

Learning and Teaching Matters
28 August 2025

Overview from Director, CEI
Professor Anthony Whitty

I hope your Semester 2 is off to a strong and rewarding start. We know this time of year can be particularly busy, with staff deeply engaged in teaching and supporting students. To assist you, please engage with this short selection of timely resources to support your learning and teaching practice.

I'm thrilled to share that the Office of CEI recently approved its **1,000th student application for the Commonwealth Prac Payment (CPP)**. This is a huge achievement and a testament to the team's dedication, the effectiveness of the implemented solution, and the successful coordination of resources and support provided by academic and professional staff across the University to students since the program's launch in July. Congratulations!

If you need support with any aspect of learning and teaching, I invite you to get in touch with CEI@acu.edu.au.

CEI T&L Showcase

This year's theme of the CEI Teaching and Learning Showcase is ***Reimagining Human Connection in the Age of Digital Disruption***.

When: 22 October 2025

Where: Hybrid format presented from Melbourne, with on-campus rooms in Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

Registrations will be open soon, so keep an eye out on the Staff Bulletin

All academic and professional staff are encouraged to attend the Showcase. This is an excellent opportunity to learn more about initiatives happening across the education sector, beyond your own school and faculty. The Showcase Day will culminate with the third Campus Community of Learning Advancement (CCoLA) meeting.

The full [program](#) is now available. If you have any questions, please contact CEI@acu.edu.au.

HELTA Symposium: Scholarship of Teaching and Learning

An online symposium will be held on **4 December 2025**. We welcome your abstracts reporting strategies, innovations and reflections on improving student learning experiences and outcomes at ACU.

This may be focused on face to face, blended or online teaching, curriculum and resource development, assessment reform, work-integrated learning options and supporting the student learning journey.

A call for abstracts is open, with a closing date of 13 October.

Papers accepted for the Symposium will be delivered online with 15 minutes for presentation and 5 minutes for questions.

If you have any questions, please contact CEI@acu.edu.au.

Join the HELTA Teams and LinkedIn

In our ongoing effort to foster collaboration and streamline communication, we invite all team members to join both the HELTA Teams and HELTA LinkedIn pages.

Why join?

HELTA Teams: Get instant updates, share ideas, participate in group discussions, and access important resources - all in one central hub.

HELTA LinkedIn: Connect with a wider professional network, stay up to date with the latest news, events, and achievements, and showcase your involvement with HELTA to your connections. N

By joining both platforms, you'll stay connected, informed, and empowered to contribute to our shared success. If you have any queries, please contact us at CEI@acu.edu.au.

New EIP and Canvas Integration

CEI are excited to introduce a new integration between the Disability Data Management System (DDMS) and Canvas, to streamline support for students with approved Education Inclusion Plans (EIPs).

The new Canvas and DDMS integration automatically applies additional time to Canvas classic quizzes, for students with an applicable EIP.

Important information:

- **Weekly updates:** The integration runs every Sunday night, checking for newly published classic quizzes and applying the extra time specified in each student's EIP.
- **Publishing timeline:** To ensure the integration captures the required adjustments, please publish your quizzes at least 1-2 weeks in advance of the exam date.
- **EIP documentation review:** It still remains essential for staff to review students' EIP documentation in full to ensure all necessary accommodations (e.g., reader or scribe support) are met throughout the semester.
- **No manual adjustments needed:** Staff will no longer need to manually add extra time for students in classic quizzes.
- This capability does not extend to New Quizzes or Assignments.

If you have any questions or need further assistance, please reach out to the Learning Technology Team via [Service Central](#).

LIC-assigned Poor Academic Practice (PAPs)

Lecturers in Charge (LICs) can make a direct determination of Poor Academic Practice (PAP) for students who engage in minor academic misconduct. While not classified as misconduct, PAP is a formal adverse finding under the [Student Academic Misconduct Procedure](#). It is recorded, and students receive academic counselling and may need to complete a compulsory Canvas education module.

Benefits of LIC-assigned PAPs

- Enables early intervention and timely feedback to help students improve before their next assessment.
- Support the development of academic literacies, especially for new students who are learning incrementally
- Allow LICs to release student results immediately with no delay due to misconduct referrals.
- Assessments are marked using the standard rubric, with no penalty applied for the PAP finding.
- Provide a structured learning opportunity through compulsory education modules, reducing the likelihood of repeated issues.
- Recognises LICs' expertise and autonomy

Considerations for teaching teams

PAP can be applied to students at any year level, provided there is no significant academic advantage gained. It is particularly useful for early-year students, where the focus is on supporting learning rather than penalising. The key factor in determining PAP is whether the student has demonstrated the essential learning outcomes of the assessment.

To ensure fairness, teaching teams must apply PAP consistently across all campuses.

- National moderation meetings should be used to align expectations and ensure equity.
- Students are only eligible for two PAP findings during their degree.

As students progress, academic integrity expectations increase. Missing early intervention opportunities may result in similar behaviours being treated as academic misconduct in later units, without the benefit of prior feedback and support.

A PAP finding should not be used for general academic skill issues like poor writing or structure. In these cases, students should be referred to appropriate support services such as the [Academic Skills Unit](#), [Studiosity](#) and [ACU Library Referencing Guides](#).

Does a PAP attract a mark deduction?

There is no mark penalty associated with a determination of PAP. Only an Academic Integrity Officer can apply a penalty following a formal misconduct determination. LICs must mark assessments at face value using the rubric, and cannot impose penalties outside this process, as doing so would breach policy and may be subject to appeal.

Resources and support

- [LIC Guide to Determining the Application of Poor Academic Practice](#)
- [LIC Process for Determining Poor Academic Practice \(Flowchart\)](#)
- [LIC Summary: Lodging a determination of Poor Academic Practice](#)

Workshops can also be arranged for teaching teams and national or campus-based cohorts. For support or to schedule a session, please contact academic.integrity@acu.edu.au.

AI Peer Mentors

The Academic Skills Unit (ASU) has introduced AI Peer Mentor drop-in sessions to help students understand how to use artificial intelligence (AI) tools ethically and confidently in their studies. In these sessions, students can:

- Learn what AI use is allowed at ACU
- Hear from students with first-hand experience using AI in their studies
- See practical examples of AI as a study support tool (not a replacement)
- Get tips to avoid common pitfalls and protect your privacy
- Discover university-approved resources for using AI

Students can drop in online any time, Monday to Friday between 10am and 5pm during Semester 2 2025 via [Zoom](#).

Updates to EBSCO Databases

EBSCO databases such as Medline, CINAHL, ERIC and others have a new look, with a recently upgraded interface. The main updates are to the Search options. Adding a subject heading to a search is more intuitive. Searches are recorded under the *Recent activity* function and the *My dashboard* features let you save and organise searches.

A centrally placed filters option allows for the easy refinement of search results. The new updates also include a *Natural Language* search function. This AI generated feature allows queries in everyday language instead of keyword searching. It is suitable for quick answers to research questions rather than as a replacement for systematic searching.

More changes to the databases are planned in the coming months, including date filter enhancements and bulk delete.

For support using EBSCO, email library@acu.edu.au.

Student Advocacy Service

Navigating university processes can be challenging, but students don't have to do it alone. The Student Advocacy service offers confidential, independent support to help students understand university rules, decisions, and procedures.

We aim to build student confidence by equipping them with the tools and knowledge to handle issues themselves. Whether they're facing an academic challenge or need support responding to a university decision, we're here to guide them through it.

We provide clear, practical advice and explain their rights and options every step of the way. If they're unsure what to do or where to start, we're a safe first point of contact.

Our support includes:

- Help with submitting appeals
- Concerns about academic results
- Guidance on academic misconduct matters
- Advice following an At-Risk or Show Cause notification
- Support during termination of enrolment cases
- Re-credit of units and refund of the fees applications
- Assistance with complaints or feedback
- Acting as a support person in university meetings

Please encourage students needing any assistance in these areas to visit [Student Advocacy](#) or to email n:
advocacy.service@acu.edu.au

Re-thinking Assessment in the Age of GenAI

At the recent [IEAA Teaching and Learning Forum](#), ACU's Education Pathways team delivered an energising workshop titled "*What's Left to Assess? Rubrics optimised to acknowledge and reward learning.*" Designed as the finale of the conference, the workshop brought together academic staff in a collaborative and interactive format.

Participants were challenged to rethink rubric descriptors and explore how changes can allow staff to acknowledge and value authenticity. Modifying descriptors can make it clear that completing an assessment without the use of genAI has more value and can improve their results. It can also provide teachers with recourse when a student has over relied on an automated tool.

The centrepiece of the workshop was a Rubric Re-Design Sprint, where participants rewrote sample descriptors to reward human voice and evidence of progressive learning. For instance, using words like

original, unique, or personal in descriptors gives academic staff some leeway in awarding marks for students who “show up”.

The feedback was overwhelmingly positive, with participants leaving energised and equipped with actionable strategies to trial in their own courses. The workshop demonstrated how innovation and collaboration can reshape assessment in the GenAI era.

To learn more or engage with the Pathways team about this project, please contact Stuart.Parker@acu.edu.au.



Left to right: Harris Jahim, Capital College of the Arts; Miriam Mani, ACU; Dr. Biju Philip, La Trobe; Georgia Rowe, Adelaide University; Dr. Shalinka Jayatelleke, La Trobe; Dr. Aakash Mayur Shah, La Trobe; Dr. Christina Del Medico, Navitas.

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