative of student disengagement, a precursor to dropping out (Moores et al., 2019). Understanding attendance behaviour is critical to maximise the effectiveness and efficiency of the learning experience (Brennan et al., 2019). This poster describes a study which explored and compared the reasons for non-attendance at synchronous classes for on-campus and online students at one regional higher education institution in Australia, the University of Southern Queensland. The second part of the poster explores strategies to address the identified reasons for non-attendance including the availability of digitised material and class recordings on the Learning Management System and personal commitments.

Attendance at synchronous classes for on-campus and online students

Project team members: Dr Carla Jeffries, Associate Professor Jessica Marrington, Dr Sonya Winterbotham, and Charisse Gatt



Background

The rates of attendance at synchronous classes at the university level have declined over the past two decades. Low attendance rates are closely related to poor academic achievement (Moores et al., 2019) and students miss the opportunity to develop the necessary professional skills, behaviours, and networks. For higher education institutions, declining attendance may be indicative of student disengagement, a precursor to dropping out (Moores et al., 2019). Understanding attendance behaviour is critical to maximise the effectiveness and efficiency of the learning experience (Brennan et al., 2019).



The current study examined the reasons for non-attendance at synchronous classes for on-campus and online students at a regional Australian university.

Method and Findings

- Participants were 215 undergraduate students (Mean age = 27.2) enrolled in a first-year psychology course. The number of participants enrolled on-campus ($n = 107$) was almost equivalent to the number of online participants ($n = 108$).
- Participants completed an online survey measuring reasons for non-attendance at synchronous classes. Reasons included student factors such as "I was genuinely sick" and "I had work" and university factors such as "The course content is difficult" and "The length of class". The measure was adapted from Massingham and Herrington (2006) and Oldfield and colleagues (2018).
- The top five most influential reasons for non-attendance at synchronous classes were the same for both on-campus and online students (refer to Table).

Five Most Influential Reasons for Non-Attendance by Mode of Enrolment	
On-campus	Online
1. Recordings available on LMS	1. Recordings available on LMS
2. Learning resources available on LMS	2. Too busy
3. Too busy	3. Learning resources available on LMS
4. Scheduling Conflict with personal commitments	4. I had to work
5. I had to work	5. Personal commitments

Note. LMS refers to Learning Management System.

Key Implications

Students must understand and appreciate the value of attending synchronous classes, over and above the digitised materials. Therefore, there is a need to review the pedagogy surrounding the delivery of course material and the role that digitised materials has whether it be supplementary, replacement, or a combination of the two.

Universities can also support students navigate competing priorities by providing services and flexibility around synchronous classes. For example, this could include having multiple of the same class spread over the week during different times to negate work and personal commitments. Additionally, universities can further support students develop skills in workload and time management.

unisq.edu.au

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Funded and supported by the University of Southern Queensland

CRICOS: QLD 00244B, NSW 02225M TEQSA: PRY12081

P11 POSTER STUDENTS

Revitalising the student experience through a values-based approach

Natalie Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, David Lavulo, Tuivalu Lauganui
Waipapa Taumata Rau, The University of Auckland

In 2023, the Student Support and Engagement Team in Te Kura Tangata, the Faculty of Arts set about creating an innovative set of initiatives to revitalise the student engagement space. Central to the team's aims was the desire to create authentic, meaningful events that would foster whanaungatanga (relationships) with students.

In doing so, we prioritised the people-centred values of Te Kura Tangata, which are outlined in *Ō Tātou Mātāpono*. In this poster, we detail the different academic, social, co-curricular and extracurricular activities we have developed that enable us to build relationships with students and extend their engagement with the faculty. These include our open-door policy, Class Chats, collaborative weekly events, our Canvas community, academic workshops and indigenous-centred events such as *toi whakairo* (carving) workshops run by a master carver. While our programme of activities is a work in progress, we outline how these build on faculty values and relate to best practice as outlined in *Taumata Teitei*.

Revitalising the student experience through a values-based approach

Natalia Bell, Stacey Giles, Emma Grobart, Malisa Harford, Dina Isber, Tuvalu Laujanu, David Lovolo

Revitalising Student Support and Engagement for te kura Tangata, The Faculty of Arts

In 2013 the Student Support and Engagement team (SSET) in the Kura Tangata, The Faculty of Arts, developed a values-based approach to support student engagement. This approach has since been adopted by other academic schools and the University of Auckland's Student Support and Engagement team (SSET) in 2015. This paper outlines the development of the values-based approach and its impact on student engagement in the Kura Tangata, The Faculty of Arts. The paper also highlights the challenges and opportunities of developing a values-based approach and the need for further research and development in this area.

Ō Tētou Mōhupone

Ō Tētou Mōhupone is a metaphor for the student experience. It is a place where students can go to receive support, guidance and pastoral care.

Te Mana Rauhī: The metaphor of the Ō Tētou Mōhupone is the heart of the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Te Mana Rauhī: The metaphor of the Ō Tētou Mōhupone is the heart of the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Tourists' Telai

Students who come to the university for the first time are not always fully prepared for what to expect. They may not be fully aware of the university's culture, values, and expectations. This can lead to a sense of isolation and disorientation. The Ō Tētou Mōhupone aims to address this by providing a space where students can go to receive support, guidance and pastoral care.

E201 and the Learning Lounge

E201 is a learning space located in the Ō Tētou Mōhupone. It is a place where students can go to receive support, guidance and pastoral care. The Ō Tētou Mōhupone aims to provide a space where students can go to receive support, guidance and pastoral care.

Open Door

Open Door is a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Class Chats

Class Chats are a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Academic Collaborations

Academic Collaborations are a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Tukino Arts

Tukino Arts is a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Converge

Converge is a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Arts+

Arts+ is a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Club Collab

Club Collab is a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Academic Workshops

Academic Workshops are a metaphor for the Ō Tētou Mōhupone. It is the place where students can go to receive support, guidance and pastoral care.

Te Kura Tangata Waikato

The website is written by two of our gifted students and is a collective and joyful expression of our values.

1923 UNIVERSITY OF AUCKLAND NEW ZEALAND

ARTS

P12 POSTER

TRANSITIONS

Academic intervention strategies and their impact on the performance of pathway at-risk students

Katherine Nguyen
South Australian Institute of Business and Technology

Entering in the second year of a university degree program after completion of a Diploma with a pathway provider has gained popularity among international and local students who are unable to secure direct entry. Pathway colleges offer foundation studies and first-year courses with smaller class sizes and increased academic support to aid successful transition into the second year of a university program. However, research has shown that the pass rates and retention rates of these pathway college students were generally lower than those of direct entry students in the second year of their university study (Bode, 2013). Therefore, Percival et al. (2016) advocate for increased effort and support to facilitate a smoother transition from college to university. Some recommendations included offering study skill building workshops, critical thinking skills and academic writing skills to better prepare students for the teaching styles as well as expectations at university.



ACADEMIC INTERVENTION STRATEGIES AND THEIR IMPACT ON THE PERFORMANCE OF PATHWAY AT-RISK STUDENTS

DR KATHERINE NGUYEN

Identifying early signs of risk

- Low results in literacy and numeracy diagnostic assessments and computer literacy test
- Repeaters
- Low attendance
- No login to the course site for two weeks
- Having learning disabilities
- Failed the first assignment
- Having concerns from teachers throughout the study period

Academic standing levels and corresponding interventions

Academic Standing Levels	Interventions and support
GOOD Satisfactory progress, no concerns	<ul style="list-style-type: none"> • General email sent out introducing support options
WARNING • failed >50% of enrolment • failed a pre-requisite • GPA drops below 3.0	<ul style="list-style-type: none"> • Study with a reduced study load (75% maximum). • Enrol in the free online support module Tertiary Skills Development Online (TSDO) and complete the self-guided activities. • Meet with the relevant Discipline Lead in weeks 5 and 9 • Maintain satisfactory engagement (attendance, active participation, assessment completion).
PROBATION • Was on Warning • failed >50% of enrolment • failed a pre-requisite • GPA drops below 3.0	<ul style="list-style-type: none"> • Blocked from enrolment until having completed the Probation form which requires reflections and setting up commitments to get their study back on track. • Meet with the Student Learning Advisor (SLA) to discuss their progress and support. • Study with a reduced study load (75% maximum). • Complete the free face-to-face support module Tertiary Skills Development (TSD) during weeks 2-12 of the current trimester. • Meet with the SLA in week 5 and week 9 to support progress. • Maintain satisfactory engagement (attendance, active participation, assessment completion).
UNSATISFACTORY • Was on Probation • failed >50% of enrolment • failed a pre-requisite • GPA drops below 3.0	<ul style="list-style-type: none"> • Issued an Intention to Report. Blocked from enrolment until having completed a Stage 2 Appeal form and the Unsatisfactory form which requires reflections and setting up commitments to get their study back on track. • Meet with the SLA to assist with the appeal process. • Whilst student is waiting for their appeal outcome, they are expected to: <ul style="list-style-type: none"> A. Maintain your enrolment during this process at maximum study load of 75%. B. Complete TSD. C. Meet with Student Learning Advisor in Weeks 5 and 9 D. Maintain satisfactory engagement in your modules (attendance, active participation, assessment completion)

IMPACT OF INTERVENTION

USING DATA FROM
2022 AND 2023

OUT OF THE 22%
WHO ENGAGED,
92% PASSED



OUT OF THE 14%
WHO ENGAGED,
100% PASSED



PROBATION

OUT OF THE 54%
WHO DISENGAGED,
74% FAILED



UNSATISFACTORY

OUT OF THE 64%
WHO DISENGAGED,
88% FAILED



For further information contact katherine.nguyen@unisa.edu.au

SAIBT is part of the Navitas Group.
SAIBT CRICOS provider code: 02193C / TEQSA provider ID: PRV12102. The University of South Australia CRICOS provider number 00121B / Australian University provider no. PRV12107 SAIBT240603-1015_0624 AW

P13 POSTER

RETENTION

Empowering Diversity for Tomorrow: how inclusive grants and embedded career management activities supports lengthy WIL placements at RMIT

Katie Adler

RMIT University

RMIT University has developed a specific careers intervention model designed to support students from diverse backgrounds during their WIL placement(s). Not only do they receive financial assistance to mitigate lost income from their casual jobs while on placement, but they also benefit from embedded career development activities to build all-important career management skills for future success.

Empowering Diversity for Tomorrow

Career Success WIL Grants offer financial support to disadvantaged students undertaking long WIL placements while upskilling individual career management abilities.

- ↳ Financial support for disadvantaged students
- ↳ Increased retention in programs with long WIL requirements
- ↳ Enhanced employment confidence levels
- ↳ Life-long career management skills developed
- ↳ Building professional networks

I wouldn't have been able to do this placement in Cairns if I had to pay all flights and accommodation costs.

- RMIT WIL Student, 2023

\$90,000

was dispursed in 2023

53 Students

students were supported



Assessment & Selection

- WIL Grants are promoted on RMIT's Scholarships website
- Students apply via an Expression of Interest
- Eligibility of applicants is assessed
- Shortlisted applicants are interviewed to understand individual circumstances & WIL placement requirements
- Funds are allocated and students notified

Pre Placement

- Successful students sign and return the 'WIL Grant Contract'
- Students complete RMIT's **Career Management Micro-credential**
- Students receive 50% of WIL Grant

During Placement

- WIL Supervisor completes report of student performance
- Students complete a **written reflection** of their experience

After Placement

- Students submit their Supervisor's report, **Reflection and updated resume** to reflect the WIL experience, to the Career Success team
- Students meet again with their Career Consultant to unpack their experience and reflections, and discuss additional **career planning**
- Once completed, the final 50% WIL Grant payment is made

*Items highlighted are embedded career activities.
For more information, contact Katie Adler katie.adler@rmit.edu.au

P14 POSTER

SUCCESS

Monash College Peer Mentor Program: Successes and Challenges

Nhân Phan, Bernedette Bonnano, Alison Brown, Huong Nguyen

Monash College

Peer study support model in higher education has long and widely been considered a vital tool that contributes to overall student retention and success, both for students who receive the support and ones providing the support (the latter henceforth peer mentors) (Campbell & Campbell, 2007; Gamith, 2022; Snowden & Hardy, 2012; Tullis & Goldstone, 2020). For the former cohort, literature has shown how the model can enhance their study skills, social connection, confidence and sense of belonging to their learning community. For the latter, the model has been demonstrated to develop social and leadership skills, employability competence and many other professional skills that benefit graduates (Gunn et al., 2017; Newton & Ender, 2010; among others). However, studies such as Christiansen and Bell (2010) pointed out several challenges peer mentors face, such as time consumption, student expectations and role boundaries. Also, since the issues faced by staff coordinating the model are understudied, this topic is worth exploring.

Monash College Peer Mentor Program: Successes and challenges

Dr Nhân Phan, Ms Bernedette Bonnano, Ms Alison Brown and Dr Huong Nguyen

Monash College, Docklands, Victoria, Australia

About Monash College

- Pathway provider for Monash University
- English, Foundation and Diploma programs
- Many students need extra study support

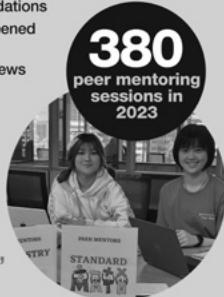
98% international students

The Monash College Peer Mentor Program offers peer study support by student volunteers for all students of the college. It aims to enhance:

★ Student retention	★ Professional skills
★ Study skills & confidence	★ Social skills
★ Sense of belonging	★ Leadership skills

Recruitment and training

- Teacher recommendations
- Student results screened for selection
- Online group interviews
- Comprehensive blended training



"The peer mentors are crazily smart!"



380
peer mentoring sessions in 2023

Peer mentor activities

- Discipline and study skills support drop-ins
- Discipline and exam support workshops
- Program promotion
- Event/orientation support
- Creation of discipline study resources



88
peer mentors recruited in 2023

Challenges

- Timetable clashes
- Competing student priorities
- Teacher awareness and promotion
- Students' reluctance to seek peer support
- Short program cycle
- Student volunteer management
- Role boundary maintenance



97%
of peer mentors found training extremely useful

"Learning how to react in certain uncomfortable situations is very useful."

Solutions

- Targeted drop-in times
- Ongoing communication and promotion
- Normalisation of help-seeking
- Additional reward and recognition



100%
of peer mentors reported study and future work skill development

Scan this QR code to view references



MONASH
College

P15 POSTER

TRANSITIONS

Pedagogical practices to boost student's sense of belonging and academic achievement in Monash College

Nhai Nguyen, Bernedette Bonanno, Huong Nguyen, Nhan Phan, Nia Nguyen
Monash College

Student engagement is imperative and conditional to building a strong learning community and to subsequently fostering a student's strong sense of belonging. Specifically, student engagement is central to promoting a positive classroom and school environment. It is linked with what students do, think, and feel in learning (Li & Xu, 2023). It is also premised on the student's sense of connectedness and belonging to the class or school.

This poster captures an action research initiative titled "Pedagogical belonging practices to boost students' sense of belonging and academic achievement in Monash College" in 2023. The research uses an action research framework including planning, acting, observing, and reflecting. The project team interviewed 25 teachers across three divisions: Diplomas, Foundation Year and English. These semi-structured, in-depth interviews delve into how teachers employ pedagogical practice to foster a sense of belonging and engagement among students and evaluates cognitive, social, emotional, and behavioural aspects of pedagogical belonging practices at three levels: tutorial tasks, overall tutorial outcomes and initial assessments. As a result, findings of this research provide insights into how these practices impact on students' academic success across different divisions of Monash College including Diplomas, Foundation Year and English. Further, the research offers a suitcase of high impact pedagogical belonging strategies for teachers, educators and policy makers in Pathway programs in Australia and beyond.



Inquiry-Driven
Education
in Action

Nhai Nguyen¹, Bernedette Bonanno²,
Huong Nguyen², Nhan Phan² and Nia Nguyen¹

¹ – Humanities; ² – Student Success and Teaching Excellence

Pedagogical practices to boost student belonging and academic achievement

Plan

Student engagement is central to promoting a positive classroom and school environment.

Digital pedagogy

- **Teaching presence:** teachers' promotion of students' cognitive abilities at different levels
- **Social presence:** teachers' effective communication, open communication and group cohesion' (Garrison, 2007, p. 63) with students
- **Cognitive presence:** interaction with students and direction of their attention to goals/directions of the tutorial tasks and/or the intended learning outcomes



Research question
What pedagogical belonging practices enhance student academic success in Monash College?

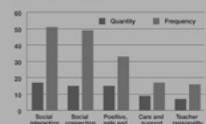
Observe

The core themes identified through this project are:

- Social connection
- Social interactions
- Safe and comfortable learning environments
- Teacher personality
- Teacher challenges

Data outputs

Social presence: creating opportunities for social interactions and social connectedness.



Transformative
Learning



Teaching
Excellence



Teacher challenges

"Getting to know each other ... the actual thing that we can do to get social connection. Especially with subjects that are heavily loaded with content, we [teachers] think that we don't really have time to bond." (Teacher, Diploma of Science)

Act

"Action research is systematic, intentional and cyclical ... encourages teachers to teach and simultaneously do research on their own teaching practice within their classroom context." (Lufungulo et al., 2021)



Reflect



Impact

- Pedagogical belonging practices should be seamlessly woven into an integrated and interdisciplinary curriculum.
- Focus on collaborative, problem-based and task-based learning.
- Incorporating pedagogical belonging practices into institutional policies.
- Teacher professional development should focus on building teachers' pedagogical belonging competencies

Garrison, D. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. Lufungulo, E. S., Mambwe, R., & Kalinde, B. (2021). The Meaning and Role of Action Research in Education. *Multidisciplinary Journal of Language and Social Sciences Education*, 4(2), 119-125.

P16 POSTER TRANSITIONS

Enacting employability skills within the university curriculum through a universal design for learning lens

Miriam Edwards, Valerie Cotronei-Baird
University of Melbourne

Employability skills are an important focus within higher education as they assist students to successfully transition from university into a professional career. Employability skills include such things as teamwork, effective communication, problem solving, leadership, personal development and management, and digital literacy. But ambiguity remains around which skills should be addressed. There is also uncertainty about how integration should occur and even questions as to whether it should be the role of the teaching academic to foster employability skills through teaching and assessment. To complicate matters further, academics may find the teaching of employability skills challenging due to an increasingly diverse student cohort.



Enacting employability skills within the university curriculum through a Universal Design for Learning lens

Employability skills are an important focus within higher education as they assist students to transition into a professional career. They include things such as:

- teamwork
- communication
- problem solving
- digital literacy

But academics may find the teaching of these skills challenging due to increasingly diverse cohorts. Cotronei-Baird's (2020) study examined this issue and as a result produced a typology (below) which has aided in the teaching of these skills (Dyki et al., 2020).

By considering this typology from a *Universal Design for Learning (UDL) perspective* (CAST, 2018), it is proffered that the teaching may be more personally relevant and inclusive (Reardon et al., 2021).

The teaching of employability skills and UDL share a common goal – to create expert learners. The UDL framework (CAST, 2018) describes such learners as being purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.

Considering the teaching of employability skills through a UDL lens prompts academics to provide their students multiple means of engagement, representation, and action and expression. While this is just one example of applying UDL to an educational outcome, it also reflects a growing awareness around the potential of UDL within higher education curriculum design.

Learn more about the research evidence informing UDL here:



Teaching practice	Examples	High/ Direct
Assess employability skills	<ul style="list-style-type: none"> Integrate employability skills development into assessment tasks and instructions Include employability skills in assessment criteria and rubrics Include employability skills in written and verbal feedback 	
Facilitate activities to apply employability skills	<ul style="list-style-type: none"> Students practice applying employability skills in classroom activities and pre-class task/activities Facilitate activities that can be used to enable students to demonstrate employability skills Give students opportunity to apply employability skills to real life cases, data and examples 	
Demonstrate application of employability skills	<ul style="list-style-type: none"> Use case studies to demonstrate employability skills Use relevant data or examples to demonstrate employability skills used in workplace/profession Show how to apply employability skills to real life examples, case studies, workplace/profession 	
Discuss employability skills	<ul style="list-style-type: none"> Mention the importance and relevance of identified employability skills in the workplace Explain the employability skills that are linked to positions relevant to your students and discipline/subject 	Low/ Indirect

How do you integrate employability skills development?
We'd love to know.
Add your examples to our Padlet:
[Padlet](#)



Cotronei-Baird, V.S. (2020). Academic challenges in the integration of employability skills development in teaching and assessment practice. *Higher Education, 79*(2), 209-223. DOI: 10.1007/s10734-019-00605-6

Multiple means of...

Engagement Asks academics to consider the "why" of learning, so students may become purposeful and motivated.	Representation Asks academics to consider the "what" of learning so students become resourceful and knowledgeable.
For example: give students opportunity to share views/opinions via paired conversations or in group settings, such as: <ul style="list-style-type: none"> student-led presentations and demonstrations online synchronous discussions, polls, quizzes asynchronous online discussions choice of employability skills to be discussed are based on students' aspirations and interests. 	For example: demonstrate employability skills in different ways through a variety of classroom settings, including large and/or online lectures, such as: <ul style="list-style-type: none"> written scenarios/vignettes short videos, real-world case studies realistic problems actual data interviews with industry professionals

These ideas align with the UDL guidelines and several of the UDL checkpoints.
Learn more about the UDL framework, guidelines, and checkpoints at the CAST website



Reference:

Dyki, M. (2018). Universal design for learning portfolio V.2.2. <https://udlguide.cast.org/>

Dyki, M., Imparato, M., & Cotronei-Baird, V.S. (2020). Preparing students with the employability skills for the unknown future: reflections on university practice during COVID-19. *Accounting Research Journal, 74*(2), 229-245. DOI: 10.1111/arj.12080

Reardon, K., Edwards, M., & Dyki, M. (2021). The promise of universal design in postsecondary education: A literature review. *Journal of Postsecondary Education & Disability, 14*(1), 359-371.

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Dr Valerie Cotronei-Baird valeriec@unimelb.edu.au

Williams Centre for Learning Advancement
<https://lbe.unimelb.edu.au/wcla>

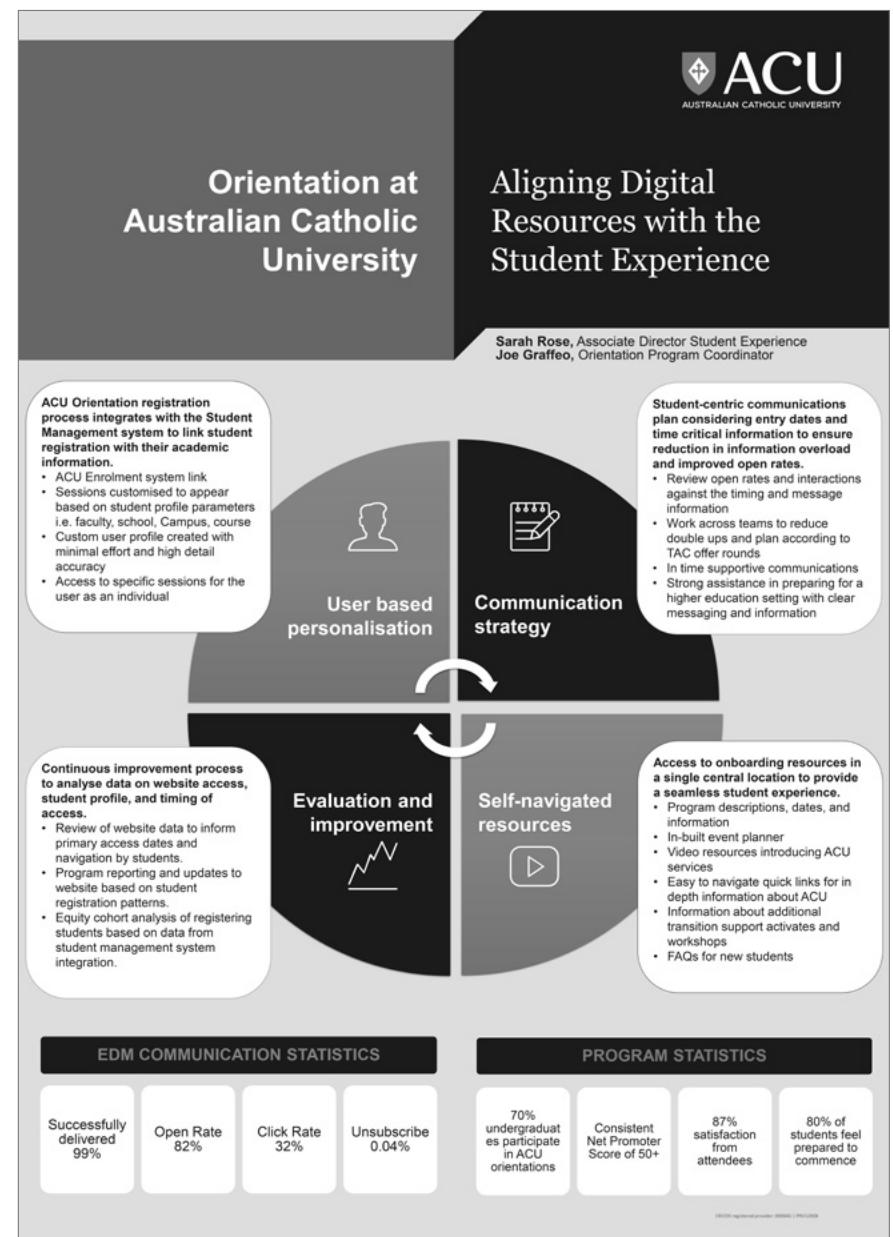
P17 POSTER

TRANSITIONS

Orientation at Australian Catholic University: Aligning digital resources with the student experience

Sarah Rose, Joe Graffeo
Australian Catholic University

In modern higher education, placing digital resources, links, and information in a centralised and accessible location will assist commencing students in increasing their self-efficacy and preparedness for study (Robinson, 2023). ACU's Orientation program provides a strong digital platform to help students navigate university systems and improve help seeking behaviours. This poster describes the approach that ACU has taken to integrate digital resources into Orientation.



P18 POSTER

STUDENTS

Examining education on the influence of media for medical students after the COVID-19 pandemic

Akinori Yamabe, Rio Otsuka, Chiaki Mishima

Jichi Medical University

In modern society, the influence of media cannot be ignored by students across professions, and they are required to have an appropriate understanding of fake news, especially medical school students. The Covid-19 pandemic posed various challenges to medical education globally. It is imperative for medical doctors to provide accurate and easy-to-understand information through the media, to address societal concerns. As fake news continues to be disseminated, doctors have to take steps to curb them. Medical care is based on mutual understanding between doctors and patients (society), with the media playing a major role.

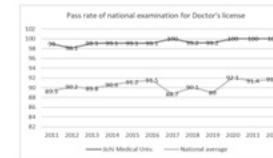
Various studies have been conducted worldwide on mass communication education in universities (e.g. Katzen et al., 1975). The methods of transmitting and receiving information have diversified, and the influence of mass media has increased significantly (Paxson, 2018). University students are required to understand the importance and risks of media from multiple perspectives, including the popularity of social media (Luttrell & Wallace, 2021).

Jichi Medical University

Examining education on the influence of media for medical students after the COVID-19 pandemic

Akinori Yamabe, Rio Otsuka, Chiaki Mishima
Jichi Medical University, Japan

Introduction



- Jichi Medical University (JMU) was established in 1972 with the goal of ensuring and improving the level of medical services provided in remote areas with few medical resources in Japan. The students of JMU are expected to return to their designated prefecture and work in local communities after their graduation.
- JMU has one of the highest passing rates for national medical license examination. It has maintained the top ranking in Japan for a decade, and the most recent pass rate in 2024 was also 100%.
- The subjects of this case study include 29 medical students who took the compulsory elective course "Media and Society" at JMU from September to December 2023.

Method



Media Materials about the relationships between Medicine and Society



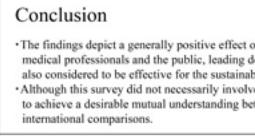
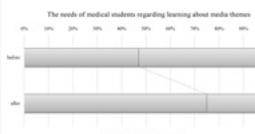
Lectures, Discussions and works with actual TV program producers



Active learning for each medical students to create TV program proposals

Assessment through Learning Management System

Results



Conclusion

- The findings depict a generally positive effect of education about media on medical students. The COVID-19 pandemic has created miscommunication between medical professionals and the public, leading doctors to sometimes be forced to correct misinformation for their patients. Teaching media in medical schools is also considered to be effective for the sustainable development of society.
- Although this survey did not necessarily involve a large number of students, it could obtain basic knowledge regarding how medical education should be improved to achieve a desirable mutual understanding between doctors and society, after the Covid-19 pandemic. It is imperative to conduct larger-scale surveys and international comparisons.

P19 POSTER

SUCCESS

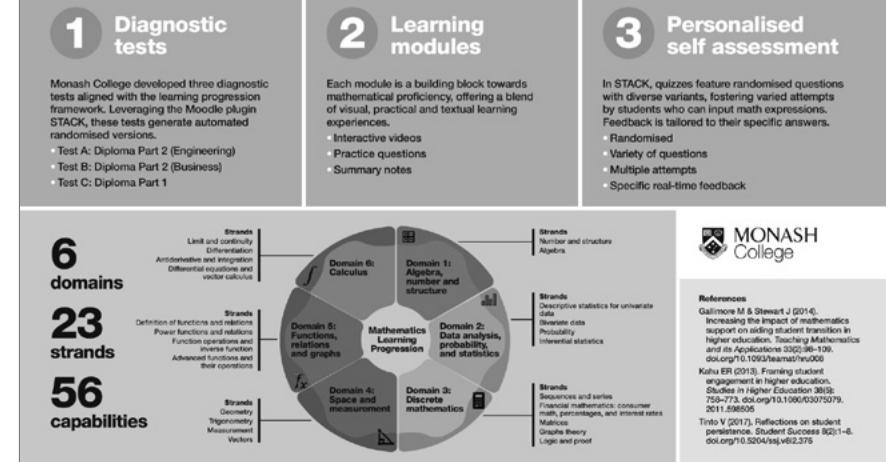
Success in Mathematics: A Comprehensive Learning Progression Approach at Monash College

Ipitagama Indika, Zohreh Heidarirad, Nimalsiri Pinnawala, Bianca Shum
Monash College

Entry into higher education often reveals a disparity between students' mathematical skills and the academic standards required for success. Recognising this challenge, institutions are implementing measures to bridge this gap and provide better support for students. This poster showcases how Monash College (MC) has developed a structured approach, the Learning Progression (LP) Framework, to address students' gaps in mathematical skills.

Success in mathematics: A comprehensive learning progression approach at Monash College

Ipitagama Indika, Dr Zohreh Heidarirad, Dr Nimal Pinnawala and Bianca Shum
Monash College, Docklands, Victoria, Australia



P20 POSTER ACHIEVEMENT

Exploring the development of graduate skills and attributes through co-curricular activities

Belinda Brear, Graham Matchett, Belinda Christensen

University of the Sunshine Coast

Co-curricular recognition programs or records are common in Higher Education as a means to incentivize and formally recognise student engagement and skill development when undertaking activities outside of compulsory degree requirements. Research demonstrates the extensive benefits of student participation in co-curricular activities, which has shown to positively impact many aspects including student development, retention, and success (Maher & Macallister, 2013). The literature also focuses on how student participation in these activities or programs help to enhance graduate employability skills developing higher levels of self-efficacy, self-confidence and self-esteem (Dacre Pool & Sewell 2007; O'Shea, 2019). Yorke & Mantz's (2006) explains employability as going beyond the simplistic notion of key skills, being evidenced in the application of a mix of personal qualities and beliefs, understandings, skilful practices and the ability to reflect productively on experiences.

Exploring the development of graduate skills and attributes through co-curricular activities

Belinda Brear, Graham Matchett and Belinda Christensen
Careers and Employability Team, University of the Sunshine Coast



1 INTRODUCTION

Co-curricular recognition programs or records are common in Higher Education as a means to incentivize and formally recognise student engagement and skill development when undertaking activities outside of compulsory degree requirements. Research demonstrates how student participation in these activities or programs help to enhance graduate employability developing higher levels of self-efficacy, self-confidence and self-esteem (Dacre Pool & Sewell 2007; O'Shea, 2019). Yorke, Mantz. (2006) explains employability as going beyond the simplistic notion of key skills, being evidenced in the application of a mix of personal qualities and beliefs, understandings, skilful practices and the ability to reflect productively on experiences. The University of the Sunshine Coast (UniSC) co-curricular recognition program, the Student Leadership Award, is built upon reflective processes that are essential for enhancing employability.

2 PROGRAM REQUIREMENTS AND ETHOS

Co-curricular students accumulate points for activities undertaken across five core categories. To receive the award upon graduation, students need to accrue 1,000 points from two or more categories.



Reflective processes with crucial links to employability are fundamental to the program; where students complete regular self-reflections on the development of their graduate skills and attributes. The program was launched in 2017 and has seen consistent growth over this time with 51 students graduating with the award in 2023.



3 INTEGRATED WORKFLOW PROCESS

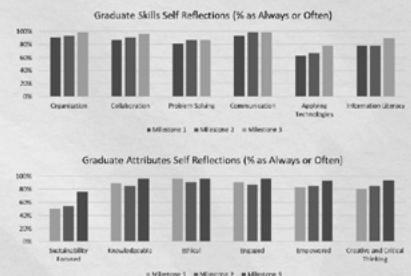
A custom built workflow guides students seamlessly through the program, focusing on enhanced awareness of skill development through productive embedded reflection activities and coaching.



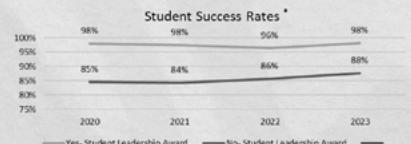
REFERENCES
Dacre Pool, L. & Sewell, R. (2007). Towards a conceptual model of graduate employability. *Education + Training*, 49(1-2), 101-116. doi:10.1108/00131640710725235
O'Shea, S. (2019). *Value-Add: The role of recognition and reward in the development of students who are best fit to complete a university degree*. MCGHEE, Curtis University
Maher, A. & Macallister, C. (2013). *Co-curricular learning and personal development*. Higher Education Academy

4 METHOD AND EVIDENCE OF IMPACT

This study aimed to examine and highlight evidence of the development or improvement of core graduate skills and attributes by examining students quantitative responses from the key milestones embedded throughout the program.



Award recipients indicated increased confidence in their graduate skills and attributes and were found to have a higher student success rate. These findings demonstrate the impact and value of the co-curricular recognition program at UniSC.



5 WHAT'S NEXT?

- Use data insights to tailor training to build specific skills and attributes where students have displayed low confidence.
- Embed automated digital badging to each award categories to promote reward and recognition throughout the program.
- Introduce award mentorship to enhance skill development and engagement through the program.



University of the Sunshine Coast

ETHICS NUMBER A242107

P21 POSTER TRANSITIONS

Extended Orientation – Supporting Successful Transition to University

Keshara de Silva
The University of Melbourne

An effective transition to university is crucial for student success. Well-supported transitions significantly enhance student outcomes, increasing engagement in studies, social connections, and student services. Despite substantial resources allocated for student onboarding, universities continue to face challenges like low academic engagement and students lacking a sense of community. To address this, the Faculty of Science at the University of Melbourne developed and implemented the 'Extended Orientation' program in Semester 1, 2024, incorporating Lizzio's (2006) Five Senses of Success framework. The program spanned over five themed weeks and included collaborative and student-led activities, integrating student feedback to effectively support undergraduate transitions.

 THE UNIVERSITY OF MELBOURNE

Faculty of Science
Science Extended Orientation
Dr Keshara de Silva
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O-Week **Welcome**

Week 1
Essentials To Get Started

Week 2
Building Connections

Week 3
Skill Building and Employment

Week 4
Improve Your Grades

Week 5
Take Care

The Five Senses of Student Success

-  Sense of Connectedness
-  Sense of Purpose
-  Sense of Capability
-  Sense of Academic Culture
-  Sense of Resourcefulness

References
Lizzio, A. (2006). *Designing an orientation and transition strategy for commencing students. A conceptual summary of research and practice. First Year Experience Project*. Brisbane, Australia: Griffith University.

The University of Melbourne (Australian University) PRV12150 / CRICOS 00116K

P23 POSTER

STUDENTS

How does co-design of Outreach programs change Higher Education narratives in regional school communities?

Sarah Lambert,
RMIT University

Mark van Bergen, Sally Mitchell,
Country Universities Centre Ovens-Murray

Philip Guerin
La Trobe University

Undergraduate degree attainment levels in the Ovens Murray district lag both the National and Regional averages (Naphthine et al, 2019). RMIT and La Trobe University are working with the Country Universities Centre (CUC) Ovens Murray to co-design sustainable Outreach programs for Years 5-7 students at three distinctively different school sites. This is part of a Federal funded project which links multiple Universities and CUCs in QLD, NSW and Victoria. The overall objective is to improve Outreach programs and related Higher Education narratives to more effectively Widen Participation in University study in the region. Recent university-led approaches have been positive but hard to sustain in regional areas (Zacharias et al, 2018).

In addition, regional communities have so far had little involvement in the planning and provision of Higher Education access in their areas. Community centred co-design is an innovation that flips ownership of problems and solutions on its head (Blomkamp, 2018) giving CUCs and regional school communities a role and a voice to determine the programs happening at their schools. The collaborative auto-ethnographic research (ethics approved) described by this poster also gives CUC staff a voice in the associated research. Participants views are captured via whiteboard summaries of discussions and decisions at project co-design workshops. The project team also complete structured individual reflections focussed on surprising/outstanding outcomes and observed changes at the workshops.

How does co-design of Outreach programs change Higher Education narratives in regional school communities?

Undergraduate degree attainment levels in the Ovens Murray district lag both the National and Regional averages (Naphthine et al, 2019). RMIT and La Trobe University are working with the Country Universities Centre (CUC) Ovens Murray to co-design sustainable Outreach programs for Years 5-7 students at three distinctively different school sites. Part of a larger Federally funded project.



Innovative project and research method

Community centred co-design is an innovation that flips ownership of problems and solutions on its head (Blomkamp, 2018) giving CUCs and regional school communities a role and a voice to determine the programs happening at their schools. Collaborative auto-ethnographic research (ethics approved) also gives CUC staff a voice in the associated research described here. Data: whiteboard summaries of discussions of co-design workshops; structured individual reflections focussed on surprising/outstanding outcomes and observed changes at the workshops.



What's now, what's next?

Phase 2 co-design, co-deliver and tweak pilot activities: Business Brains, Job Jumble, Operation Outback and Sundae Smarts
Re-branding with new Peak Pathways logos. Part of the sustainability of the program is the development of institution neutral branding and curriculum (new joint IP)



Results: Outreach partnerships

At the end of the first round of co-design workshops, analysis found that co-design offered rare and refreshing conversations that were useful for the participants in different ways. The school teachers discussed curriculum and students' development across the primary and secondary school. CUCs and university partners gained confidence to tailor programs to community needs and unique strengths of the three distinct sites. Outreach partnerships have been strengthened; different options for shared future delivery are emerging along with ideas for further improvements to uni-school-CUC partnerships.



Results: Outreach experience

Analysis also suggests that co-design processes can produce positive changes to Outreach programs and curriculum through: improved trust and buy-in for working together; changes to narratives on who has the time and capacity to develop and deliver Outreach; changes in ideas on what young students are capable of grasping in Outreach workshops, and curiosity to discuss and continue to track subtle changes to classroom narratives about gender norms for career and study success.



Research team

Dr Sarah Lambert, RMIT University
Mark van Bergen and Sally Mitchell, CUC Ovens-Murray
Philip Guerin and Jacqui Boehringer,
La Trobe University
Contact: Mark van Bergen, Centre Manager
mark.vanbergen@cucovensmurray.edu.au

References

Blomkamp, E. (2018). The Promise of Co-Design for Public Policy. *Australian Journal of Public Administration*, 77(4).
Naphthine, D., Graham, M. C., Lee, P., & Willis, M. (2019). National Regional, Rural and Remote Tertiary Education Strategy Final Report.
Zacharias, N., Mitchell, G., Raciti, M., Koshy, P., Li, I., Costello, D., & Trinidad, S. (2018). Widening Regional and Remote Participation: Interrogating the Impact of Outreach Programs across Queensland.

P24 POSTER SUCCESS

Nurturing a professional development ecosystem for peer facilitators

James Heath
UNSW Sydney

Peer Facilitators in Peer Assisted Study Sessions (PASS) and other university peer mentoring programs perform a complex role as 'near peers', navigating a space between peers and teaching staff. Their roles can encompass both academic and wellbeing objectives and require skills in facilitation and discussion management, maintaining personal and professional boundaries with academic integrity, supporting diverse learners, and fostering ongoing academic skill development. For many, this may be their first facilitation role or even first time employed. Peer Facilitators, therefore, need thorough initial and ongoing training and support to ensure their own wellbeing and to provide a quality experience for program participants. This poster describes a professional development ecosystem that has been developed to support facilitators in a new PASS program, utilising online and in-person training and development, and drawing on expertise from various university teams and cross-institutional collaboration.



Nurturing a professional development ecosystem for peer facilitators

James Heath, PVC Education Portfolio, UNSW Sydney

Context

- New central Peer Assisted Study Sessions (PASS) program
- Facilitators navigating new role as 'near peers'
- First iteration observed lack of active learning

Strategies

- ① Expanded initial training
- ② PD Workshops utilising expertise from university teams
- ③ Scenario-based online learning modules
- ④ Collaboration across peer programs
- ⑤ Cross-institutional collaboration
- ⑥ Observations – supervisor + peers
- ⑦ Online group chat



Build community

Foster belonging within PASS leaders to help build community among PASS participants. Celebrate a culture of peer learning through the Peer Learning Festival and Sydney PASS Leaders' Meet & Greet. ② ④ ⑤ ⑥ ⑦

Maintain personal & professional boundaries

Understand when and how to refer participants to appropriate university services. Maintain academic integrity and fairness. ① ② ③

Nurturing a professional development ecosystem

Foster active learning

Practise the three key skills of PASS: redirecting questions, wait time & checking understanding via mock sessions & feedback. Observe sessions and provide feedback on strategies for building participant collaboration. ① ② ⑥

Peer facilitator feedback



Champion inclusivity & accessibility

Employ universal design for learning strategies. Workshop key topics including inclusive teaching practices and supporting neurodiverse learners. ① ② ③

Enhance academic skills

Emphasise the 'how to learn' of PASS, alongside the 'what to learn'. Explore emerging digital literacies such as ethical and responsible use of Generative AI. ① ② ③ ⑥

Support mental health & wellbeing

Provide Mental Health First Aid and/or wellbeing training through university experts. Offer just-in-time peer and supervisor support via online group chat. ① ② ④ ⑦

PASS participants feedback

93% participants feel more confident in their studies after attending PASS (n = 459).



Hear from peer facilitators



P25 POSTER TRANSITIONS

Identifying enablers and barriers to Year 9 girls' success in STEM

Maria Parappilly, Rahul Choudhary, Richard Woodman
Flinders University

Women remain underrepresented in the STEM workforce globally including within Australia, where less than 30% of university STEM graduates are women (Office of the Chief Scientist, 2020). Many girls opt out of STEM before entering university (Jamieson, 2018). Flinders STEM Enrichment Academy is a grant-funded initiative, to help address this and to inspire young women to pursue STEM. We offer hands-on activities that combine role-model interventions allowing girls to perform and enjoy science in a supported environment. Despite evidence that attitudes are shaped at an early age by sociological factors such as parents' and teachers' roles, peer influence, role models, socio-economic status, and media (Wang and Degol, 2013), there is little information on the enablers and barriers to STEM participation among Australian girls. We identify the factors that influence girls' participation in STEM and the pursuit of STEM careers by collecting data before and after their participation in the enrichment activities. We used a modified STEM Career Interest Survey (Kier et al., 2013) based on the socio-cognitive career theory model to identify enablers and barriers (Wang et al., 2022) and evaluate the impact of role model interventions on the girls (n = 141 pre- and n = 119 post-intervention responses) who attended our three-day STEM Conference in 2023.

Identifying Enablers And Barriers To Year 9 Girls' Success In STEM

Prof Maria Parappilly, Dr Rahul Choudhary, and Prof Richard Woodman - Flinders University

Flinders STEM Enrichment Academy is a grant-funded initiative, to inspire young women to pursue STEM. We offer hands-on activities that combine role-model interventions, Industry immersions allowing girls to perform and enjoy science in a supported environment. Despite evidence that attitudes are shaped at an early age by sociological factors such as parents' and teachers' roles, peer influence, role models, socio-economic status, and media there is little information on the enablers and barriers to STEM participation among Australian girls.

AIM: To identify the enablers and barriers that influence girls' participation in STEM by collecting data before and after the interventions.

METHOD: To evaluate, we employed a modified STEM Career Interest Survey based on the socio-cognitive career theory model.

STUDY POPULATION: 158 Year 9 girls participated in 3-day STEM Conference in 2023. (n = 141 pre- and n = 119 post-intervention responses).



STEM ENRICHMENT ACADEMY
Shaping Science Superstars



Flinders University

Barriers

- Gendered STEM identity
- Stereotypes
- Conceived maths difficulty, inadequate STEM resources
- Occasional lack of interest



Enablers

- Appreciation for real-world applications of STEM
- Enjoyment of experimenting and problem-solving
- Sustainability
- Role models
- Interests in specific fields such as medicine, bio-medical

73% girls responded to the survey that they have no role models in STEM careers, with 50% having no one in their family pursuing a science career.

Conclusions

Our findings provide novel Australian-specific insights into the factors that either hinder or support girls' participation in STEM. Role-model interventions can play an important role in improving girls' confidence in STEM and to inspire girls, who usually do not see anyone in their family in a STEM career. Girls were inspired by the role models that they can change into other STEM degrees without being set on one career path and can build STEM careers despite failures.

This project is supported by the Australian Government Department of Industry, Science and Resources through the Women in STEM Entrepreneurship program.


Australian Government
Department of Industry,
Science and Resources

P26 POSTER

STUDENTS

The reimagined "Uni Ready Quiz": Improving student transition and success

Hayley Sherrard, Nicole Garske

The University of Newcastle

Student support in tertiary education has been a major government focus in the last two years. To support students in their transition into, and success in higher education, institutions are being called to better understand who their students are, how they're doing, and what support they need. To proactively assist new students' transition to the University of Newcastle, the Student Success team took an outdated onboarding initiative, and redesigned it for a modern context. What resulted was a reimagined 'Uni Ready Quiz'; a digital engagement tool designed to help incoming students self-diagnose their preparedness, their needs, focus their help-seeking and awareness of relevant support services before they commence their journey into tertiary learning. Since its launch in October 2023, approximately a third of commencing students have completed the quiz. Results have provided the University with a baseline of student confidence levels and informed valuable orientation and retention activities.



UNI READY QUIZ

The reimaged Uni Ready Quiz: Improving student transition and success.

Nicole Garske | Manager Student and Campus Engagement, Student Central | Nicole.Garske@newcastle.edu.au
Hayley Sherrard | Student Success Officer, Student Central | Hayley.Sherrard@newcastle.edu.au

ORIGIN

First developed 8 years prior...

The Uni Ready Quiz has been part of the transition support for new students to the University of Newcastle for almost eight years. Early editions of the quiz were designed to help students understand expectations of University study and provide information on the types of supports available.

Challenges:

- While great for its time, no major review of questionnaire had taken place for many years.
- Low completion rates.
- Participant response data difficult to analyse or gain meaningful insights from.
- Questionnaire provided good information to participants, but data collected didn't help to understand population as a whole.
- Many questions framed as yes/no or true/false.

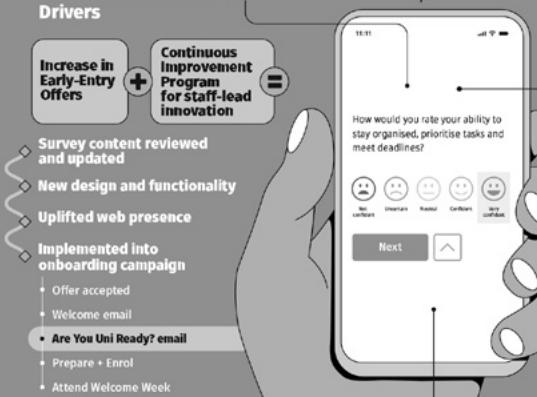
INNOVATION

Drivers

Increase in Early-Entry Offers + **Continuous Improvement Program for staff-led innovation** =

- Survey content reviewed and updated
- New design and functionality
- Uplifted web presence
- Implemented into onboarding campaign
 - Offer accepted
 - Welcome email
 - Are You Uni Ready? email
 - Prepare + Enrol
 - Attend Welcome Week

Launched 23 October, 2023



How would you rate your ability to stay organised, prioritise tasks and meet deadlines?

Next

Survey data was also used by the broader University. The completion data was used to:

- Assist with segmenting admitted students into 'likelihood' of enrolling, used by Future Students team.
- Provide more detail to the conversion model, which informed communication and engagement plans for particular students admitted by not yet enrolled.
- Helped refine the retention model, and to prioritise outreach to students most at risk of withdrawing, by the Retention team.

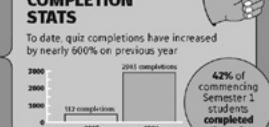
NEW GOALS

Using design-thinking and a user-experience approach...

- Create a more user-friendly experience and greater engagement.
- Provide earlier, targeted promotion and access to support services.
- Improve students' awareness of University expectations.
- Assist students' self-reflection and assessment of their confidence, skills and preparedness.
- Gain meaningful student profile data to assist with orientation and support planning.

COMPLETION STATS

To date, quiz completions have increased by nearly 600% on previous year



2023 completions: 512
2024 completions: 3000

42% of commencing Semester 1 students completed the quiz

WHAT DOES THE DATA TELL US ABOUT OUR COMMENCING STUDENTS?

94%	Need to work while studying
45%	Don't know anyone starting uni with them
43%	Don't understand referencing
44%	Feel confident using our online systems

INSIGHTS

STUDENT SUCCESS TEAM

Helped us understand the self-perceived skills of incoming students.

Allowed us to develop Orientation activities in response to trends in survey responses.

Helped us measure the impact Orientation program has on students' preparedness.

Helped to measure engagement with Onboarding and Orientation activities well before Welcome Week.

UNIVERSITY

Survey data was also used by the broader University. The completion data was used to:

- Assist with segmenting admitted students into 'likelihood' of enrolling, used by Future Students team.
- Provide more detail to the conversion model, which informed communication and engagement plans for particular students admitted by not yet enrolled.
- Helped refine the retention model, and to prioritise outreach to students most at risk of withdrawing, by the Retention team.

QUOTE

"I got to know about many things about the University and I appreciate each one! There was so much stuff I was doubting about until this quiz showed up." - *Anonymous*

QUOTE

"it provides useful and detailed information to help me consider my future study in Newcastle" - *Hayley*

P27 POSTER

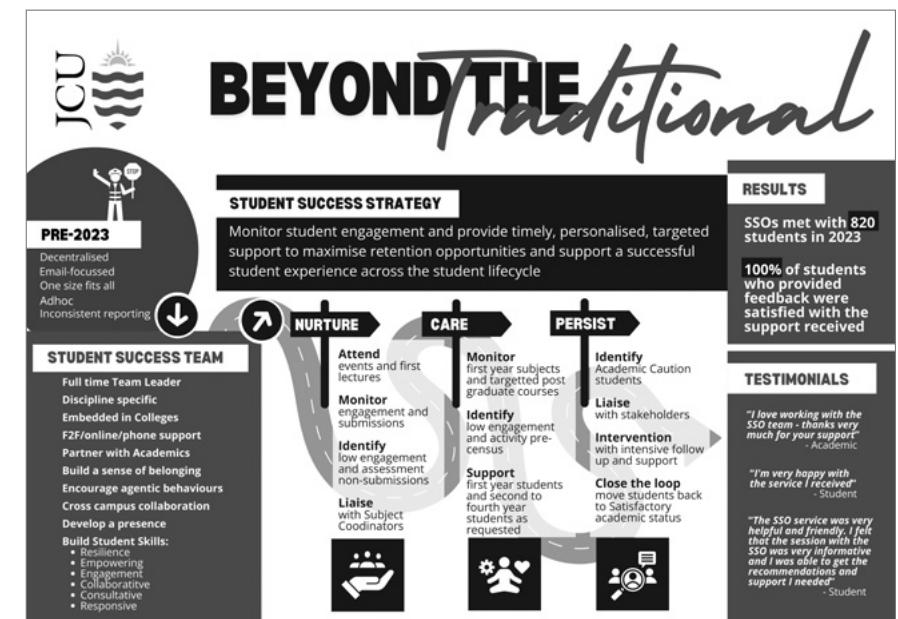
SUCCESS

Beyond the traditional

Valmae Ruffle, Colleen Kaesehagen

James Cook University

Australian Higher Education providers have focussed on maximising student success and retention through the delivery of a responsive and inclusive student experience. The James Cook University (JCU) Corporate Strategy (2022) focuses on a transformative student experience that is supported, inclusive, equitable, empowered by place and engaged with our communities. The JCU Student Success Strategy (2022) describes a whole of institution approach to the delivery of a strategic, responsive, high-quality support experience for all students. The Strategy made a shift from traditional, decentralised, ad hoc student support to a centralised, personalised, and proactive approach, informed by evidence-based decision making and timely student communications. Student Success officers (SSOs) focus on embedding student success qualities of personalisation, connection, and achievement (Coates et al. 2017). Strategic nudging (Brown et al. 2022) and a relationship rich educational experience (Felten & Lambert, 2020), combined with learning analytics, focusses students' expectations positively and engages students in self-service and agentic behaviours. SSOs work as a collaborative, consultative team with a range of stakeholders and are located within the Academy. SSOs are responsible for concierge support across the student life-cycle for undergraduate and postgraduate students, to support the educational participation and success for the people of our region.





PARALLEL SESSIONS

PARALLEL SESSION 1

12:00PM – 12:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 1	01A EI Students	01B EI Transitions	01C EI Achievement	01D EI Retention	01E EI Success	01F EI Transitions	01G EI Success
12:00pm - 12:30pm	How generative AI is changing STEM higher education: The experience on the ground	All Systems Go: Tertiary Transition Programme for Autistic Students - A Pilot Initiative at the University of Auckland	Assisting underrepresented cohorts overcome challenges created by online learning and assessment.	Early identification of at-risk students in tertiary education	Strategies for student success and wellbeing in accelerated online learning: A case study from JCU's Master of Nursing	Transitioning-in late enrolled students quickly and effectively	The many colours of student support: perspectives and practice of Enabling education practitioners
	<i>Christopher Bridge, Birgit Loch, Ryan Naylor</i>	<i>Glenis Wong-Toi, Dulcie Brake, Jodie Peterson</i>	<i>Irshad Ali</i>	<i>Harrison Munday, Matthew Tight, Martin Schmude</i>	<i>Tracey Ahern, Tracey Gooding, Kate Casey, Stephen Abblitt</i>		<i>Marguerite Westacott, Juliette Subramaniam, Gemma Mann, Ana Larsen, Trixie James, Susan Hopkins, Kieran Balloo</i>
	<i>University of New England, University of Sydney</i>	<i>The University of Auckland, Waipapa Taumata Rau</i>	<i>Auckland University of Technology</i>	<i>University of New England</i>	<i>James Cook University, Keypath Education</i>	<i>University of Southern Queensland</i>	<i>University of the Sunshine Coast, Western Sydney University, Central Queensland University, University of Southern Queensland</i>

01A EMERGING INITIATIVE STUDENTS

How generative AI is changing STEM higher education: The experience on the ground

Christopher Bridge, Birgit Loch
University of New England

Ryan Naylor
University of Sydney

With generative artificial intelligence (GenAI) making sweeping changes to the student experience in higher education, and institutions scrambling to make policy adjustments and provide support to their academics, it is important to keep abreast of what is actually happening on the ground. This session will present the results of a survey of STEM teaching academics concerning the impact GenAI is having on their teaching practice, and the adjustments they are actually making. We reflect on these survey results in terms of the TEQSA guiding principles for assessment in the age of artificial intelligence.

01B EMERGING INITIATIVE TRANSITIONS

All Systems Go: Tertiary Transition Programme for Autistic Students – A Pilot Initiative at the University of Auckland

Glenis Wong-Toi, Dulcie Brake, Jodie Peterson
The University of Auckland | Waipapa Taumata Rau

Autistic students embarking on tertiary education can face challenges beyond those experienced by their neurotypical peers. Literature highlights that difficulties such as navigating the tertiary landscape and adjusting to new social situations can be mitigated through Autism-specific transition programmes, resulting in a more positive university experience. Combining insights from the literature with their experience supporting neurodivergent students, Inclusive Learning Advisers at the University of Auckland designed a three-part pilot initiative, the All Systems Go: Tertiary Transition Programme for Autistic Students. Two webinars with accompanying workbooks were delivered to prospective students in 2023, followed by an in-person day for newly enrolled students in early 2024. Feedback has been largely positive, and the programme is being evaluated to inform future design, content and delivery.

01C EMERGING INITIATIVE ACHIEVEMENT

Assisting underrepresented cohorts overcome challenges created by online learning and assessment

Irshad Ali
Auckland University of Technology

The challenges created by online learning have impacted profoundly on underrepresented cohorts. For example, in New Zealand, Māori and Pasifika students have been significantly affected based on numerous evidence such as decline in higher education participation and falling university achievement, retention and success rates. Students from such underrepresented cohorts face numerous barriers in online learning due to issues such as lack of appropriate equipment and internet connection, time management challenges, and lack of study space at home etc. Although the teaching and learning situation has reverted to some normality since the lockdowns, the use of online learning and assessment has continued at most universities. Universities have been using various strategies to better support the underrepresented cohorts in online learning. This presentation discusses strategies used at our university to particularly assist Pasifika students in online learning to help improve their achievement, retention, and success.

01D EMERGING INITIATIVE RETENTION

Early identification of at-risk students in tertiary education

Harrison Munday, Matthew Tight, Martin Schmude
University of New England

Data on a student's in-unit behaviour is a powerful indicator of their likelihood of overall success. Yet this behavioural data often only presents itself at certain in-unit milestones, limiting the opportunity for early preventative measures. This calls for developing a predictive model of student risk that affords academics the ability to identify potential at-risk students before such behavioural data is captured. In this paper, we discuss our research on developing a comprehensive predictive student risk model undertaken as a part of the University of New England (UNE) Atrium project on student retention – a model that affords academics the ability to identify potential at-risk students earlier and offer adequate support. We conclude by arguing that a risk model of this kind not only leads to greater overall student success but also helps to promote certain positive higher-education practices and virtues.

01E EMERGING INITIATIVE SUCCESS

Strategies for student success and wellbeing in accelerated online learning: A case study from JCU's Master of Nursing

Dr Tracey Ahern, Tracey Gooding,
James Cook University

Stephen Abblitt, Kate Casey
Keypath Education

Block teaching continues to challenge traditional semester- and trimester-based models and presents some specific design and teaching challenges. In the seven years since launching the accelerated online Master of Nursing, we've learned valuable lessons about designing and teaching in the online block mode and for the distinctive needs, motivations, and study patterns of our cohort.

Common challenges include complexity and cognitive load, perceived isolation through lack of engagement, and effort and workload caused by the short duration. Through intentional and iterative learning design, based on feedback from students and faculty, we have developed a program that promotes deeper learning and engagement, encourages connection and belonging, and provides flexibility to support the specific needs of our cohort.

This presentation discusses the practical strategies we use to scaffold student success and wellbeing in this challenging modality.

01F EMERGING INITIATIVE TRANSITIONS

Transitioning-in late enrolled students quickly and effectively

Natalie Oostergo
University of Southern Queensland

The onboarding and transitioning-in process is essential for first year student engagement and retention. However, students who enrol late into the first study period may have limited opportunity to benefit from the psychosocial and academic development outcomes that this process scaffolds. A tailored strategy to support the accelerated onboarding of these students has been developed by The University of Southern Queensland Student Success Advising team. The development of this strategy illustrates the capacity of teams that support students to contribute to the roll out of a university wide approach that is responsive to stakeholder's needs and lived experiences.

01G EMERGING INITIATIVE SUCCESS

The many colours of student support: perspectives and practice of Enabling education practitioners

Marguerite Westacott
University of the Sunshine Coast

Juliette Subramaniam
Western Sydney University

Gemma Mann, Ana Larsen, Trixie James
Central Queensland University

Susan Hopkins, Kieran Balloo
University of Southern Queensland

Student support, in its cloak of many colours, is a rising priority for universities. Recently, the Australian Universities Accord has recognised the vital role of Enabling courses in increasing participation in higher education from underrepresented groups. Enabling education contributes significantly overall, to the nation's economic prosperity and social cohesion. While we share the Accord's vision that higher education access should be universal, we believe access without multi-faceted and holistic support (beyond improved income support) could potentially hinder equitable outcomes.

Our research will shed light on what holistic student support is and the praxis of quality student support. This collaboration of seven experienced Enabling education practitioners from four Australian universities, includes examining factors that hinder and facilitate effective student support. In post-pandemic times, within neoliberal institutions and constantly shifting priorities, Enabling educators are at the coalface of supporting equity group students. Their perspective makes a valuable contribution to this complex area.

PARALLEL SESSION 2

12:40PM – 1:10PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 2	02A EI Students	02B EI Transitions	02C EI Students	02D EI Retention	02E EI Success	02F EI Transitions	02G EI Success
12:40pm - 1:10pm	Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?	How first-year regional students turn commencement regret into relief	The Country Universities Centre Equity and Inclusion Framework	Scaling student success through AI: Insights from a human-centred, relational and socially just approach	A 2024 update: Developing a curriculum of success at UniSC and UniSQ	I don't know what they really want": International postgraduate coursework students navigating academic writing expectations	Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.
	<i>Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett</i>	<i>Courtney Geritz, Maria Raciti</i>	<i>Danielle Keenan, Erin Wrafter, Kinne Ring</i>	<i>Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum</i>	<i>Cat Picton, Alison Jaquet</i>	<i>Qian Yang</i>	<i>Kelly Linden, Sarah Teakel</i>
	Deakin University	University of the Sunshine Coast	Country Universities Centre, University of Technology Sydney	University of Technology Sydney	University of the Sunshine Coast, University of Southern Queensland	The University of Sydney	Charles Sturt University

02A EMERGING INITIATIVE STUDENTS

Experiences of equity students negotiating life, work and learning: how can universities mitigate precarity and risk?

Nicole Crawford, Rola Ajjawi, Joanna Tai, Mollie Dollinger, Margaret Bearman, Matt Brett
Deakin University

Improving access, participation and "success" of equity students in Australian higher education is in the national spotlight with it featuring in the Australian Universities Accord review process, and interim and final reports. In this context, we are conducting a HEPPP-funded research project – a longitudinal qualitative study – to investigate undergraduate equity students' day-to-day experiences in negotiating their life, work and learning at an Australian university. To capture changes and/or stability over time, in-depth interviews were conducted at three points in time during a trimester in 2023 and are continuing in 2024. We will present key findings and discuss some precarious situations that many equity students experience: for example, financial distress while undertaking placements; and feeling unknown and isolated. We will consider how universities – via teaching and learning, support and/or policy – could mitigate precarity and potential risk of students failing units and/or withdrawing by drawing on "what works" from the research participants.

02B EMERGING INITIATIVE TRANSITIONS

How first-year regional students turn commencement regret into relief

Courtney Geritz, Maria Raciti
University of the Sunshine Coast

Research into first-year students' attitudes towards their studies has revealed there is often a gap between their pre-commencement expectations and their perceived experience. The Australian Universities Accord has affirmed the importance of inclusion, with a focus on increasing attainment of historically under-represented cohorts in tertiary education. This requires new research to better understand how pre-commencement expectations among regional and remote university students are formed, and how students respond to this expectation-experience mismatch. This research examines the relationships between unmet expectations and the response of first-year, first-time regional and remote (FYFT-RR) university students as it relates to their overall satisfaction. Insights drawn from 20 semi-structured, face-to-face interviews revealed how action-based responses to mismatches result in increased satisfaction whereas inaction-based responses result in decreased satisfaction. This research provides insights for practitioners looking to create well-timed interventions and communications to better shape pre-commencement expectations. This research also highlights the opportunity to help FYFT-RR self-manage mismatches in the initial stages of their transition to university.

02C EMERGING INITIATIVE STUDENTS

The Country Universities Centre Equity and Inclusion Framework

Danielle Keenan
University of Technology Sydney

Erin Wrafter, Kinne Ring
Country Universities Centre

The Regional University Study Hubs (RUSH) program, an Australian Government initiative, aims to enhance tertiary education access for underserved groups in regional, rural, and remote areas. The Country Universities Centre (CUC), funded under RUSH, operates in twenty-three communities across Eastern Australia. The CUC has developed an equity and inclusion framework that enables community-led, place-based engagement, allowing each CUC to design programs that meet local needs. This framework not only improves educational outcomes but also contributes to broader social change by empowering communities. Its adaptability promotes sustainable practices, creating lasting social impact across diverse socio-cultural and demographic communities.

02D EMERGING INITIATIVE RETENTION

Scaling student success through AI: Insights from a human-centred, relational and socially just approach

Susan Gibson, Sarah Lok, Rachel Yasmineh, Kylie Readman, Gregory Martin, Simon Buckingham Shum
University of Technology Sydney

Attrition remains a challenge for Australian universities, despite persistent efforts to address it. Beyond financial and reputational implications for institutions, attrition profoundly influences students' life prospects and trajectories. Its causation stems from a complex interplay of personal, institutional and contextual factors. Regrettably, prevalent explanations often adopt a narrow lens, blaming the students most 'at risk'. Such perspectives neglect a holistic understanding of the student experience and hinder translation of actionable insights into strengths-based, personalised, scalable improvements. In response, the University of Technology Sydney conducted an AI-driven pre-census attrition pilot aligned with principles of social justice and a commitment to enhancing success across diverse student cohorts. A workshop gave voice to student questions and concerns, guiding the AI modelling and outreach protocol. Tested in three faculties, the pilot enabled a significantly higher retention rate among commencing students compared to those not in the trial. This success prompted university-wide adoption in 2024.

02E EMERGING INITIATIVE SUCCESS

A 2024 update: Developing a curriculum of success at UniSC and UniSQ

Cat Picton

University of the Sunshine Coast

Alison Jaquet

University of Southern Queensland

In 2021, we presented a paper at the STARS conference titled 'Enhancing student success through an advising curriculum' (Picton, Jaquet and Bell, 2021). In this paper, we debuted the concept of an advising curriculum that emerged from a joint research project on academic student success advising at the University of the Sunshine Coast (UniSC) and the University of Southern Queensland (UniSQ). This paper provides an update on how this work has progressed in the past three years across these two university partners and discusses its future state.

02F EMERGING INITIATIVE TRANSITIONS

I don't know what they really want": International postgraduate coursework students navigating academic writing expectations

Qian Yang

The University of Sydney

The transition to postgraduate coursework presents unique challenges for international students exploring the academic writing standards of tertiary institutions. Gathering insights from students and academics across Australia, this mixed methods-grounded theory study investigated how international postgraduate coursework students navigate academic writing expectations in Australian universities. Results demonstrated confusion regarding expected standards and requirements for written assignments.

02G EMERGING INITIATIVE SUCCESS

Increasing student success in first-year university through intentional curriculum design: the development of consistent unit guidelines.

Kelly Linden, Sarah Teakel

Charles Sturt University

The literature is clear that for transition pedagogy to be most effective it must be embedded throughout the first-year curriculum at an institutional level. Here, we pilot the development and implementation of guidelines for first-year unit development based on transition pedagogy and the Universal Design of Learning framework. Seven units with an average of 290 enrolled students were redeveloped for consistency and clarity, with a focus on three key areas: scaffolding of content, assessment design, and unit delivery. The average pass rate across all unit offerings increased from 67% (in 2022) to 85% (in 2023), accounting for approximately 360 additional passing grades. The guidelines are now used to inform all first-year unit development work at our university.

STUDIOSITY LUNCHTIME SESSION

1:20PM – 1:50PM | PERTH ROOM

Humans in the Loop: why it's a requirement for AI in education

Presented by Nadia Sundstrom

Head of New Partner Development - APAC, Studiosity

While AI can automate, enhance, scale, and increase access to learning experiences, human inputs - or humans in the loop - ensure the student experience and academic delivery stays validated and protected.

Studiosity

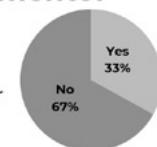
Studiosity-YouGov survey shows students want more peer connection

Survey conducted by the YouGov analysis institute, 23 November - 29 December 2023 n=1,212 in Australia.

Increase in students' desire for a peer mentor

Q. Did you have a student mentor?

Notably, students studying **remotely or off-campus** were significantly less likely to report having a mentor available (24%).

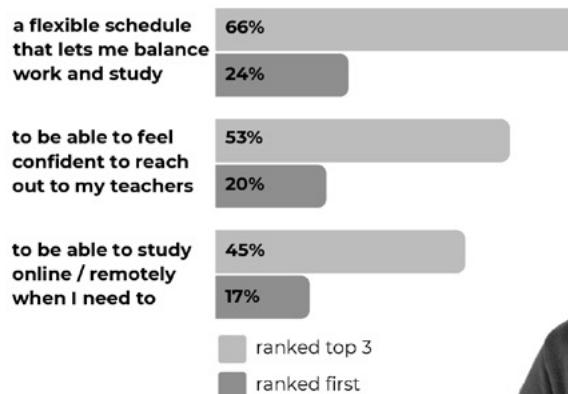


Q. Would you have liked a student mentor?

Around half of the students said yes, they would have liked to have a peer mentor (51%↑, n=412). This is an increase on last year, when 34% of students said the same. Desire for a mentor is significantly higher among **international students (66%)**, compared to domestic (49%) - and also correlates closely with frequency of stress - the more frequently students felt stressed, the more likely they wanted a mentor.

Flexibility and connection key to belonging

40% of students don't feel they '**belong**' to their university community (n=483), citing the below changes that would make them feel more like they belong:



Full report available online
studiosity.com/AUwellbeing



PARALLEL SESSION 3

2:00PM – 2:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 3	03A EI Students	03B EI Transitions	03C EI Students	03D EI Retention	03E EI Success	03F EI Achievement	03G EI Students
2:00pm - 2:30pm	Enhancing student engagement in tertiary Indigenous Studies through storytelling	Advising Partners: Proactive messages in first-year nursing courses	Fostering Teamwork Organically Among Engineering Students in an Enabling Environment	Economy of Scale: Embedding Academic Skills to Ensure Equity	Celebrating Student Success: Embedding Inclusive Practices into Graduation	When less groupwork assessment is more: capturing students' diverse funds of knowledge in an ultimate year law course	Navigating Consent and Respect: The Australian National University's Journey in Large-Scale Consent Education for Preventing Sexual Violence
	<i>Tracey Bunda, Katelyn Barney, re a (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver</i>	<i>Christy Macnish</i>	<i>Rishaad Abdoola, Madeleine Wilson</i>	<i>Danielle Clarkson</i>	<i>Jaymee Beveridge, Kylie Austin</i>	<i>Paula Zito</i>	<i>Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly</i>
	<i>The University of Queensland</i>	<i>University of the Sunshine Coast</i>	<i>UNSW Sydney</i>	<i>CQUniversity</i>	<i>University of Wollongong</i>	<i>University of South Australia</i>	<i>Australian National University</i>

03A EMERGING INITIATIVE STUDENTS

Enhancing student engagement in tertiary Indigenous Studies through storytelling

Tracey Bunda, Katelyn Barney, *et al* (Regina) Saunders, Stephanie Gilbert, Nisa Richy, Lisa Oliver
The University of Queensland

Indigenous Studies often involves asking difficult and uncomfortable questions about race relations between Indigenous and non-Indigenous Australians, and student and lecturer positioning in relation to colonisation in Australia. Storying is an approach to reflective practice often used in Indigenous Studies that involves the process of telling stories to communicate and reflect on information or knowledge. From some Aboriginal perspectives, story, in all its Aboriginal-language terms has always been used to share knowledge and to educate. Drawing on findings from a University of Queensland Teaching Innovation grant, we explore how storytelling can be used to enhance student engagement in Indigenous Studies. Thematic analysis of interviews with university students enrolled in Indigenous Studies courses and examples from student reflective stories are drawn on to examine how using storytelling as a reflective and relational approach can enhance student engagement and provide safe spaces in which students can come to terms with the difficulties, discomforts and emotions experienced in these intercultural teaching and learning contexts. To conclude, we discuss the development of an Indigenous Studies Student Engagement Framework and explore how storytelling can be used in other tertiary contexts.

03B EMERGING INITIATIVE TRANSITIONS

Advising Partners: Proactive messages in first-year nursing courses

Christy Macnish
University of the Sunshine Coast

This pilot represents a professional and academic staff partnership aimed at enhancing the academic success of commencing nursing students by embedding co-curricular skills into the curriculum. The approach involves embedding timely advising messages in alignment with Picton's (2021) Advising Curriculum into the first semester courses of students commencing the Bachelor of Nursing Science via conventional or credit pathways. This work across the traditionally siloed professional and academic domains exemplifies the integrated approach adopted by the Student Success team. It is also a proactive response to recommendations in the Australian Universities Accord Final Report, which emphasises the need to demonstrate innovative practices in student services that prepare students for roles in critical fields, such as nursing. This emerging initiative outlines the frameworks that inform the integrated practice of the Student Success team and offers an example of our proactive student advising practice as we evolve towards a pan-university approach.

03C EMERGING INITIATIVE STUDENTS

Fostering Teamwork Organically Among Engineering Students in an Enabling Environment

Rishaad Abdoola, Madeleine Wilson
UNSW Sydney

Teamwork is a crucial skill for Engineering undergraduates, but one that is often an assumed skill or part of the hidden curriculum rather than being explicitly taught. In the context of our general education unit in which the vast majority of participants are Enabling students (a mix of mature-age and high school leavers), we developed a social attribute-based competitive boardgame to assist students to consciously adopt team roles and reflect on their performance within a team in a competitive but low risk setting. Our observations of the social boardgame interactions allowed us to more effectively group students for their project. We found that students built stronger connections in their final assessed groupings and were able to resolve conflict with minimal intervention. From here, we propose to develop a methodology for grouping students for team-based assessment based on agreed attributes to assist them to develop the skills they need.

03D EMERGING INITIATIVE RETENTION

Economy of Scale: Embedding Academic Skills to Ensure Equity

Danielle Clarkson
CQUniversity

With student equity high on the agenda of the Australian Universities Accord Final Report, universities nationwide are considering the requirements of academic skills support for a broadening student demographic. This presentation aims to share how one of Australia's largest regional universities is maximising the economy of scale by providing academic skills support to first-year undergraduate students through an institution-wide, undergraduate collaboration. The university has the highest percentage of undergraduate students from low socio-economic status (LSES) backgrounds across the sector and the second highest percentage of regional and remote undergraduates (Department of Education, 2021). Consequently, the university has embedded assessment-specific academic skills into units which have high proportions of equity groups as a strategy for increasing student success within the first year of study. The Embedded Academic Skills Project started with four units of study in T1 2016, increasing to over 150 units of study in 2024, impacting 10,000+ students annually.

03E EMERGING INITIATIVE SUCCESS

Celebrating Student Success: Embedding Inclusive Practices into Graduation

Jaymee Beveridge, Kylie Austin
University of Wollongong

In 2022, the University of Wollongong reimagined our Graduation ceremonies, connecting these celebrations with our rich Indigenous history and ensuring that Graduation practices were inclusive of gender and disability. This change was reflective of a shift in the strategy of the University to prioritise equity, diversity and inclusion, and to walk alongside our Indigenous colleagues and community in recognition and healing. This resulted in a transformation of Graduation, from the language to the music and the ceremony in which Graduation was embedded. UOW's Graduation ceremonies are an example of shifting the narrative, from long held practices that can potentially exclude students, to celebrating the success of all students in inclusive ways.

03F EMERGING INITIATIVE ACHIEVEMENT

When less groupwork assessment is more: capturing students' diverse funds of knowledge in an ultimate year law course

Paula Zito
University of South Australia

Historically, law students require a competitive ATAR for entry into their law degree and a competitive grade points average (GPA) on their exit to enhance employability. The GPA is a useful filter for potential recruiters when they have too many applicants for a position (JLegal, 2024). Consequently, law students expect to finish their program work with the highest GPA possible. While they are taught the importance of teamwork and collaboration during their studies, when it comes to assessments, ultimate year law students want to be assessed on their own individual merit, rather than groupwork assessments. This study conducted at The University of South Australia observed that in an ultimate year law course the emphasis on building groupwork as an assessable component was impacting on the overall success and experience of the students. The findings of the research were that sometimes less groupwork is more as will be shared in this presentation.

03G EMERGING INITIATIVE STUDENTS

Navigating Consent and Respect: The Australian National University's Journey in Large-Scale Consent Education for Preventing Sexual Violence

Joel Radcliffe, Friederike Gadow, Hannah Leary, Rory Kelly
Australian National University

Sexual violence remains a pressing challenge on university campuses, prompting primary prevention efforts including education on sexual consent. This presentation reflects on the Australian National University's (ANU) approach to conceptualising, implementing, and evaluating a bespoke consent education program for commencing students, emphasising successes, challenges, and lessons learned. The session will include audience discussion on key topics such as the role of consent education in primary prevention efforts, strategies for enhancing student engagement in online and in-person education, and avenues for sustaining and advancing prevention initiatives within university settings.

PARALLEL SESSION 4

2:40PM – 3:10PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 4	04A EI Students	04B EI Transitions	04C EI Students	04D EI Retention	04E GPR Students	04F EI Retention	04G EI Success
2:40pm - 3:10pm	Your cohort by numbers - mapping equity of participation in student experience initiatives	Start@Uni: Supporting students from equity backgrounds to transition to university study	Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?	A whole-of-lifecycle approach to equity grants	Evaluating Student Equity Initiatives: A Student-Centred Approach	Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.	"Can't we let students get from A to B differently?": Disability Support Officers supporting online students with mental health disabilities.
	<i>Aimee Clarke, Louise Kuchel, Daniel Blundell</i>	<i>Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague</i>	<i>Geoffrey Mitchell</i>	<i>Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard</i>	<i>Nadine Zacharias, Sadie Heckenberg, Laura Kostanski, Melissa Lowe, Jeff Waters</i>	<i>Anne Braund, Trixie James, Katrina Johnston</i>	<i>Jacquie Tinkler, Ella Dixon</i>
	<i>The University of Queensland</i>	<i>University of New South Wales</i>	<i>Queensland Department of Education</i>	<i>The University of Notre Dame Australia</i>	<i>Swinburne University of Technology, University of Tasmania, CSIRO, Environment Business Unit</i>	<i>CQUniversity</i>	<i>Charles Sturt University</i>

04A EMERGING INITIATIVE STUDENTS

Your cohort by numbers - mapping equity of participation in student experience initiatives

Aimee Clarke, Louise Kuchel, Daniel Blundell
The University of Queensland

Advancing equity is a priority in higher education. As many universities work toward parity in their student cohorts, the University of Queensland (UQ) Faculty of Science Student Experience team is monitoring student participation in co-curricular activities to assess the parity of participation and identify areas for improvement.

In this presentation we will share how we collect and analyse these data to improve our programs. We will facilitate discussion about how equity of participation is measured at other institutions and share good practice tips for making co-curricular programs more inclusive.

04B EMERGING INITIATIVE TRANSITIONS

Start@Uni: Supporting students from equity backgrounds to transition to university study

Harriet Ridolfo, Mick Warren, Katie Osborne-Crowley, Katy Head, Mary Teague
University of New South Wales

Transitioning from school to university may present a challenge for students from underrepresented backgrounds, requiring adaptation to a new learning environment and developing essential academic skills. To address this challenge, the Access, Equity, and Inclusion unit at UNSW, in collaboration with the University of Sydney and the University of Newcastle, has developed two digital toolkits as part of the Start@Uni project: Uni Ready, a student-facing toolkit for first-year university equity cohorts and an Inclusive Teaching Guide, for teachers of first-year university equity cohorts. Funded by the NSW Department of Education, both resources are free and open to all. This presentation will discuss our inclusive and consultative approach to the toolkit development, which ensured the perspectives and experiences of students, first-year teachers and equity practitioners were centred. We will outline our evidence-based theory of change, explore how we assess the toolkits' effectiveness in aiding students' transition to university study, and present an evaluation of the student toolkit.

04C EMERGING INITIATIVE STUDENTS

Growth and equity in higher education: where will the additional students come from and who will need to do the heavy lifting?

Geoffrey Mitchell
Queensland Department of Education

The Australian Universities Accord Final Report has proposed bold new targets for tertiary education attainment including parity in participation and success for four key under-represented cohorts. This presentation will explore these targets, data on current participation and pathways to higher education at a jurisdictional and national level, and consider the challenges and opportunities proposed targets present. The presentation will draw on preliminary work from the author's ACSES Visiting Scholar project and focus on school to university pathways and higher education participation, rather than completion and success targets.

04D EMERGING INITIATIVE RETENTION

A whole-of-lifecycle approach to equity grants

Lexi Rollins, Ana Ferreira Manhoso, Raphael Pereira, Louise Pollard
The University of Notre Dame Australia

Equity scholarships are an effective means of improving access, participation, retention, and success for students from underrepresented cohorts and those experiencing financial disadvantage. This is particularly true when scholarships are one element of a comprehensive system of supports. Therefore, The University of Notre Dame Australia has introduced three equity grants targeting financial pressure points in the student lifecycle. Development and delivery have involved a whole-of-university approach which aims to increase availability and uptake of the grants and enhance institutional capability. In response to student need, and literature highlighting the necessity of embedding equity scholarships into other student supports, the University is developing a strengths-based transition program for grant recipients. Preliminary learnings about equity grant design and integration with supports will be shared in this presentation.

04E GOOD PRACTICE REPORT STUDENTS

Evaluating Student Equity Initiatives: A Student-Centred Approach

Nadine Zacharias, Melissa Lowe, Jeff Waters

Swinburne University of Technology

Sadie Heckenberg

University of Tasmania

Laura Kostanski

CSIRO

The robust evaluation of student equity initiatives is now an expected activity in Australian universities. This paper reports on the development of Swinburne's HEPPP Evaluation Framework in which the project team adopted a student-centred design approach. The needs of Aboriginal and Torres Strait Islander students were positioned at the heart of the methodology and provided the starting point of explorations of student experiences in interviews and focus groups. We found that psychosocial support activities were critical to Indigenous students and those from low SES and/or regional or remote backgrounds and identified several additional outcome factors of equity programs. Furthermore, we propose Prosperity as a new impact factor for evaluating equity programs to capture a broader notion of 'success'. We argue that insights from existing institutional evaluation frameworks need to complement the Student Equity in Higher Education Evaluation Framework (SEHEEF) as Australia's national framework and inform its continuous improvement.

04F EMERGING INITIATIVE RETENTION

Grit-ability: The Circles of Influence that Support Equity Students to Stay at University.

Anne Braund, Trixie James, Katrina Johnston

CQUniversity

Understanding more about the perceptions of equity students as they navigate the heterotopia of university, assists educators to identify the unique challenges and supports that positively influence student retention and success. With a focus on the 'whole of student' experience, this paper presents equity students' perceptions of the key influences that impacted their ability to persevere in higher education studies. Founded on Duckworth's (2007) grit theory and Dweck's (2006) growth mindset theory, Grit-ability presents the themes that emerged from data collected from 489 students enrolled in the preparatory course at Australia's largest regional university. Grit-ability highlights the internal traits, external networks, and growth mindsets that equity students perceived as influencing their interactions, challenges, opportunities, and development as they navigated their pathway into university. The findings provide insights for educators to innovate learning and teaching support practices to consider the circles of influence that impact equity students within higher education.

04G EMERGING INITIATIVE SUCCESS

"Can't we let students get from A to B differently?": Disability Support Officers supporting online students with mental health disabilities.

Jacquie Tinkler, Ella Dixon

Charles Sturt University

The mental health of Australian university students has been declining for some time, and this decline has been especially challenging for students studying online. Poor mental health is an especially challenging problem for online students who can find accessing mental health care very difficult, in addition to the difficulties of online learning and forming supportive relationships with their lecturers and peers that aid their learning. This study used mixed methods to explore the experiences of Disability Support Officers who are key contacts and supports for these students, and how they consider and use approaches such as UDL and assistive digital technologies. Our findings show a range of challenges to their role that arise from the constraints of both the neo-liberal university, attitudes toward disability, and difficulties trying to influence the use of inclusive pedagogical approaches such as UDL, and the use of assistive technologies.

PARALLEL SESSION 5

3:40PM – 4:10PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 5	05A EI Students	05B EI Transitions	05C EI Students	05D EI Retention	05E EI Success	05F EI Transitions	05G EI Success
3:40pm - 4:10pm	Rethinking 'Fitness to Practice': towards inclusive course requirements	They can slip through the cracks: Supporting domestic CALD students as they transition to university	Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle	From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention	Student Leaders at the Forefront – Academic Integrity Awareness Week	The move to "assumed knowledge" in mathematics: supporting incoming students who are at different stages of their maths learning journey.	Conception to constellation: Rethinking coursework research with STARS
	<i>Mollie Dollinger, Joanna Tai, Lisa McKenna, Kalpana Raghunathan</i>	<i>Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld</i>	<i>Adriana Haro, Emily Fuller</i>	<i>Martin Schmude, Harrison Munday, Ben Davies</i>	<i>Claudia Gottwald</i>	<i>Sam Sterling</i>	<i>Pieta Shakes, Tracey Gooding, Tracey Ahern</i>
	<i>Curtin University, Deakin University, La Trobe University</i>	<i>CQUniversity</i>	<i>University of Newcastle, Australia</i>	<i>University of New England</i>	<i>The University of Adelaide</i>	<i>Monash College</i>	<i>James Cook University</i>

05A EMERGING INITIATIVE STUDENTS

Rethinking 'Fitness to Practice': towards inclusive course requirements

Mollie Dollinger

Curtin University

Joanna Tai

Deakin University

Lisa McKenna, Kalpana Raghunathan

La Trobe University

In Australia and globally universities are increasingly extolling their vision for a diverse student body, reflective of the society in which we live. Yet the current regulatory accrediting processes surrounding course entry and enrolment, frequently referred to as inherent requirements (IRs), may unnecessarily block diverse individuals from their pursuit of study and professional employment. In this study, we investigated the current state of play of IRs across Australian accredited nursing and midwifery courses to interrogate practices and reflect on how IRs could be reframed within the practice of Assessment for Learning (AfL). In doing so we highlight the opportunity to create learning experiences for students, educators, and graduate employers to reflect on the contextual and often rapidly changing role requirements of accredited professions. Ultimately, through this work, we generate a unique value proposition to reposition the role of universities not as gatekeepers, but as places for purposeful and important discussions on the future of diverse professional workforces.

05B EMERGING INITIATIVE TRANSITIONS

"They can slip through the cracks": Supporting domestic CALD students as they transition to university

Jenny McDougall, Caroline Henderson-Brooks, Bobby Harreveld

CQUniversity

Domestic Culturally and Linguistically Diverse (CALD) students are a potentially vulnerable group who can be overlooked at university. This presentation reports on a small-scale project that explored the needs of CALD students transitioning to university via an enabling program. Students described anxieties about using English in a range of contexts, feelings of alienation, and time pressures compounded by an additional language load. Lecturer support emerged as a lifeline for these students, particularly those geographically removed from crucial social networks. Therefore, a holistic, flexible form of support is recommended for educators. This includes the adoption of inclusive practices in face-to-face and online learning environments, clear modes of communication, and multi-modal learning experiences. Fresh perspectives on the challenges and needs of CALD students can help ensure that fewer 'slip through the cracks' at the start of their university studies, with benefits for not just individuals but also the wider university community.

05C EMERGING INITIATIVE STUDENTS

Extending our Relational Navigation approach with and for student victim/survivors at the University of Newcastle

Adriana Haro, Emily Fuller

University of Newcastle

Gender-based violence (GBV) is at epidemic proportions in Australia, exacerbating poverty, homelessness, poor health and access to and engagement in education. Recent research conducted with students and student victim/survivors at the University of Newcastle highlighted the inequalities students faced in accessing, participating and completing their higher education. This work reveals that gender-based violence across the life course impacts higher education equity and provides recommendations for universities from student victim/survivors. This presentation focuses on a key recommendation from those student insights outlining the need for more expertise and specialised guidance to be provided to enable student survivors to successfully navigate complex higher education and social service systems and transition processes. CEEHE is drawing on their innovative, research-informed Relational Navigation approach to develop a new program supporting students with an experience of GBV that has impacted their engagement at university. This presentation will also discuss key aspects of the program, as well as the process of, and insights from, its development and implementation.

05D EMERGING INITIATIVE RETENTION

From pilot to platform: supporting academics to offer early, targeted outreach to improve engagement and retention

Martin Schmude, Harrison Munday, Ben Davies

University of New England

The student-academic connection at university plays an important role in student engagement, particularly for students who do not appear to be actively engaged in their studies. This paper reports on the benefits, both pedagogically and structurally within the university, of having academics at the core of proactive student outreach. While many university outreach approaches utilise early detection systems and automation to contact students, they have not usually involved the academic, and consequently missed an opportunity to strengthen this student-academic connection. A pilot study in 2021 at The University of New England (UNE), Armidale, NSW, looked at the impact of proactive outreach by academics, which has now been developed into a university-wide strategy and the creation of a web-based platform, called Atrium, to support this approach.

05E EMERGING INITIATIVE SUCCESS

Student Leaders at the Forefront – Academic Integrity Awareness Week

Claudia Gottwald
The University of Adelaide

Over the past few years higher education institutions have sought creative ways to raise awareness of the importance of academic integrity with students as active partners and peer-educators. This session will highlight the ways in which Student Leaders at the University of Adelaide have been at the forefront of organising Academic Integrity Awareness Week as a week-long initiative upholding and refreshing student and staff understanding of academic integrity through a variety of innovative face-to-face and online activities. This session will discuss practical ways for collaborating with Student Leaders to successfully spread essential academic integrity messages to a wide audience of students and staff.

05F EMERGING INITIATIVE TRANSITIONS

The move to “assumed knowledge” in mathematics: supporting incoming students who are at different stages of their maths learning journey.

Sam Sterling
Monash College

Changes to tertiary entrance requirements can be seen across the sector and Mathematics has been a particular focus of these changes, with a move towards favouring “assumed knowledge” over the application of specific test scores or pre-entry math curriculum mapping. While this change is important in removing a barrier to university entry that no longer serves as useful, it also behoves transition educators to (re)consider how best to support the development of mathematical competence across an ever more diverse cohort of incoming students. This initiative describes a process of individual needs analysis (identifying where students are on their maths learning journey at entry) and destination mapping (where do they need to be, to have success in their chosen program of study?) matched with just-in-time maths development activities, in the form of gamified online modules and physical group-based projects, to get students from where they are, to where they need to be.

05G EMERGING INITIATIVE SUCCESS

Conception to constellation: Rethinking coursework research with STARS

Pieta Shakes, Tracey Gooding, Tracey Ahern
James Cook University

Postgraduate nursing education plays a crucial role in equipping nurses with the skills needed for evolving healthcare demands and fostering their ability to contribute to research that improves healthcare services and outcomes. Evaluation of three research subjects prompted a rethink of the threshold concepts, curricula and teaching methods. Drawing upon design thinking principles and informed through industry and community engagement, we redesigned an integrated research portfolio that prioritised the needs of a diverse student cohort. The in-development research portfolio is being structured to facilitate seamless transitions for students at various stages of their academic and professional journey, integrating evidence synthesis and research methods into relatable clinical and workplace scenarios. Nurturing critical thinking, engagement and self-assessment of learning, the initiative seeks to foster student engagement and retention while equipping students with the necessary skills to contribute meaningfully to healthcare research and evidence-based practice.

PARALLEL SESSION 6

4:20PM – 4:50PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 6	06A GPR Students	06B EI Transitions	06C EI Students	06D EI Retention	06E EI Success	06F RP Students	06G EI Success
4:20pm - 4:50pm	Access and Equity in Australian Higher Education: The Equity Indigenous student university completion: Version 2.0	Enabling/pathway programs and Indigenous student university completion: Building the evidence	Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking	Dare2BeDeadly: Decolonising & Enriching Indigenous Student Experience	Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success	A Strengths-Awareness Pilot for an Australian University Mentoring Program	Learning with nature gives university student well-being a boost

Anna Bennett, Ryan Naylor, Jo Hanley, Cheryl Burgess

University of Newcastle, University of Sydney

Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Ash Moor, Scott Parlett, Kirsten Hausia, Nisa Richy, Daniel Taylor-Griffiths

The University of Queensland, The University of Melbourne

Rosalind McFarlane

Monash University

Leonie Taylor, Toni Bowen

CQUniversity

Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos

Australian Catholic University

Naia Robinson, Sarah Walker

Australian National University

Elissa Pearson, Amanda Richardson, Brianna Le Busque

University of South Australia

06A GOOD PRACTICE REPORT STUDENTS

Access and Equity in Australian Higher Education: The Equity Initiatives Framework Version 2.0

Anna Bennett, Jo Hanley, Cheryl Burgess
University of Newcastle

Ryan Naylor
University of Sydney

Australia's higher education sector has seen substantial developments in equity and inclusivity as a result of initiatives which work to improve the numbers and experiences of students from a wide diversity of backgrounds. This Good Practice Report shares learnings from a recent national project about the impacts of a wide range of access and equity programs and services, shedding light on effective strategies throughout the student life cycle. The study, known as the Critical Interventions Framework Part 3 (CIF 3), analysed published studies which provide details about the impact of initiatives, highlighting the mechanisms which have enabled students to gain access to and succeed in higher education. The focus here is on a key outcome of the CIF 3, the updated Equity Initiatives Framework (EIF), designed for utility as a quick reference guide to aid equity practitioners and others working to support students in their educational endeavours.

06B EMERGING INITIATIVE TRANSITIONS

Enabling/pathway programs and Indigenous student university completion: Building the evidence

Bronwyn Fredericks, Katelyn Barney, Tracey Bunda, Nisa Richy, Daniel Taylor-Griffiths
The University of Queensland

Ash Moor
UQ College

Scott Parlett
University of New South Wales

Kirsten Hausia
The University of Melbourne

University completion rates for Indigenous students remain significantly lower than non-Indigenous students. Enabling programs are central to preparing and transitioning Indigenous students into university and are correlated with above average Indigenous undergraduate retention (Pitman et al., 2017). However, high-quality research-based evidence of the impact of these programs in relation to supporting university completion is limited. In this presentation we will discuss a current Australian Centre for Student Equity and Success (previously NCSEHE) funded research project which focuses on exploring "what works" in Enabling/Pathway programs and potential correlations between prior enrolment in an Enabling/Pathway programs and university completion for Indigenous students. Our study follows a mixed-methods (qualitative and quantitative) design to identify and evaluate the multifaceted dimensions and range of strategies used in Enabling/Pathway programs at three universities who support Indigenous students' to transition into university. We will discuss the project progress to date and conclude by discussing how the results will assist universities to implement stronger Enabling/Pathway programs to prepare and support Indigenous student success and completion.

06C EMERGING INITIATIVE STUDENTS

Using peer programs to help solve complex problems: international students, dating, sex ed and help seeking

Rosalind McFarlane
Monash University

Peer programs have long been used to address student cohort needs, and choosing an appropriate design is central to their effectiveness. This research looks at using a specific situated language approach within a health peer program to provide better sexual health and respectful relationships education outcomes for international students in an environment where asynchronous content information is plentiful, but students still identify that their knowledge and awareness is average or poor. Using student evaluation data this presentation will examine how effective the situated language approach has been including whether it has increased students' willingness to seek help and if it has still contributed to students' content knowledge.

06D EMERGING INITIATIVE RETENTION

Dare2BeDeadly: Decolonising & Enriching Indigenous Student Experience

Leonie Taylor, Toni Bowen
CQUniversity

CQUniversity Australia has the highest number of Aboriginal and Torres Strait Islander students. Students' attrition rate within the tertiary education sector of Australia has been well-researched and the complexities of the impact on studies including financial, health, family and community obligations, economic disadvantage and issues concerning social and emotional wellbeing. COVID 19 isolation imputed the Dare2BeDeadly (D2BD) Student Journey - a case management system based on the 5 P's model (profile, preparedness, promise, process, and progress) for the transition, participation, and retention of students from low socio-economic backgrounds. This model strengthened the specialist cultural knowledge of our Indigenous Student Engagement team. Student feedback includes being empowered in their learning and increased willingness to access support services. There was an increase of students nominating for university leadership roles ie. Student Ambassador's, Mentoring, Student Representative Council and Casual Academics. The D2BD framework, model and completion data is collected through surveys and a dashboard for visibility.

06E EMERGING INITIATIVE SUCCESS

Catching students before they drop: A Diploma Pathway Programs initiative to re-engage students for success

Anna Menicucci, Sharnai Shead, Matthew Sweeney, Miriam Mani, Christine Athanasakos
Australian Catholic University

The Australian Government has released the Australian Universities Accord Final Report (Behrendt et al., 2024), which recognises future substantial demand for tertiary education. Of the 47 key recommendations made for change, one of the most significant is expanding participation and attainment from equity groups or underrepresented cohorts. At the Australian Catholic University (ACU), the Diploma Pathway Programs (DPP) (est. 2022) is well placed to meet the targets of underrepresented groups with its innovative practices, student-centric pedagogies, and focused support models. The 'Academic Guidance' support is an emerging initiative within ACU's DPP that aims to identify and support students' ongoing needs - all before they fail a subject. This seeks to address the ACU Support for Students Policy, implemented as a requirement stipulated by the Government in response to the Accord report (Higher Education Support Act 2003, Cth). This presentation will outline the Academic Guidance process, its outcomes and challenges associated with implementation.

06F REFEREED PAPER STUDENTS

A Strengths-Awareness Pilot for an Australian University Mentoring Program

Naia Robinson, Sarah Walker
Australian National University

Strengths-based initiatives for university students to identify and develop their strengths are increasing in popularity in the tertiary sector. An understanding of strengths provides students with greater resilience in their transition in and out of university. While such strengths-based initiatives have been studied among first-year student populations at large universities in the U.S., scant research has been conducted on strengths-development in the Australian tertiary sector. This mixed methods study evaluates the efficacy of the use of the CliftonStrengths Assessment and targeted strengths workshops on a group of mentors and mentees within a peer-mentoring program at a university in Australia. Quantitative analysis indicated increases to strengths awareness. Qualitative analysis also revealed participants could positively view their strengths, identify a plan for future strengths use, and view others and themselves in a new light. This study served as only a beginning; further research into strengths development at Australian universities is warranted.

06G EMERGING INITIATIVE SUCCESS

Learning with nature gives university student well-being a boost

Elissa Pearson, Amanda Richardson, Brianna Le Busque

University of South Australia

It is widely recognised that student well-being is a key contributor to student success at university. Yet, high levels of stress and distress persist. In an effort to better support student well-being within curricula, we introduced a university-wide elective course 'Connecting and Working with Nature' in which students learn about the benefits of nature contact and connection for their physical and mental health and employ evidence-based strategies to enhance personal well-being. Since its implementation in 2021, over 700 students have undertaken the course and we have conducted an ongoing evaluation of the impacts on student well-being. This Emerging Initiative presentation will detail the findings from Term 1 2024 where, for the first time, we prospectively followed a cohort of 81 students through the course and measured changes in their nature contact, nature connectedness and well-being. Preliminary analyses indicate significant increases to student well-being from the beginning to end of course.

NOTES

PARALLEL SESSION 7

5:00PM – 5:30PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 7	07A EI Students	07B EI Transitions	07C EI Students	07D EI Retention	07E EI Success	07F RP Transitions	
5:00pm - 5:30pm	Imagining University: A First in Family parent perspective of higher education Jaimey Facchin Charles Sturt University	'The Obstacles are the Path: Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Sally Kift, Elisa McGowan, Clara Yuan The University of Western Australia, Victoria University	Expanding institutional visibility of contemporary equity cohorts Fiona Navin Edith Cowan University	"Can you hear me?" Anne Braund CQUniversity	Understanding the relationship between equity students' online learning experiences at Australia's largest regional university. Ankit Agarwal, Daniel Townsend, John McGuire Western Sydney University	Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement Jill Lawrence, Alice Brown, Petrea Redmond, Jay Cohen, Stephanie Foote, Cathy Stone Uni SQ, The Uni of Adelaide, Gardner Institute and Stony Brook Uni, The Uni of Newcastle	

07A EMERGING INITIATIVE STUDENTS

Imagining University: A First in Family parent perspective of higher education

Jaimey Facchin
Charles Sturt University

Learners whose parents have not attended university, known as First in Family (FiF), have been researched extensively. Concurrently, numerous studies have investigated the influence of parents and carers on a student's aspirations for university education. However, a noticeable void exists in the literature, namely, narratives from the parents/carers. This PhD study aims to comprehensively understand the influence and contributions of parents/carers in shaping the educational journeys of FiF students. Informed by a social constructivist framework, this qualitative study draws insights from the lived experiences and narratives of parents/carers and their FiF dependent. By understanding the nuanced role of parents/carers in a FiF student's decision to contemplate, access, and participate in university, this research will make a substantial contribution to FiF literature. Additionally, this research will shed light on the pivotal role parents/carers play in the educational trajectory of FiF students.

07B EMERGING INITIATIVE TRANSITIONS

'The Obstacles are the Path': Using Strengths- and Evidence-based Approaches to Operationalise a Whole-of-University Intentional First Year Experience

Jennifer K. Carson, Antony Gray-Burrows, Catie Gressier, Elisa McGowan, Clara Yuan
The University of Western Australia.

Sally Kift
Victoria University

This good practice report offers a framework for rapidly enacting whole-of-university transformation in the context of the Universities Accord. Mid-2023, UWA funded a twelve-month project to implement an intentional first year experience driven by two guiding tenets: a strengths-based approach to student success and staff engagement; and collaborative, evidence-based design and evaluation of teaching and service delivery. We argue this approach both increases student inclusion and success and promotes the professional and academic staff buy-in essential to achieving whole-of-university transformation. Through a case study of the 'Just for Me, How to UWA Guide', we demonstrate the post-COVID value of such holistic endeavour, and consider challenges faced, and transferable lessons learned. Furthermore, we contend that higher education today requires unprecedented levels of flexibility, integrated practice and cross-boundary working. Our report highlights how our adoption of design thinking and Agile project management have enabled us to reframe the obstacles as the path.

07C EMERGING INITIATIVE STUDENTS

Expanding institutional visibility of contemporary equity cohorts

Fiona Navin
Edith Cowan University

Australia's Higher Education Student Data collection and related definitions of equity groups are based on concepts developed in the 1990s and before. Societal changes in Australia over the last 30 years have been transformative, with no commensurate modification of data being collected. Whilst universities aim to foster inclusive learning environments, there are limitations where data does not give visibility to particular cohorts and their unique experiences. These gaps create "missing and marginalised groups" (Harvey et al, 2016, p.4) and limit the voices that truly reflect the diversity of the student cohort. Edith Cowan University (ECU) has broadened institutional definitions and data collection to include contemporary equity cohorts, allowing more nuanced insights into the diverse cohorts at the university. Creating visibility of particular cohorts has enabled provision of effective engagement and targeted support, as well as monitoring of educational outcomes.

07D EMERGING INITIATIVE RETENTION

"Can you hear me?" A lifecycle study of equity students' online learning experiences at Australia's largest regional university.

Anne Braund
CQUniversity

As increasing numbers of non-traditional students access higher education (HE) via online courses, it becomes crucial for institutions to prioritise the provision of tailored supports that address the unique challenges faced by equity students. This includes developing comprehensive strategies at various levels within universities that focus on key motivators of online student engagement, HE lifecycle design, and institutional processes that support online success. By understanding how online learning is perceived by equity students, institutions can tailor their practices to provide comprehensive and effective services to ensure their retention, success, and satisfaction with their HE experience. This longitudinal case-study investigates the perceptions of equity students from groups identified as substantially underrepresented in HE in Australia: First Nations people, low socio-economic status (LSES), rural, remote, and outer suburban communities, and students with disabilities at Australia's largest regional university. The design for this research higher degree study will be shared in this presentation.

07E EMERGING INITIATIVE SUCCESS

Understanding the relationship between timetable scheduling and academic performance of 1st year UG students in Bachelor of Business Program

Ankit Agarwal, Daniel Townsend, John McGuire
Western Sydney University

The impact of factors such as students' background, teachers' qualifications, level of academic support, etc. on students' academic performance has been investigated intensively. The importance of timetable scheduling of lectures on students' performance were also previously stressed upon by the authors in STARS 2023 conference. It was highlighted that for the first-year engineering subjects, the pass rate improves when the lectures are scheduled towards the later part of the day. In this program, students did not have the choice to select the lecture timings. In the current research, the authors have analysed the first-year subject data from the Bachelor of Business Program, where the students have some flexibility to select their tutorial timings (it is a flipped delivery, with no face-to-face lectures in this Program). The objectives are to see if the inference from the engineering data is also applicable in other Programs, and if some flexibility in selecting classes improves students' performance and engagement. The session will provide an opportunity to discuss various results from this study and their possible implementation.

07F REFEREED PAPER TRANSITIONS

Galvanising Transition and Success for Underrepresented Students: Five Conditions for Enhancing Online Student Engagement

Jill Lawrence, Alice Brown, Petrea Redmond,
University of Southern Queensland

Jay Cohen
The University of Adelaide

Stephanie Foote
Gardner Institute and Stony Brook University

Cathy Stone
The University of Newcastle

The Australian Universities Accord's (2024) focus on expanding underrepresented groups' access to higher education underscores an on-campus-online paradigm shift, or post-pandemic digital transformation, to address students' flexibility and accessibility needs. The shift identifies that online student engagement, and students' learning outcomes, needs to be effective and fit for purpose if students are to succeed. Conducted as one phase of a longitudinal project (2017-present), this research investigated the approaches and strategies that could be incorporated to facilitate students' online engagement. Findings suggest that these strategies could be encapsulated under five key conditions: fashioning a strong teacher presence; crafting an inclusive and safe online learning environment; creating well-structured and interesting content; forging explicit expectation management; and ensuring students have time to engage. This paper argues that if educators are purposeful in applying these conditions, employing targeted, specific strategies in their curriculum design and teaching, students' online engagement, and their learning outcomes, will be enhanced.



WEDNESDAY

PARALLEL SESSION 8

8:40AM – 9:10AM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 8	08A EI Students	08B EI Transitions	08C EI Students	08D EI Success	08E EI Success	08F EI Students	08G EI Success
8:40am - 9:10am	Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions	Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.	Addressing placement inequities: a partnership approach	Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics	Learning and teaching practices for high student satisfaction: insights from subject coordinators	Using a hyper-flexible online teaching approach: a mixed-methods evaluation	Getting your capability on: The impact of a pre-orientation intervention
	Tracey Ahern Tracey Gooding	Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley	Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran	Maryam Rahou, Bella Ross, Nik Alksnis	Pam Draganovic, Jessica Gill, Laura Petridis	Jodie Brabin, Samantha Jakimowicz	Jason Steinhardt, Natalie Oostergo
	James Cook University	The University of Newcastle	The University of Sydney	Monash College	La Trobe University	Charles Sturt University	University of Southern Queensland

08A EMERGING INITIATIVE STUDENTS

Enhancing social presence and connectedness in online learning through CONNECT: Measuring the impact on student satisfaction and staff perceptions

Tracey Ahern, Tracey Gooding

James Cook University

The landscape of higher education has transformed significantly in recent years, with a surge in online courses. While student enrolments in online courses are rising faster than on-campus courses, retention rates remain lower (Australian Government Department of Education, 2021). An increasing body of evidence suggests online education may negatively affect students' sense of connection, resulting in feelings of isolation, loneliness, and disempowerment (Roddy et al., 2017). Therefore, strategies that aim to increase student connectedness should be implemented and evaluated to determine how these can improve the student experience, and ultimately student well-being, student achievement and student retention. Drawing on a review of existing literature, their previous research and their experience, the authors developed CONNECT: a framework to enhance social presence and connectedness in online learning (Ahern et al., 2023). The plan for implementation and evaluation of the CONNECT framework will be shared in this presentation.

08B EMERGING INITIATIVE TRANSITIONS

Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience.

Bronwyn Relf, Jennifer Irwin, Judith Weidenhofer, Karen Mate, Maureen Townley-Jones, Catherine Burgess, Sharon Cooper, Zoe Griffiths, Dean Sculley

The University of Newcastle

Nursing is the most popular degree destination for students completing Open Foundation, an Enabling program, at The University of Newcastle. To prepare students for their undergraduate nursing studies, most students enrol in an Enabling unit specifically designed to prepare them for the challenging core first year human bioscience unit. Despite this preparation, Enabling student success and performance in human bioscience has declined over the past 4-5 years. To investigate the reasons for this decline, a collaborative partnership was formed between academic staff teaching these units with a view to improving student transition and success. Guided staff discussions identified which assessments, pedagogical and curriculum approaches in the Enabling were most useful to students in their undergraduate studies. Students who completed both units were then surveyed to identify factors impacting their studies. This presentation will discuss the learnings from this partnership gathered from students and staff.

08C EMERGING INITIATIVE STUDENTS

Addressing placement inequities: a partnership approach

Amani Bell, Minahil Khan, Lachlan Sibir, Tara Soanes, Tina Tran

The University of Sydney

Mandatory placements are crucial part of several degrees, including nursing, social work and teaching, impacting many thousands of students. Previous research demonstrates the negative effects of unpaid placements on students from equity groups, and that placement educators are not always equipped to support students from diverse backgrounds. Galvanised by advocacy and research by students, educators, unions and professional bodies, the Australian Universities Accord has recommended that students receive financial support for placements. Our research explores solutions to the challenges of placement inequities, via a partnership approach. As an academic and four students, we are working together to conduct participatory action research alongside students, educators, policymakers, and placement providers. Our aim is to improve outcomes for students from diverse backgrounds and ultimately create a more diverse workforce. In this presentation we will discuss the key issues and existing research on placement inequities, and our initial findings regarding possible solutions.

08D EMERGING INITIATIVE SUCCESS

Enhancing Mathematics Education: The Role of Modular Teaching, Scaffolding, and Learning Analytics

Maryam Rahou, Bella Ross, Nik Alksnis

Monash College

Many Australian universities have recently removed mathematics entry requirements across various disciplines. This, coupled with the existing gap between school leavers' mathematics capability and university mathematics requirements, may lead to the widening of the mathematical capability gap between school leavers and university expectations. In response, Monash College introduced a program to address students' evolving mathematical needs, aligning with VCE and university-level mathematics, to increase student retention. Central to this approach is a diagnostic test designed to measure each student's mathematical capabilities and analyses of students' academic background and degree requirements. Following this analysis, students are guided through customised online learning modules and offered extra support through maths studios and learning hubs, providing ongoing assistance. In 2024, this approach was first piloted with around 170 students across different disciplines. This presentation shares initial findings on student performance and engagement, aiming to improve interactions with support materials and customised learning approaches.

08E EMERGING INITIATIVE SUCCESS

Learning and teaching practices for high student satisfaction: insights from subject coordinators

Pam Draganovic, Jessica Gill, Laura Petridis

La Trobe University

Student satisfaction (SS) is a crucial indicator of educational quality and has a positive correlation with engagement, retention, and performance. 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, providing limited insights into specific learning and teaching practices fostering satisfaction. 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. Online semi-structured interviews were conducted with 13 subject coordinators, whose subjects achieved high SS ratings. The findings of this study present actionable practices for teachers aiming to enhance SS. Thus, contributing to the ongoing discourse on effective learning and teaching practices, fostering a culture of continuous improvement and innovation in higher education.

08F REFEREED PAPER STUDENTS

Using a hyper-flexible online teaching approach: a mixed-methods evaluation

Jodie Brabin, Samantha Jakimowicz

Charles Sturt University

Aim: This evaluation aims to determine if a hyper-flexible teaching approach is preferred by post-graduate health students studying online.

Background: There is a growing push for greater flexibility and student-centred approaches to teaching in higher education. The COVID-19 pandemic accelerated the move to online learning which better accommodates students who are older, work full-time and have caring responsibilities which all impact on their studies.

Designing courses which are flexible in delivery as well as in assessment design is not currently common practice in universities but has shown to deepen students' understanding of the content and enable better application to the professional context.

Results: Students found a hyper-flexible approach better accommodated their conflicting family and professional priorities and enabled them to manage their studies more effectively. Students found their learning was deeper and they were able to absorb content under a hyper-flexible model. Peer-to-peer engagement was however negatively impacted by this approach, however, most students found it acceptable as a trade-off.

08G EMERGING INITIATIVE SUCCESS

Getting your capability on: The impact of a pre-orientation intervention

Jason Steinhardt, Natalie Oostergo

University of Southern Queensland

Australian universities have a suite of interventions to support first-year students. While many papers explore interventions that support students after they commence their studies, less is known about how proactive pre-orientation engagement interventions build and affect a student's definition of success. This paper follows 3518 commencing students from Semester 1, 2023 at the University of Southern Queensland. It looks at how the personalised onboarding of 939 of these students positively impacted their course withdrawal rates post-census date and overall final grade point average. The evidence gathered during this study demonstrates that early engagement with students by telephone is an effective communication method to support a student's success.

PARALLEL SESSION 9

9:20AM – 9:50AM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 9	09A EI Students	09B EI Achievement	09C EI Success	09D EI Retention	09E EI Success	09F EI Success	09G RP Students
9:20am - 9:50am	Can long distance relationships work? Insights from a partnership with a Regional University Centre	Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.	Student Pulse: Using data to inform support strategies	Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM	First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success	Fast Forward: 20 Years of Impact	Making the Student Experience Everybody's Business: Cultivating Collaboration in the Exosphere
	<i>Natalie Oostergo</i>	<i>Lauren Hansen, Jennifer Chung, Catherine Lissette Caballero</i>	<i>Jordyn Solomon</i>	<i>Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing</i>	<i>Ella Ewart, Emma Pelliccione</i>	<i>Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua</i>	<i>Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson, Brigit Loch</i>
	<i>University of Southern Queensland</i>	<i>Deakin University</i>	<i>CQUniversity Australia</i>	<i>Australian Academy of Technological Sciences and Engineering</i>	<i>Curtin University</i>	<i>Western Sydney University</i>	<i>La Trobe University, Federation University</i>

09A EMERGING INITIATIVE STUDENTS

Can long distance relationships work? Insights from a partnership with a Regional University Centre

Natalie Oostergo
University of Southern Queensland

The Regional University Hub (RUH) model of support is instrumental in mitigating the barriers and enhancing the enablers to learning that regional, rural, and remote students experience. The impact of the RUH model in improving students' educational outcomes has led to a significant need for universities to develop authentic relationships with RUH students and communities to support their engagement with tertiary studies. This paper addresses this need by describing the early findings and initial learnings from a partnership between the University of Southern Queensland and the Goondiwindi Regional University Centre.

09B EMERGING INITIATIVE ACHIEVEMENT

Towards evidence-based, course-wide graduate employability: an institution-wide capability building approach.

Lauren Hansen, Jennifer Chung, Catherine Lissette Caballero
Deakin University

A course-wide approach to graduate employability is considered best practice; however, adopting this within a large university brings challenges such as contested responsibility across stakeholders, lack of evidence to support practice, and variability in how graduate employability is conceptualised and operationalised. To address these challenges, the Graduate Employability Plan brings together three projects that support staff capability to design, implement and evaluate evidence-based graduate employability activities at a large metropolitan university. The development of the Conceptual Model provides conceptual clarity, Data Curation supports staff to access and engage with data to inform practice, and the Evaluation Framework guides staff to align their work with the Conceptual Model, prioritise core data sources and evaluate their practice. This work is underpinned by an open learning community, the Action Learning Group, who contribute their practice wisdom to the ongoing development of the Plan.

09C EMERGING INITIATIVE SUCCESS

Student Pulse: Using data to inform support strategies

Jordyn Solomon
CQUniversity Australia

Student retention is a top priority for institutions globally, directly impacting revenue, resourcing, and funding. Operating in a post-pandemic landscape, there is a need to understand our student profiles as they stand today to ensure we are utilising our resources effectively and addressing our students' needs to support their success. CQUniversity has a diverse student population with locations across Australia. As a result, our student's needs' are distinct depending on their profile, and it is crucial to develop tailored support strategies and engagements to retain our students and support their success. With an array of different systems the university uses depending on the purpose, gaining a holistic and valuable understanding of our students has proved difficult. Therefore, CQUniversity has implemented the use of the Student Pulse system to manage our engagements with students effectively and analyse interaction data.

09D EMERGING INITIATIVE RETENTION

Wrap-around student support to enhance retention of women and non-binary scholarship students in STEM

Alison Every, Georgia Elliott, Sybilla Grady, Emma Wensing
Australian Academy of Technological Sciences and Engineering

Gender-specific barriers to participation in STEM education for women and non-binary people are often exacerbated for those with intersectional experience and/or identities. 'Elevate' is a cross-institutional, multi-level tertiary scholarship program for diverse students in STEM, funded by the Department of Industry, Science and Resources and delivered by the Australian Academy of Technological Sciences and Engineering. The program will award 500 undergraduate, postgraduate and leadership scholarships over six years to support diverse people to thrive in the STEM sector. This paper discusses Elevate's unique approach to supporting STEM engagement for students enrolled at Australian higher education institutions. We explain how the program features of financial barrier reduction, wellbeing support, mentoring and networking, and skill-building workshops are supporting retention in STEM. Lastly, we describe our framework for understanding scholarship program success, focusing on a variety of student engagement and STEM ecosystem indicators to evaluate long-term progress.

09E EMERGING INITIATIVE SUCCESS

First Year At-Risk Intervention: Implementing Support for Students Policy, for Equity Unit Success

Ella Ewart, Emma Pelliccione
Curtin University

The First Year At-Risk Intervention project is the timely and effective identification, communication, and intervention for Academically At-Risk Students (AARS) to achieve improvements in academic progression and/or wellbeing. The project includes a university wide roll-out across key first-year undergraduate core units to ensure a consistent approach, in line with the focus of delivering proactive at-risk support and interventions for first year equity students. A range of interventions and support will be tested to understand intervention effectiveness and student outcomes, to in addition support the Support for Students Policy, that expands support to all equity cohorts.

09F EMERGING INITIATIVE SUCCESS

Fast Forward: 20 Years of Impact

Ana Setiu Tuala, Gerry Nettleton, Francesca Paletua
Western Sydney University

2024 marks 20 years since the inception of the Fast Forward program at Western Sydney University (WSU) and the promotion of higher education across the western Sydney region. The Fast Forward program is a widening participation and aspiration enrichment program that aims to increase the awareness of tertiary education as a viable post-high school option for students from a low socio-economic background in western Sydney. As a multidimensional intervention model, Fast Forward demonstrates its impact through an action research approach, adapting program engagement from quantitative, anecdotal, and evaluative data from participating students, parents/carers, and high school staff (Ni Chorcora et al., 2024). This paper will consider the impact of the Fast Forward program through its model of delivery and engagement, program data trends, and transition success stories of students who have participated within the program.

09G REFEREED PAPER STUDENTS

Making the Student Experience Everybody's Business: Cultivating Collaboration in the Exosphere

Christopher Bridge, Dell Horey, Brianna Julien, Belinda Thompson
La Trobe University

Brigit Loch
Federation University

It has long been recognized that a key element in improving student transition, retention and success in higher education is cross-institutional consistency and unity of action among disparate academic, policy and supports units. However, transferring this principle into practice often requires overcoming departmental silos, negotiating shared understandings of key concepts, and establishing patterns of cross-institutional collaboration in spaces where this may have been lacking. This study examines the effect of a program of supported communities of practice among teaching academics that sought to improve the culture of learning and teaching in a large science, health and engineering faculty in an Australian university. We present evidence that these communities of practice promoted collaboration by functioning as loci of cross-institutional consultation and coordination, providing the basis for an enhanced student experience. We propose this approach as a way of building cross-institutional unity of action to make the student experience everybody's business.

PARALLEL SESSION 10

10:20AM – 10:50AM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 10	10A EI Students	10B EI Transitions	10C EI Students	10D EI Retention	10E EI Success	10F EI Success	10G EI Success
10:20am - 10:50am	Co-designing supports for rural mature-aged nursing and allied health students: A study protocol	A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester	Enabling participation in WIL for students with disability.	"That could be me": Using archetypes and personas to identify professional teaching and learning training for academics.	Breaking the mould: How an active learning, immersive block model is transforming student success and feedback	Life-Ready Pathways through Enabling Education	Using process and outcomes to support student success through institutional change

Claire Quilliam, Nicole Crawford, Carol McKinstry, Lucinda Aberdeen, Kelly Naess, Steve Murphy

The University of Melbourne, Deakin University, La Trobe University, Sunraysia Community Health Services

Sarah Rose, Heather Webber

David Eckstein

Jeff Waters

Thomas Roche, Erica Wilson, Elizabeth Goode, John W. McKenzie

Bronwyn Relf, Jennifer Irwin, Catherine Burgess

Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton

Australian Catholic University

Deakin University

Swinburne University of Technology

Southern Cross University

The University of Newcastle

University of Southern Queensland

10A EMERGING INITIATIVE STUDENTS

Co-designing supports for rural mature-aged nursing and allied health students: A study protocol

Claire Quilliam, Lucinda Aberdeen

The University of Melbourne

Nicole Crawford

Deakin University

Carol McKinstry, Kelly Naess, Steve Murphy

La Trobe University

Regional, rural and remote people face ongoing challenges with accessing health services due to an undersupply of health professionals in rural communities. Taking a rural standpoint, contextually appropriate higher education approaches are required to support rural people's participation in and successful completion of higher education health courses. Mature-aged rural people are an important cohort to consider in the effort to strengthen the rural health workforce because of the higher proportion of rural higher education students being mature-aged. These students require contextually specific study supports to succeed in their studies and join the workforce. In this presentation, a study protocol for co-designing supports with rural mature-aged nursing and allied health students and staff from three rural university campuses in Victoria will be presented, along with preliminary findings.

10B EMERGING INITIATIVE TRANSITIONS

A Warm Handover: The role of mentors in supporting first year students from accepting their offer through the first six weeks of semester

Sarah Rose, Heather Webber

Australian Catholic University

This presentation outlines an approach to enhance student onboarding and integration at university through a continuum of support. Integration of the orientation programs with the student mentoring program provides new students with consistent support throughout their onboarding. Through pre-orientation support, orientation programs, and post-orientation mentoring, students receive guidance and resources to navigate the challenges of transitioning to university life. The program aims to foster a sense of belonging, improve student engagement, and ultimately enhance student success. By leveraging peer support and integrating mentorship into the onboarding process, ACU seeks to provide a personalised and holistic approach to encourage successful transition to university.

10C EMERGING INITIATIVE STUDENTS

Enabling participation in WIL for students with disability

David Eckstein

Deakin University

Current Graduate Outcomes Surveys indicate that students with disability (SwD) remain underrepresented in the job market. Equity research (Eckstein, 2022) indicated that SwD experience employability development barriers. The research also identified practical steps that universities can take to address these barriers, instead of inadvertently perpetuating them. Work-integrated learning (WIL) represents a key employability development opportunity for SwD. The student fear that their lived disability experience represents a complicating factor for employers leads students to mask their disability and miss out on both enabling accommodations and key learning. This presentation will share key findings from the equity research, as well as resulting guidelines, that have equipped staff from different university areas to provide SwD with practical support with the difficult issue of whether or not to share disability information with WIL host employers.

10D EMERGING INITIATIVE RETENTION

"That could be me": Using archetypes and personas to identify professional teaching and learning training for academics

Jeff Waters

Swinburne University of Technology

Quality teaching and learning in higher education has become an important focus of policy both at the national and institutional level. Institutions are increasingly working towards including pedagogical focused professional learning for their educators to enhance the student experience. At Swinburne University of Technology an Educator Capability Framework (ECF) has been designed to provide structured and supported professional learning opportunities to educators in an effort to improve their career development alongside providing quality teaching and learning experiences to students. An innovative aspect of this program was to construct educator archetypes that could provide guidance in accessing professional learning. These archetypes will be shared in this presentation.

10E EMERGING INITIATIVE SUCCESS

Breaking the mould: How an active learning, immersive block model is transforming student success and feedback

Thomas Roche, Erica Wilson, Elizabeth Goode, John W. McKenzie

Southern Cross University

One Australian university has taken on the challenge of increasing student success across its diverse student cohorts by transforming its entire curriculum and pedagogical approach. From 2021 to 2023, Southern Cross University replaced thirteen-week trimesters, lectures and examinations with the Southern Cross Model: an immersive block model with six-week terms underpinned by principles of active, guided and focused learning. This presentation outlines the impact of moving to the immersive block model on student success (N = 117,153) and satisfaction (N = 36,904) among various cohorts of students across the university. Inferential statistical tests show immediate, significant increases in pass rates and improvements over time in unit satisfaction. Student focus group data (N = 69) from the university's two largest faculties, health and education, also provide insights into the factors that students see as important for creating focused and engaging learning experiences.

10F EMERGING INITIATIVE SUCCESS

Life-Ready Pathways through Enabling Education

Bronwyn Relf, Jennifer Irwin, Catherine Burgess

The University of Newcastle

Enabling programs are known to prepare students for success in their undergraduate studies. Since 1974, the Open Foundation (OF) program at The University of Newcastle (UON) has provided opportunities for people from the Newcastle, Hunter, and Central Coast regions to gain access to higher education and improve their career paths. Within Australia, OF's curriculum design is unique, embedding academic literacies, numeracy, and computing skills in discipline-specific units that align with undergraduate degrees offered by UON. Limited research has been undertaken to identify the specific aspects of an Enabling curriculum contributing to student success in their degrees. This paper presents findings of a thematic analysis of focus group interviews with former OF students currently enrolled in UON degrees. Participants discuss how their chosen OF subjects reinforced their undergraduate degree choice and prepared them for success. The presentation will highlight those aspects of OF's discipline-specific curriculum design relevant to these students' success.

10G EMERGING INITIATIVE SUCCESS

Using process and outcomes to support student success through institutional change

Jessica Z. Marrington, Sonya Winterbotham, Carla Jeffries, Carol du Plessis, Erich Fein, Aastha Malhotra, Trisha Poole, Megan Axelsen, Lorelle J. Burton

University of Southern Queensland

Opportunity to participate in change is associated with a range of benefits. This initiative aimed to support students during an institutional shift in academic calendar by developing a communication and support strategy incorporating the student perspective, to enhance the student experience and empower students to deeply engage with their curriculum. To inform the strategy, student data was obtained from an online survey (N=53) comprising qualitative and quantitative questions associated with the calendar change (e.g., communication satisfaction), and student success more broadly (e.g., program belonging, curriculum leadership). Focus groups (N = 13) and interviews (N = 2) were also utilised. Post-transition data will be obtained at an additional two time points, allowing for key comparisons to be made. This presentation focuses on results from the online surveys, and how incorporating the student perspective was beneficial from both an outcome and process perspective.

PARALLEL SESSION 11

11:00AM – 11:30AM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 11	11A EI Students	11B EI Transitions	11C EI Retention	11D EI Success	11E EI Transitions	11F EI Students	
11:00am - 11:30am	Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds	Empowering International Student Transition: The impact of 'Study Hall'	Helping students "stick": a holistic first year success program	Catch me before I fail: A proactive advising approach supporting first assessment success	The 'queer' pathways of LGBTIQ+ students into Enabling education	Five Reflexive Lenses for University Practitioners to Support Student Equity	
	Robyn Nash, Kerensa Townsend	Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney	Chithira Johnson, Pete Muir	Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhardt, David Kayira	Barrie Shannon, Michelle Mansfield, Zoë Griffiths, Sarah Hattam	Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt	
	Queensland University of Technology	University of New South Wales	Southern Cross University	University of Southern Queensland	University of South Australia, University of Newcastle	Flinders University	

11A EMERGING INITIATIVE STUDENTS

Making a difference: Boosting the higher education aspirations of high school students from low SES backgrounds

Robyn Nash, Kerensa Townsend
Queensland University of Technology

Participation of students from low SES backgrounds in higher education remains an important challenge. There is a persistent gap between students from low SES backgrounds and their more socio-economically advantaged counterparts in terms of enrolling in, and successfully completing a university degree. Making a smooth transition from high school to university increases the chances of success in terms of achievement and persistence with studies. Whilst transition is complex, preparation is one factor that influences whether a student has a positive or negative experience. From a positive perspective, the opportunity to build social and navigational capital enables students to build self-efficacy which, in turn, influences academic achievement and retention. The Diploma Advantage program builds on these principles by providing a purposefully supported opportunity for Year 11 students from low SES backgrounds to study a self-selected academic unit over the Summer semester. Quantitative and qualitative outcomes will be shared in this presentation.

11B EMERGING INITIATIVE TRANSITIONS

Empowering International Student Transition: The impact of 'Study Hall'

Nga Thanh Nguyen, Melanie Schwartz, Sarah Wilkinson, Alexandra Gilley, Jovita Chen, Sean Maloney
University of New South Wales

Educational landscapes are rapidly evolving due to technological advancements and the increasingly diverse demographics of students. While all first-year students often encounter challenges transitioning to university life, international first year students facing additional hurdles studying in a foreign country, require specialized support. This study presents an innovative initiative, 'Study Hall', designed to aid first-year international students in their transition to tertiary study in an Australian University. By providing a dedicated space for various learning activities, including peer and academic support as well as tailored self-study, the initiative aims to address these challenges. Through interviews with students and stakeholders, we evaluate its impact, revealing its role in fostering belonging, enhancing support networks, and promoting self-directed learning skills. This research provides insights into strategies for supporting international student transition to tertiary education, highlighting the significance of inclusive learning environments that meet diverse student needs. The findings and resources will be shared in this presentation.

11C EMERGING INITIATIVE RETENTION

Helping students "stick": a holistic first year success program

Chithira Johnson, Pete Muir
Southern Cross University

Having one of the lowest retention rates of any university in Australia, Southern Cross University has proposed a new, more integrated approach to first year success to help students stick through their first year. The institution has designed a support model that combines robust pre-study preparation workshops, online modules, and engaging orientation activities, with discipline-specific peer mentoring, all aligned with a new first year advising program. This presentation will detail these interventions, highlighting preliminary findings.

11D EMERGING INITIATIVE SUCCESS

Catch me before I fail: A proactive advising approach supporting first assessment success

Natalie Oostergo, Michelle Gillies, Fiona Brady, Jason Steinhardt, David Kayira
University of Southern Queensland

The University of Southern Queensland has developed a practitioner led third space advising approach to support commencing students to transition into their studies successfully. This approach utilises the submission of the first assessment item as a catalyst for proactive outreach. The design of this outreach includes initial collaboration with academic staff to understand student learning needs and identify assessment support resources. An inclusive developmental advising and coaching approach is then used to outreach to students before and after submission of the first assessment item to develop student-directed solutions to build academic and personal capabilities and persistence. Findings show that this approach has an impact on assessment submission, successful course completion, and achievement.

11E EMERGING INITIATIVE TRANSITIONS

The 'queer' pathways of LGBTIQA+ students into Enabling education

Barrie Shannon, Sarah Hattam
University of South Australia

Michelle Mansfield, Zoë Griffiths
University of Newcastle

Studies on the experiences of LGBTIQ+ university students often focus on incidences of structural or interpersonal prejudice that occur on campus. However, relatively little is known about the initial pathways into university for this cohort, especially for those who have experienced significant barriers to their participation in higher education. This mixed-methods study engaged LGBTIQ+ students at two Australian universities who are in, or have completed, an Enabling pathway program. Participants were asked about their educational pathway, school experiences and adaptation to university study. The findings of the study reveal the unique barriers to forging, or even imagining, a pathway to university for LGBTIQ+ people who are working-class, live rurally, or need to prioritise earning money to access necessary treatment and care. With these insights, we echo calls to take a truly intersectional approach to conceptualising equity in higher education that problematises often static categories such as socioeconomic status, disability, or gender.

11F EMERGING INITIATIVE STUDENTS

Five Reflexive Lenses for University Practitioners to Support Student Equity

Ali Enright, Cara Rossi, Emily Schwartz, Lydia Woodyatt
Flinders University

Effectively supporting student equity requires reflexive skills (Lazard & McAvoy, 2020). Reflexivity is the ability to recognise your feelings, reactions, and motives and how these might affect your thinking and behaviour (Cunliffe, 2004). But what is reflexivity, how do we teach it, and how do we assess it in learners? In this session, we present pilot work teaching reflexivity via five lenses: epistemological (e.g., how do I know what I know?), meta-cognitive (e.g., how is my thinking shaped by my values, biases, strengths, and weaknesses?), social systems (e.g., what power do I have in this situation?), reflection in action (e.g., am I being aware, responsive and flexible in the moment?), and transformative practice (e.g., am I reflecting afterwards and making changes to my practice?). The presentation will review this five-lens approach and demonstrate teaching approaches we are using to develop these skills in staff and students using a workshop style approach.

NOTES

PARALLEL SESSION 12

11:40AM – 12:10PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM	VICTORIA SUITES 2
Parallel Session 12	12A EI Students	12B EI Students	12C EI Retention	12D EI Success	12E EI Transitions	12G EI Success	
11:40am - 12:10pm	Transforming career development learning through digital uplift	University perspectives of high-quality rural health professions student placements: a mixed methods study protocol	A Safety Net of Support - how are higher education providers responding to new the Support for Students policy?	Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course	An "Authentic + Scaffolding + Feedback" framework to enhance the firstyear student experience	Mission impossible: Successfully fostering connections in a diverse generalist program	
	Aaron Ruutz, Madelaine-Marie Judd	Claire Quilliam, Rohan Rasiah, Kathryn Fitzgerald, Elyce Green, Melissa Ridd, Leigh Moore, Carolyn Taylor, Lyndal Sheepway, Catherine Seaton, Jodie Bailie, Jane Fern, Kylie Matthews, James Debenham	Sue Loomes, Inez Chai	Zoë Griffiths, Michelle Mansfield, Clovia Holdsworth, Jennifer Baker	Jennifer Sun	Shannan Maisey, Lakia Turner, Tom Rowlands	
	Student Enrichment and Employability Development, The University of Queensland	The University of Melbourne, The University of Western Australia, Charles Sturt University, Flinders University, La Trobe University, James Cook University, The University of Sydney, The University of Newcastle, The University of Notre Dame Australia,	Griffith College	University of Newcastle	The University of Sydney	University of New South Wales	

12A EMERGING INITIATIVE STUDENTS

Transforming career development learning through digital uplift

Aaron Ruutz, Madelaine-Marie Judd

The University of Queensland

Digital uplift of career development learning to broaden reach is high on the agenda for higher education institutions. Online education offers an unprecedented opportunity to innovate, however, concerns are raised about student engagement and high-quality learning. The University of Queensland (UQ) has strategically shifted its focus to offer career development learning that is flexible, peer-driven, and embedded within the curriculum, by leveraging online technologies. This emerging initiative will showcase the My Career Adviser (MCA) platform, an online resource that enables flexible career development learning for UQ students. Located within Blackboard, UQ's learning management system (LMS), MCA integrates a range of technologies to provide learning modules that are both meaningful and accessible to support learning. In 2023, the MCA had over 7,000 student enrolments, showcasing its broad reach.

12B EMERGING INITIATIVE STUDENTS

University perspectives of high-quality rural health professions student placements: a mixed methods study protocol

Claire Quilliam

The University of Melbourne

Rohan Rasiah, Kathryn Fitzgerald

The University of Western Australia

Elyce Green

Charles Sturt University

Melissa Ridd, Leigh Moore

Flinders University

Carolyn Taylor, Lyndal Sheepway

La Trobe University

Catherine Seaton

James Cook University

Jodie Bailie

The University of Sydney

Jane Fern

The University of Newcastle

Kylie Matthews, James Debenham

The University of Notre Dame Australia

Rural and remote people experience health inequities that are made worse by the maldistribution of the health workforce in Australia and internationally. Rural health professions student placements are a commonly used form of work-integrated-learning to promote rural health as a career option for health students soon to graduate. However, there is no standard definition of what determines a high-quality rural health professions student placement to guide policy and in turn, the optimal development of placements. In this presentation, we present a study protocol for identifying the determinants of high-quality rural health professions student placements from the university staff perspective.

12C EMERGING INITIATIVE RETENTION

A Safety Net of Support – how are higher education providers responding to new the Support for Students policy?

Sue Loomes, Inez Chai
Griffith College

With the introduction of the Support for Students Policy in early 2024, Griffith College undertook a review of their Student Support, Engagement and Retention (SSERS) Framework to ensure it complied with the new legislation. This paper highlights the key areas that were identified to improve the level of student support and data reporting. Each initiative was reviewed in consultation with staff, students and external stakeholders. Moodle analytics, PowerBI and other software programs were introduced to enhance reporting capabilities. As a result, the College was able to tailor student support to meet the needs of each student cohort, specifically: first in family, students from low socio-economic backgrounds and a diverse range of international students. The reports also provided live data to inform high risk areas such as mental health issues and "at risk" students.

12D EMERGING INITIATIVE SUCCESS

Enhancing Equity and Success in STEM: Insights from Student Experiences in a First-Year Chemistry Course

Zoë Griffiths, Michelle Mansfield, Clovia Holdsworth, Jennifer Baker
University of Newcastle

The retention and success of students from equity backgrounds in undergraduate STEM courses is a pressing issue. This study investigates the experiences of undergraduate STEM students, particularly those from equity backgrounds, who completed an enabling program. Through focus group discussions, students shared perceptions of success and factors influencing their transition into undergraduate study. Findings informed the development of a new teaching method, TEACH, which integrates inclusive transition pedagogies (Bennett et al., 2016) and Lent's Social Cognitive Career Theory (Lent et al., 1994). TEACH aims to create inclusive, active learning environments to improve retention and success for equity students in first-year STEM courses.

12E EMERGING INITIATIVE TRANSITIONS

An "Authentic + Scaffolding + Feedback" framework to enhance the firstyear student experience

Jennifer Sun
The University of Sydney

This study proposes an "Authentic + Scaffolding + Feedback" (ASF) framework to incorporate the transition pedagogy into a course curriculum for enhancing the first-year experience. The framework focuses on delivering a disciplinary-specific authentic assessment experience to help students build critical thinking skills, which is accomplished through a careful scaffolding feedback structure for in-time, actionable, and feedforward support. The framework suggests that a sustainable assessment plays a crucial role in students' first-year learning experiences that can translate into lifelong learning. Moreover, the ASF structure redefines the role of tutors to become mentors and highlights the benefit of collaborating with "student partners" to improve students' sense of belonging. The ASF framework has the core value of providing academic and emotional support to assist students in transitioning to higher education with greater comfort and confidence.

12F EMERGING INITIATIVE SUCCESS

Mission impossible: Successfully fostering connections in a diverse generalist program

Shannan Maisey, Lakia Turner, Tom Rowlands
University of New South Wales

The challenges: science students are as diverse as the field itself. UNSW Bachelor of Science students can choose from 27 different majors so, how do you create a sense of belonging in such a disparate and protracted cohort? Further, how do you empower career-focused thinking early to support a skills-based approach to program planning? Employers say science graduates have great skills but lack the ability to articulate and evidence their strengths. The mission: find a way to connect UNSW Science students with information, resources, their studies, their careers, their institution and most importantly, with each other. The solution: SciConnect, an innovative education platform that provides a programmatic backbone that is in-step with the student journey - connecting students with resources, advice, support and peers and empowering students to take a more holistic and self-directed approach to their student experience.

PARALLEL SESSION 13

1:10PM – 1:40PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 13	13A EI Students	13B RP Success	13C EI Success	13D EI Retention	13E EI Success	13F EI Retention
1:10pm - 1:40pm	We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university	Who says "Ps get Degrees?": Examining the Profile of Undergraduate Students Maintaining High Achievement at University	Entangling the intellectual virtues in a first-year higher education course	The (additional?) benefits of intra-institution collaboration to support student retention and success.	Respecting students as partners: using the student voice to codesign a safe university campus	Giving students the Best Start: Redefining scholarships for Indigenous Students
	Gemma Mann, Ann-Marie Priest	Cameron Lydster	Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe	Ana Lobo, Amy Williams	Catharine Pruscino, Sascha Jenkins	Tracey Lee Taraia Keneasha Lindsay Kathleen Balson
	Central Queensland University	Bond University	University of Southern Queensland	University of Tasmania	University of Technology Sydney	Edith Cowan University

13A EMERGING INITIATIVE STUDENTS

We can't go Viking on everyone: Evaluation of the effectiveness of an LGBTIQ+ Ally training program at a regional Australian university

Gemma Mann, Ann-Marie Priest
Central Queensland University

The prevalence of diverse sexual orientations and gender identities among higher education students is on the rise, accompanied by a relative increase in exclusion, discrimination, harassment, and related mental health issues. Accordingly, there is a higher level of disengagement from study for these students. Addressing these challenges requires multifaceted diversity training involving students, faculty, staff, and the broader community. Specifically, Ally training and LGBTIQ+ awareness programs play a crucial role in fostering support and countering discrimination. This study aims to evaluate the effectiveness of an Ally training program at one regional Queensland university in fulfilling its aims by using qualitative analysis, interviews with participants and an established evaluation model. By understanding and assessing participant experiences, this research seeks to inform the development of inclusive diversity training tailored to the complexities of the higher educational environment, thereby enhancing student achievement, retention, and success.

13B REFEREEED PAPER SUCCESS

Who says "Ps get Degrees?" Examining the Profile of Undergraduate Students Maintaining High Achievement at University

Cameron Lydster
Bond University, Australia

The circumstances associated with high levels of achievement in undergraduate studies has not been thoroughly explored in the Australian context. This study investigated factors predicting high academic achievement, defined as maintaining a Distinction average, at undergraduate level. Our findings revealed several factors that predicted achievement after two semesters of study. These factors included essay writing skills, with students having satisfactory writing 5.16 times more likely to maintain a Distinction average compared to those with below satisfactory writing; faculty, with students enrolled in health sciences 4.63 times more likely compared to students from other faculties; language background, with English-speaking background students 1.67 times more likely compared to English as an additional language or dialect (EAL/D) students; gender, with females 1.45 more likely compared to males; and age, with older students 1.03 times more likely to achieve high performance compared to younger students. Creating a profile of students likely to excel academically assists decision makers in allocating resources.

13C EMERGING INITIATIVE SUCCESS

Entangling the intellectual virtues in a first-year higher education course

Yvonne Salton, Mark Oliver, Ellen Larsen, Katie Burke, Melissa Fanshawe
University of Southern Queensland

Student success, while primarily concerned with the completion of university studies, should also include equipping students with capacities to adapt to uncertain futures. Today, learners are expected to go beyond the boundaries of discipline knowledge and develop transferrable skills and dispositions to flexibly respond to future contexts. This study investigated first-year university students' use of nine intellectual virtues, which may be conceptualised as dispositions for lifelong learning. As a result of this research project, a scale to assess students' perceived use of virtues was developed, which highlighted trends related to the use of virtues during their studies. Primarily, this research project described and evaluated an immersive approach to embedding the intellectual virtues.

13D EMERGING INITIATIVE RETENTION

The (additional?) benefits of intra-institution collaboration to support student retention and success.

Ana Lobo, Amy Williams
University of Tasmania

Developing effective student retention strategies requires a student-centred, multifaceted, and personalised approach. Insights from the Student Retention Working Party (RWP) at University College (UC) highlight the limitations of generic solutions and emphasise the importance of tailored approaches informed by research, student feedback, and collaborative discussions. Collaborative partnerships across academic, administrative, and student support services within the university are crucial for leveraging diverse perspectives and fostering innovative solutions for retention and these partnerships not only contribute to a cohesive and student-centred approach but also promote positive connections and collegiality across the institution. This presentation will underline the significance of a sustained focus on student retention throughout a student's learning journey, the necessity of individualised strategies for diverse cohorts, and the advantages of intra-institutional collaboration within the university. Additionally, providing leadership opportunities and positive change initiatives are essential in ensuring that staff feel heard, supported, and connected, rather than isolated, and that working together brings a range of additional benefits, which have gone some way in enhancing the overall educational experience of students.

13E EMERGING INITIATIVE SUCCESS

Respecting students as partners: using the student voice to codesign a safe university campus

Catharine Pruscino, Sascha Jenkins
University of Technology Sydney

In 2016, the *Change the Course* report run by the Australian Human Rights Commission revealed a concerning insight into the nature of sexual harm on campuses. Given the context, the University of Technology Sydney (UTS) established the *Respect.Now.Always* program to develop a whole-of-community approach to prevention, distinctively led by collaborative, student-centred research. Following one of the strongest nationwide results for awareness in 2021, the program partnered with the UTS Library to focus on creating a safe campus, library and service environment through a series of codesigned initiatives designed and delivered to challenge norms, promote respectful behaviour and create a welcoming and inclusive experience.

13F EMERGING INITIATIVE RETENTION

Giving students the Best Start: Redefining scholarships for Indigenous Students

Tracey Lee Taraia, Keneasha Lindsay, Kathleen Balson
Edith Cowan University

Financial barriers pose significant challenges for all students pursuing higher education in Australia. For Indigenous students, these barriers contribute to lower enrolment rates, higher dropout rates, and reduced academic success compared to non-Indigenous students. Scholarships play a vital role, helping to expand access, recognise achievement, and make higher education more accessible and affordable for students from diverse socio-economic backgrounds. However, challenges remain, including limited awareness and accessibility of scholarships, as well as ongoing systemic barriers within higher education institutions. Through targeted outreach, increasing funding allocation, and strengthening partnerships with organisations wanting to support Indigenous students, this paper highlights a scholarship initiative designed to alleviate financial burdens and improve educational outcomes for Indigenous students at Edith Cowan University (ECU) in Perth, Western Australia.

NOTES

PARALLEL SESSION 14

1:50PM – 2:20PM

ROOM	PERTH ROOM	SYDNEY ROOM	BRISBANE ROOM	LATROBE BALLROOM	FITZROY BALLROOM	AUDITORIUM
Parallel Session 14	14A EI Students	14B EI Transitions	14C EI Students	14D EI Transitions	14E EI Success	14F EI Success
1:50pm - 2:20pm	Roadmap to Success: Decoding the Regional Universities Study Hub	An Enabling program in secondary schools: Trends in university enrolments and academic performance	Tracing the student voice in university governance forums	Embedded academic orientation: Synthesising seminal scaffolds of student success	Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective	Students in Transition – An Ecosystem of Support
	<i>Danielle Keenan</i>	<i>Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong</i>	<i>Kerrilee Lockyer, Sarah Moulds, Maree Ackhurst</i>	<i>Daniel Griffiths, Shannan Maisey, Tom Rowlands</i>	<i>Assaf Dekel, Miriam Edwards, Sean Pinder</i>	<i>Angela Jones, Fiona Navin</i>
	<i>University of Technology Sydney</i>	<i>Curtin University</i>	<i>University of South Australia</i>	<i>The University of New South Wales</i>	<i>University of Melbourne</i>	<i>Edith Cowan University</i>
2:20pm - 2:50pm	Afternoon Tea					
Plenary Sessions	GRAND BALLROOM					
2:50pm - 3:50pm	Enhancing student access and success through Ed Tech and Big Data <i>Professor Chi Baik, University of Melbourne (Facilitator)</i> <i>Associate Professor Jason Lodge, University of Queensland</i> <i>Professor Cathy Stone, The University of Newcastle</i> <i>Professor Theo Farrell, LaTrobe University</i> <i>Dr Ronny Andrade Parra, RMIT</i>					

14A EMERGING INITIATIVE STUDENTS

Roadmap to Success: Decoding the Regional Universities Study Hub

Danielle Keenan
University of Technology Sydney

This proposal aims to investigate the effectiveness of the Regional University Study Hubs (RUSHs), an initiative that has significantly increased equity student participation in regional areas. Despite the program's success, little research has been conducted to understand why it works. Through the Australian Centre for Student Equity Success fellowship program, the study will explore the unique operational modalities of RUSHs and their resonance with varied educational and regional development needs. The research will focus on understanding what components of the RUSHs has ensured their success to date, and how these can be translated to new communities across the expansion of the program and embedded into the higher education sector.

14B EMERGING INITIATIVE TRANSITIONS

An Enabling program in secondary schools: Trends in university enrolments and academic performance

Naomi Jeong, Nicole Vidovich, Shu-Ming Koh, Jane Leong
Curtin University

While Enabling programs have become an established feature of the Australian education landscape, their implementation in secondary schools is still a developing initiative. In 2018, Curtin University collaborated with one secondary school in a pilot program to adapt its UniReady Enabling Program for delivery at the Year 11/12 level. The UniReady in Schools (URIS) program has since expanded to 70 schools in Western Australia in 2024, which speaks to increasing demand and the changing landscape of pathway selection at the secondary school level. This paper is a preliminary analysis of quantitative data on university enrolments and student academic performance that has been collected since commencement of the URIS program. The study will inform further qualitative investigation into the impact and efficacy of the delivery of the URIS program and will contribute to the developing area of delivering Enabling programs at the secondary school level.

14C EMERGING INITIATIVE STUDENTS

Tracing the student voice in university governance forums

Kerrilee Lockyer, Sarah Moulds, Maree Ackhurst
University of South Australia

Australian universities recognise the importance of including students as genuine participants in governance and decision making, with many universities proceeding on the basis that student participation or 'student voice' will positively contribute to crucial strategic objectives such as student health and wellbeing, belonging and retention, and authentic teaching and learning outcomes (e.g. Mahoney, Kumar and Sabsabi 2022). And yet, students are increasingly conceptualised in this process as 'customers' and not as active agents for change (Naylor et al. 2021). This raises questions around how conceptualisations of key members in decision making processes could be impacting on the outcomes of these governance forums. Our emerging initiative aims to address these questions, by taking an applied linguistic focus on how the membership categories 'staff' and 'students' are conceptualised in a university governance forum and, through tracing these conceptualisations, how students and staff collaboratively co-construct the decision-making process.

14D EMERGING INITIATIVE TRANSITIONS

Embedded academic orientation: Synthesising seminal scaffolds of student success

Daniel Griffiths, Shannan Maisey, Tom Rowlands
The University of New South Wales

The Universities Accord indicates a need for more systematic academic orientation for undergraduate students. While standard orientation programs begin to address social and logistical orientation to university, more can be done to help students to develop skills and attributes that facilitate transition to and through their first term of undergraduate studies. To this end, we developed an online zero-credit course based on theoretical frameworks that inform student transition (Lizzio, 2006), engagement (Trowler et al., 2022), motivation (Eccles & Wigfield, 2020), self-regulated learning (Pintrich, 2000), and online learning (Salmon, 2013). During the course, students complete an academic literacies audit, self-paced modules and assessments designed to assist students to navigate the rigours of tertiary studies. The course's effectiveness was evaluated using assessment data, student feedback, and peer evaluation, with further analyses planned for future iterations. The course provides a model of academic orientation that can be applied to various undergraduate contexts.

14E EMERGING INITIATIVE SUCCESS

Anonymous Peer Feedback Within a Large First-Year Finance Subject: The Student Perspective

Assaf Dekel, Miriam Edwards, Sean Pinder

University of Melbourne

This presentation reports on the implementation of an online peer feedback initiative within a large first year finance subject. The intention was to build a sense of community, encourage student autonomy through both peer and self-assessment, and to potentially reduce anxiety students may have had regarding the end-of-semester exam. The practicalities faced by the teaching team will be discussed and findings from the subsequent research project will detail the impact upon students' learning.

14F EMERGING INITIATIVE SUCCESS

Students in Transition – An Ecosystem of Support

Angela Jones, Fiona Navin

Edith Cowan University

Supporting wellbeing alongside academic skills development is an important element in transitioning enabling students to higher education. With the National Universities Accord Final Report recommending an increase in enabling places and investment in high-quality models that deliver successful student outcomes, understanding effectiveness of programs is critical. ECU's UniPrep enabling team created a bespoke ecosystem of support to facilitate successful transition. The UniPrep team has transformed enabling education ensuring the highest rate of success following a pathway program in Western Australia, as measured within the first year of UG studies in comparable programs. Amongst universities admitting students via enabling programs at scale, ECU has the highest success rates in Australia for students entering the first year of UG study after completing UniPrep. These results are enabled by the thriving ecosystem, built on reciprocal participation that connects curriculum, educators, students, and support services for successful university preparation.

PLENARY PANEL 2:50PM – 3:50PM

Enhancing student access and success through Ed Tech and Big Data

Professor Chi Baik

University of Melbourne (Facilitator)

Associate Professor Jason Lodge

University of Queensland

Professor Cathy Stone

The University of Newcastle

Professor Theo Farrell

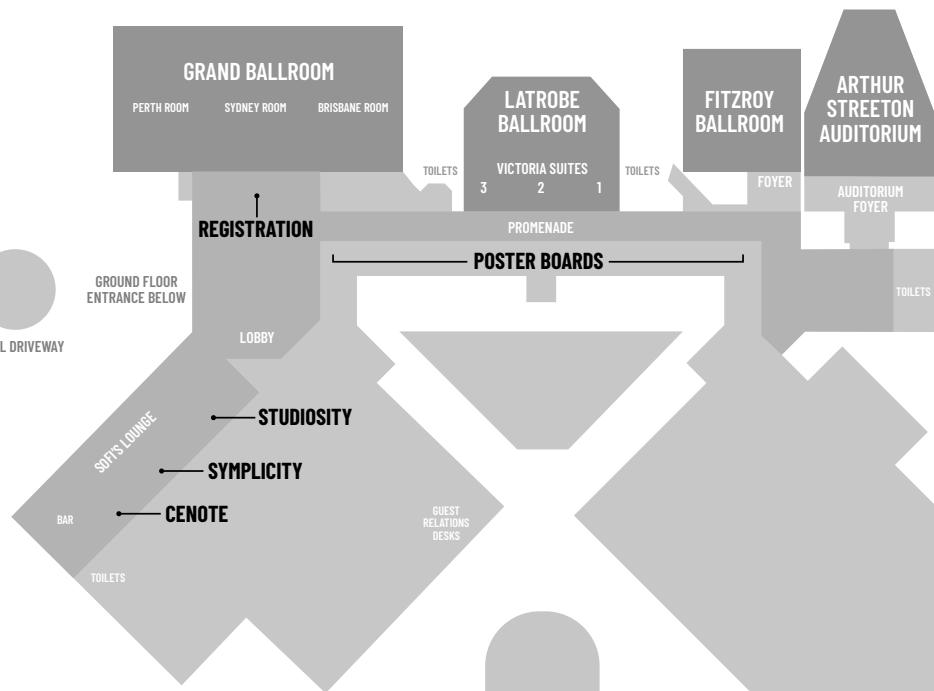
LaTrobe University

Dr Ronny Andrade Parra

RMIT

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