

CEI Showcases – Canberra Abstracts

Date: Wednesday 29 November 2023

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
10.20am	<p>Presentation</p> <p>Decolonising the Law Curriculum</p> <p>Embedding Indigenous Knowings and Perspectives in the curriculum of university contexts is an ongoing and iterative project with twofold aims of improving opportunities and outcomes for Indigenous Australians and educating all students and staff to develop their cultural capability and contribute towards social justice. Decolonising curriculum requires critical listening and engagement of Indigenous and decolonial scholarship (Galloway, 2018; Russ-Smith 2019). This presentation outlines the eight key themes found as a part of a literature review and Teaching Development Grant project and seeks to highlight the wider transformative and relational process of decolonising curriculum. The presenters will reflect on how the process of the literature review itself called for decolonial transformation of educators, not just curriculum, to offer other educators an insight into the process of decolonising curriculum across the academy and how this can be embedded into teaching and learning practice.</p> <p>Galloway, K. (2018). Indigenous Contexts in the Law Curriculum : Process and Structure. <i>Legal education review</i>, 28(2), 1. https://doi.org/10.53300/001c.6469</p> <p>Russ-Smith, J. (2019). Indigenous social work and a Wiradyuri framework to practice, in B Bennett and S Green <i>Our Voices: Aboriginal Social Work</i> (2nd Edition). London: Red Globe Press: 103-116.</p>	Dr Jessica Russ-Smith	20 minutes
10.40am	<p>Presentation</p> <p>Restarting the heart: paramedic student views on integrating gender identity and sexuality in health curricula at ACU</p> <p>Stakeholders influence decisions around program content. Mirroring population trends, stakeholders are predominately cisgender and heterosexual. Resulting curriculum is produced though predominantly heteronormative and cisnormative lenses. This may not</p>	A/Prof Georgia Clarkson	20 minutes

include perspectives and experiences of LGBTQI+ people. This can mean student clinical practice needs in relation to interactions with the LGBTQI+ community are overlooked. Specific learning needs of LGBTQI+ students may also be neglected. Student views on how LGBTQI+ people and perspectives might be integrated in curriculum, benefits of such inclusion and the risks involved in maintaining the prevailing silence on the needs of this community are important, especially the perspectives of students within the LGBTQI+ community. This study aimed to examine student perspectives on LGBTQI+ content in paramedicine curriculum.

This research reports qualitative data within a broader mixed methods research project exploring LGBTQI+ presence in ACU paramedicine curriculum. An initial survey of students indicated that questions around LGBTQI+ student inclusion in curriculum and student or practitioner safety were questions that required further exploration. From the survey pool of 187 respondents, fourteen students were interviewed.

Students responded to five questions and four key themes were identified through a process of inductive and deductive analyses. These themes were: silence is unsafe, there is a need to 'normalise' the LGBTQI+ community through representation in curricula, developing knowledge and skills in communication protocols for engaging respectfully with LGBTQI+ people and community, inclusion of LGBTQI+ content in a safe and open learning context is the responsibility of all teachers.

Leonard, W., Lyons, A., & Bariola, E. (2015). A closer look at private lives 2: Addressing the mental health and well-being of lesbian, gay, bisexual and transgender (LGBT) Australians. <https://apo.org.au/node/53996>

11.20am

Workshop

Developing authentic assessment across the disciplines: a workshop for academic staff

Decades ago, Wiggins (1990) defined authentic assessment as those tasks that are similar to workplace tasks, are led by students allowing (co-) creation, and produce outcomes that are a result of problem solving. Wiggins (1990) also emphasised that the learning process of completing an authentic assessment is of equal value to the assessed product, enabling assessment *for* as well as *of* learning. This approach has long been supported by constructivist theorists (Biggs & Tang, 2011; Sadler, 1989) and recently enshrined in new Assessment Policy at ACU. Yet, more traditional forms of assessment tasks, such as tests, exams and essays, continue to feature strongly in universities. Simper (et.al. 2022) argue

A/Prof Alison Owens

40 minutes

that changing assessment practices at an institution involves a change in assessment culture achieved through a combination of policy levers and agency for change. Such an approach is required to disrupt entrenched micro-cultures of assessment in disciplines, compliance-driven approaches to assessment and also academic resistance to change (Simper et al., 2022). Australian Catholic University has also recently implemented new *Graduate Attributes and Capabilities*. As academic staff work to review their curricula to map new Graduate Attributes and a new Assessment Policy to their teaching, learning and assessment structures and practices, an opportunity exists to reconsider assessment in terms of authenticity of tasks across disciplines and student cohorts. This opportunity is also timely in the context of the rapid proliferation of generative AI tools. This workshop aims to presents principles and strategies for authentic assessment task design and implementation, engaging attendees with redesign options in their field. The intended outcome is to foster a collaborative environment for academics to explore and integrate authentic assessment approaches in alignment with ACU’s new Graduate Attributes and Assessment Policies, thereby enhancing the learning experiences and outcomes for ACU students across different disciplines.

Biggs, J. B., & Tang, C. S.-K. (2011). *Teaching for Quality Learning at* (4th ed.). Maidenhead, UK: Society For Research Into Higher Education & Open University Press.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119–144.

Simper, N., Mårtensson, K., Berry, A., & Maynard, N. (2021). Assessment cultures in higher education: reducing barriers and enabling change. *Assessment & Evaluation in Higher Education*, 47(7), 1016–1029. <https://doi.org/10.1080/02602938.2021.1983770>

Wiggins, G. (1990). The Case for Authentic Assessment. *Practical Assessment, Research, and Evaluation*, 2(1). <https://doi.org/10.7275/ffb1-mm19>

12.00pm

Student Panel

Student perspectives of learning at ACU

A panel of students studying at the Canberra campus, representing a range of disciplines at various points of their academic journey will participate in a session facilitated by the MC. Each student will speak to the reasons for their program selection, their professional goals and aspirations, their experience at ACU, what has and has not worked well for them on their learning journey, and suggestions for what could be done to improve the

Elouise Rabbets
Sienna Pitt
Oliver Peppermint

40 minutes

	<p>learning experience. To conclude, there will be a Q&A session in which showcase attendees are encouraged to participate.</p>		
<p>1.20pm</p>	<p>Presentation</p> <p>Quality Simulation Assurance Framework (QSAFe) for the enhancement of simulation-based health curriculum</p> <p>The aim of the project is to deliver a Quality Simulation Assurance Framework (QSAFe) which comprises of an audit tool aligning simulation activities to healthcare simulation standards of best practice (HSSOBP) (Watts et al., 2021), national professional and accreditation standards and First Nations perspectives. Particularly, there are no Australian or New Zealand (NZ) tools aligning simulation pedagogy with national health accreditation standards or First Nations perspectives.</p> <p>This multi-phase project is being undertaken by a small group of Australian and NZ simulation providers working at different higher education and health service organisations. QSAFe development has occurred through robust analysis of the literature and through a modified nominal group technique with in-depth qualitative analysis. The QSAFe will be piloted in late 2023, early 2024 initially in nursing, across Australian metropolitan and regional areas, with the aim to pilot in NZ and other health disciplines later in 2024.</p> <p>QSAFe will ensure curriculum and industry simulation activities are culturally appropriate and aligned to recognised professional and simulation standards to assist simulation facilitators of differing levels of expertise to design and implement quality simulation-based experiences. Developing QSAFe is an imperative next step in advancing simulation-based learning in Australian and NZ health curricula, addressing program accreditors concerns regarding the inconsistent quality of simulation, and enhancing the learner experience.</p> <p>The purpose of the presentation is to report the results of the initial scoping reviews highlighting the national and global need for not only assurance of simulation quality, but also the need to help tangibly include First Nations perspectives in simulation-based health curriculum.</p> <p>Watts, P. I., Rossler, K., Bowler, F., Miller, C., Charnetski, M., Decker, S., Molloy, M. A., Persico, L., McMahon, E., & McDermott, D. (2021). Onward and upward: introducing</p>	<p>Dr Jessica Russ-Smith</p>	<p>20 minutes</p>

	the healthcare simulation standards of best Practice™. Clinical Simulation in Nursing, 58, 1-4. https://doi.org/10.1016/j.ecns.2021.08.006		
1.40pm	<p>Workshop</p> <p>Supporting students to develop graduate capabilities – how the Academic Skills Unit can work with staff</p> <p>ACU is introducing new graduate attributes. The development of these graduate attributes is underpinned by twelve graduate capabilities that demonstrate students' skills and their ability to achieve the graduate attributes. The Academic Skills Unit (ASU) is at the nexus of facilitating skills development and building students' graduate capabilities. ASU aims to develop students' skills through workshops, consultations and resources. In this interactive workshop we will map these skills against the graduate capabilities. The session will then explore how staff can collaborate with the ASU on how the development of the graduate capabilities can be scaffolded so that students can demonstrate their achievement of the graduate attributes.</p>	Ms Emma Grist	40 minutes
2.20pm	<p>Presentation</p> <p>ACU Thrive: A year in review</p> <p>In 2023, ACU piloted a first-year undergraduate teaching model founded on transition pedagogy (Kift, 2015) across four large courses: Physiotherapy, Nursing, Nursing/Paramedicine, and Education. This initiative was titled ACU Thrive. As the dust settles on the academic year, it's timely to review ACU Thrive. This presentation will overview why ACU Thrive was initiated, the work that was involved, and the preliminary outcomes of Semester 1 and 2 for 2023. Academics directly involved in the delivery of ACU Thrive will present about their experiences, as well as share broader outcomes related to the initiatives. These outcomes will include SELT data, LEO engagement data, Echo360 data, success rates, and retention rates. Commentary will be offered about the successes of the work, as well as the opportunities for future innovation and improvement. The presentation is an opportunity for the ACU community to hear more about ACU Thrive, as well as receive first-hand anecdotes from those who were involved.</p> <p>Kift, S. (2015). A decade of transition pedagogy: A quantum leap in conceptualising the first year experience. <i>HERDSA Review of Higher Education</i>, 2(1), 51-86.</p>	Mr Lance Gray Ms Cath Emmerson	20 minutes

<p>3.00pm</p>	<p>Workshop</p> <p>Roundtable on ACUs <i>Professional Learning & Teaching Community - 2024 and beyond</i></p> <p>Like a Community of Practice (Wenger-Trayner, 2014), the Professional Learning and Teaching Community (PLTC) provides a forum for ACU staff to come together to explore and share their ideas and concerns on common experiences and practices. More than a forum for discussions, another important aim is to make constructive recommendations to the university to improve experiences and outcomes for staff and students. The PLTC sits outside formal University committee structures but through avenue this can provide a forum for a broad range of staff to participate and contribute to the dialogue around learning and teaching issues at ACU. To date, the PLTC has been instrumental in influencing learning and teaching practices, policies and processes relating to issues from assessment design and moderation to academic wellbeing and managing change. Until 2022, these sessions were run within the Faculty of Health Sciences using the model started in 2019. In 2023, the PLTC moved to open these meetings up to the boarder university community. Following this move, this workshop will run in a round-table format inviting interested staff to discuss how the new university wide PLTC should be shaped in 2024 and beyond.</p> <p>Wenger-Trayner, E. (2014). Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning. London: Routledge.</p>	<p>Mr Michael Larkin</p>	<p>80 minutes double session</p>
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