

Learning and Teaching Matters
14 May 2026

Overview from Interim Director, CEI
Professor Amanda Telford

As the new Interim Director of CEI, I'm pleased to introduce myself in this edition of Learning and Teaching Matters. Drawing on many years in education—as a teacher, unit lead, course coordinator, discipline head, Associate Dean Learning and Teaching, and State Head of Education—I'm committed to strengthening the quality of learning and teaching for our students. I'm also passionate about supporting staff to build capability and deliver world-class learning experiences. The past few weeks have been especially busy as I've met teams across CEI and responded to the global cyber-attack on our learning management system.

We acknowledge the challenges experienced during the recent Canvas unprecedented challenges and the impact across our learning & teaching community. We have learned important lessons and sincerely appreciate everyone's support, patience and understanding during this time. While we have been reassured the situation is now under control, the University is working collectively to review and strengthen processes to ensure we are better prepared to manage and respond should a similar event occur in the future.

I'm looking forward to working closely with colleagues across ACU and learning more about the work taking place across our faculties and professional teams. CEI will continue to support learning and teaching through practical resources, professional learning opportunities and collaborative initiatives.

As we move towards the end of Semester 1 and preparations for the examination period begin, I'd like to thank staff for their engagement during this particularly busy time of year. The ongoing commitment shown across learning and teaching continues to play an important role in supporting a positive experience for students.

If CEI can support you in any aspect of learning and teaching, please don't hesitate to get in touch at CEI@acu.edu.au.

Grants, Awards and Citations Information Sessions

Teaching Development Grants

[Teaching Development Grants](#) (TDGs) support scholarly teaching and learning, curriculum and program development, and innovative approaches to enhancing student learning at ACU.

Expressions of Interest for the 2026 TDGs open on **11 May 2026**. Due to changes to the 2026 application process, staff are encouraged to [watch the information session](#) to learn about the new EOI requirements.

ACU Citations and ACU Award for Teaching Excellence

ACU Citations and the ACU Award for Teaching Excellence recognise outstanding contributions to student learning and teaching excellence, with applications opening on 1 June 2026.

An online information session will be held on **1 June 2026 at 11.00am** covering eligibility and the application process. A recording will also be made available on the [HELTAsite](#).

[Register for the session](#) →

Identifying AI Use in Open and Secure Assessments

Under ACU's [Student Academic Integrity and Misconduct Policy](#), the unauthorised or undisclosed use of generative AI, paraphrasing, and translation tools is not permitted. National Unit Leaders (NULs) may submit referrals to [SAMMS](#) where there is a reasonable suspicion that a student has engaged in unauthorised or undisclosed use of artificial intelligence.

When referring cases in SAMMS, it is important to [include as much contextual information as possible](#), particularly in relation to discipline specific content and assessment expectations. What may appear to be an obvious omission, inconsistency, or anomaly to a marker or NUL may not be immediately evident to the Academic Integrity Officer assigned to review the case.

Indicators in open assessments

When reviewing open assessments, a [range of indicators](#) may support an investigation by the Academic Integrity Team. In line with the [Two-Lane Assessment Approach](#), teaching staff are encouraged to look beyond surface-level language features alone and consider alignment with task requirements, course content, and disciplinary conventions.

Indicators that may warrant referral include:

- **Insufficient or absent in-text citations**, which is common in AI-generated content and may also constitute plagiarism
- **Fabricated or inaccurate references or quotations**, including incorrect or non-existent DOIs and sources
- **Omission of required content**, such as a prescribed source, key concept, or reference to in-class discussion or learning activities

Indicators in secure (Cadmus) assessments

In secure Cadmus assessments, potential indicators of content prepared outside the platform may include:

- Large sections of copied or pre-prepared text
- Limited, irregular, or implausibly short editing time
- A smooth and consistent typing speed that is not aligned with in-platform drafting

The indicators listed for open assessments may also apply to Cadmus tasks. Teaching staff can contact Cadmus Support (support@cadmus.io) for assistance interpreting the Cadmus Activity Report and related analytics.

What to avoid

Teaching staff should not upload student work to AI detection tools. These tools have limited reliability, are not endorsed by ACU, and may breach copyright or intellectual property obligations.

Where to get support

The Academic Integrity Team is available to attend moderation meetings and support teaching teams in identifying potential misconduct. For advice or questions, contact academic.integrity@acu.edu.au.

SAMMS upgrade

The upgraded Student Academic Misconduct Management System (SAMMS) is now live, bringing with it some great new features and improvements. As with any upgrade, we've identified a few early issues, including some National Unit Leaders being unable to view all submitted cases and occasional system slowness when submitting cases, thank you for your patience as these are resolved. If you notice any issues or require any assistance, please email academic.integrity@acu.edu.au.

Scholarship of Teaching and Learning (SoTL) modules

Staff are encouraged to register for access to the [HERDSA Scholarship of Teaching and Learning modules](#), which offer practical professional learning focused on enhancing teaching practice and engaging with educational research.

The modules are suitable for staff at all stages of their SoTL journey. They offer flexible opportunities to develop skills, explore evidence-based teaching approaches, and strengthen scholarship in learning and teaching.

Registrations will be processed fortnightly. For enquiries, please contact CEI@acu.edu.au.

Take the next step in your teaching practice

The Graduate Certificate in Higher Education (GCHE) supports your ongoing development as an educator, offering a strong scholarly and practice focused foundation to enhance and extend your teaching practice in higher education.

Designed to be flexible and relevant, the course is delivered fully online and part-time, making it well suited to working professionals across academic and professional roles.

Course structure and learning approach

The GCHE comprises six mandatory and two elective micro-credentials, each delivered over eight weeks and including two assessment tasks.

With a strong emphasis on work integrated learning, the course invites you to engage in practical, applied learning activities that are directly aligned with your professional context, responsibilities, and development goals.

Get started in Professional Term 5

Enrol now to begin the GCHE in Professional Term 5, commencing **6 July 2026**. Applications can be submitted via the **Apply** button in the [course browser](#), with enrolments closing on **21 June 2026**.

For more information about the course structure, assessment requirements, and available micro-credentials, visit the [GCHE webpage](#).

Fee-free for eligible ACU staff

The GCHE is fee-free for eligible ACU staff, including casual and professional staff who lead or support learning and teaching at the School or Faculty level.

If you're considering enrolling or would like to discuss your eligibility or circumstances, please contact the course coordinator, [Dr Joe Campana](#).

Numeracy for Teaching in Canvas

Numeracy for Teaching is a self-paced Canvas resource that teaching staff can recommend to pre-service teachers who want to strengthen their numeracy skills and develop confidence in problem solving.

Designed for teaching contexts, the unit provides short, self-paced modules featuring videos, worked examples and interactive tasks across number, algebra, geometry and statistics. This structure supports students to develop flexible, structured problem solving habits they can apply across study, placements and professional practice, and to engage with the resource at point-of-need or revisit it before assessments and LANTITE.

How this resource supports students

- Builds mathematical confidence, not just content knowledge
- Supports preparation for LANTITE and other numeracy based assessments
- Encourages transferable problem solving strategies for placements and classroom practice
- Can be used flexibly for revision, refreshers, or targeted practice

Recent trials showed strong student engagement, with students reporting improved confidence in numeracy problem solving and greater readiness for LANTITE style questions.

Students can enrol in Numeracy for Teaching via the [Canvas self-enrol link](#).

Supporting neurodivergent learners

Developed by the Academic Skills Unit, [Study Skills for the Neurodivergent Brain](#) is a Canvas based study support resource that teaching staff can share with students when additional or alternative study strategies may be helpful.

The resource supports students with diverse ways of thinking, learning and processing information by providing practical approaches to organising study. It focuses on building confidence in attention, memory and executive functioning skills that underpin effective participation, communication and the successful completion of university assessments.

Suitable for students across undergraduate and postgraduate contexts, the resource offers practical study support to share with students during assessment periods and times of increased workload.

Associate Deans Learning and Teaching – Contact Details

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