CEI Showcases – North Sydney Abstracts

Date: Friday 1 December 2023

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
9.20am	**Presentation** **Learning is best when it is shared: Do videoed case scenarios support interprofessional learning in an allied health neuroscience unit?** The unit, ALHT210: Neuroscience for Allied Health, is but one example of how interprofessional education (IPE) is being embedded into the second year of undergraduate allied health programs at Australian Catholic University. One challenge in delivering an interprofessional unit such as this, is to engage students with content that they may perceive has limited relevance to their discipline presently, but is paramount to their ability to provide collaborative client centred health care in the future (Bogossian et al., 2023). The purpose of this action research project is to evaluate and enhance the effectiveness of four 'pilot' videoed case studies in facilitating interprofessional learning in ALHT210. Each case study incorporated short, recorded interviews with people living with a neurological condition and allied health clinicians who provide interprofessional assessment and management to this clinical population. In the first action research cycle, five teaching staff participated in two online focus groups discussions, reflecting on the effectiveness of the videoed case studies for student learning, and proposing modifications for implementation in the second iteration of the unit in 2024. This presentation will discuss how a thematic analysis of these discussions have contributed to (i) evidence informed revisions of the videoed case studies, and (ii) the scholarship of IPE design, specifically utilising videoed case studies (co-developed with clients, families, and clinicians) to connect student learning with clinical practice.	Dr Natalie Berg	20 minutes

	Plans to evaluate the recommended revisions to the 'pilot' videoed case studies, in the second research cycle, from the perspectives of students, will also be outlined. Bogossian, F., New, K., George, K., Barr, N., Dodd, N., Hamilton, A. L., Nash, G., Masters, N., Pelly, F., Reid, C., Shakhovskoy, R., & Taylor, J. (2023). The implementation of interprofessional education: a scoping review. *Adv Health Sci Educ Theory Pract*, *28*(1), 243-277. https://doi.org/10.1007/s10459-022-10128-4		
9.40am	**Presentation** **ACU Thrive: a year in review** 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. Kift, S. (2015). A decade of transition pedagogy: A quantum leap in conceptualising the first year experience. HERDSA Review of Higher Education, 2(1), 51-86.	Ms Cath Emmerson Ms Kate Lowe	20 minutes
10.00am	**Presentation** **A collaborative approach to course development and delivery in Canvas** In the contemporary tertiary context, there has been an observable shift towards more flexible, more asynchronous, more online education. As recently as four years ago (pre-Covid), the majority of ACU units available in the discipline area of Health and Physical Education were offered in a face-to-face, on campus, synchronous mode of delivery. This	Dr Renata Cinelli Dr Nicki Brake Ms Holly Kavanagh	20 minutes

"traditional" mode of teaching suits Health and Physical Education due to the nature of the content, the ability of the educator to model physical education pedagogy, and ease within which a learning community can be established. It is known that both curriculum design and delivery are important components in effective teaching (Khalil & Elkhider, 2016). Similarly, establishing a learning community is known to support retention and engagement in learning (Stone, 2017). This becomes increasingly important in the online environment, given retention is known to be at least 20 percent lower in online study compared with face-to-face units (Stone, 2017). In this presentation we will share our approach to curriculum design and delivery that took place while building our online facilitator capabilities and establishing and fostering a learning community in a fully asynchronous Health and Physical Education course in CANVAS. We worked with the explicit goal of fostering a learning community and building confidence in the Health and Physical Education discipline. We'll outline the challenges we faced, solutions found, and how we effectively divided the workload to maximise feedback and interactions with students.

Khalil, M. K., & Elkhider, I. A. (2016). Applying learning theories and instructional design models for effective instruction. *Advances in Physiology Education*, 40(2), 147-156.

Stone, C. (2017). Opportunity through online learning: Improving student access, participation and success in higher education (pp. 1-85).https://apo.org.au/sites/default/files/resource-files/2017-03/apo-nid94591.pdf

| 10.20am | **Presentation**

 Virtual simulated patient cases in undergraduate health science curriculum

 The suspension of face-to-face learning during the Covid-19 pandemic increased the demand for online curriculum without sacrificing the realism and connection required to prepare healthcare students for clinical practice. Virtual patients are interactive digital simulations of clinical case presentations. The effectiveness of virtual patients in healthcare education, and comparison to both traditional and digital education methods have been described in the literature[1]. The aims of this project were to design, deliver and evaluate three virtual simulated patient cases and to pilot a framework for virtual case development within the School of Allied Health. Three existing cases studies from a second-year physiotherapy unit were chosen to be developed into virtual patient learning | Ms Carolyn Gates | 20 minutes |

	packages using Articulate 360 software. Short videos featured simulated patient actors speaking directly to camera as if they were interacting with students. Through the virtual patient videos and linked online learning activities, students could practice their clinical reasoning skills by working their way through patient assessment, analysis of pathophysiology and patient problems, treatment planning, communication with a clinical educator, and documentation. Activity descriptions and learning outcomes were included in a pre-briefing at the commencement of the case and students were instructed to immerse themselves in their role of the physiotherapy student responsible for the care of the virtual patient. A self-guided reflection activity at the end aimed to assist students to consolidate their learning. Student perceptions of the usability and content were evaluated via online survey, and usage tracked via the learning management system. Virtual simulation cases could be developed and applied using alternative software for other disciplines. Kononowicz, A., Woodham, L., Edelbring, S., Stathakarou, N., Davies, D., Saxena, N., Tudor Car, L., Carlstedt-Duke, J., Car, J., & Zary, N. (2019). Virtual Patient Simulations in Health Professions Education: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. Journal of Medical Internet Research, 21(7), e14676. https://doi.org/10.2196/14676		
11.00am	**Presentation** **Pursuing a dual career pathway (sport and studies) at ACU: Are stakeholders aligned in their understanding and support of student-athletes?** Every sport season, every year, we hear about retired athletes who have experienced depression, anxiety, substance use, social, family and occupational problems. All too regularly we hear of retired athletes who have died by suicide. Media reports are supported by research that the retired athlete is 'vulnerable' to mental health struggles (Rice, 2016). Resources have been identified that could support athletes in the lead up to and during retirement such as positive coach-athlete relationships, financial support, and career planning and education (e.g., Park, Lavelle, & Tod, 2013). Creating an environment that supports these types of resources would be most effective if all stakeholders (e.g., athletes, coaches, sporting organisations, and educational institutions) are aware, engaged and aligned.	Dr Justine Stynes Dr Ann-Marie Gibson	20 minutes

	As a university we have an opportunity to support the wellbeing of student-athletes through the Elite Athlete and Performer Program (EAPP). The aim of this TDG project was to explore the learning experiences of students in the EAPP and whether there is alignment with how stakeholders (e.g., academic staff, industry) understand the challenges of a dual career pathway. Qualitative and quantitative data were gathered to understand stakeholder perceptions of student-athlete experiences of studying at university. This presentation will describe the project and resultant learnings that the team hope will be used to promote understanding of the factors that facilitate engagement and retention in tertiary studies. This could afford both tertiary and sporting institutions the ability to implement programs to support dual-career athletes, connecting learners (e.g., students), community (e.g., academic staff), and industry (e.g., sporting organisations). Specific strategies that can be implemented by academic staff to support student-athletes in their academic studies will be discussed. Park., S., Lavallee, D., & Todd, D. (2013. Athletes' career transition out of sport: A systematic review. Review of Sport and Exercise Psychology, 6(1), 22-53. Rice, S.M., Purcell, R., DeSilva, S., Marwen, D., McGorry, P.D., & Parker, A.G. (2016). The mental health of elite athletes: A narrative systematic review. Sports Medicine, 46(9), 1333-1353.		
11.20am	**Presentation** **Restarting the heart: paramedic student views on integrating gender identity and sexuality in health curricula at ACU** 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 include perspectives and experiences of LGBTIQ+ people. This can mean student clinical practice needs in relation to interactions with the LGBTIQ+ community are overlooked. Specific learning needs of LGBTIQ+ students may also be neglected. Student views on how LGBTIQ+ 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 LGBTIQ+ community. This study aimed to examine student perspectives on LGBTIQ+ content in paramedicine curriculum.	A/Prof Georgia Clarkson A/Prof Alison Owens	20 minutes

	This research reports qualitative data within a broader mixed methods research project exploring LGBTIQ+ presence in ACU paramedicine curriculum. An initial survey of students indicated that questions around LGBTIQ+ 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.		
	Evidence of outcomes: 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 LGBTIQ+ community through representation in curricula, developing knowledge and skills in communication protocols for engaging respectfully with LGBTIQ+ people and community, inclusion of LGBTIQ+ 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		
11.40am	**Presentation** **Transforming professional learning - evaluation and evolution of the GCHE** Professional development is essential to improving quality learning and teaching in higher education. Comprehensive, formal professional development programs can foster positive changes in teacher's practices and enhance student learning (Ginns, Kitay, and Prosser 2010). Ongoing evaluation of the impact of these programs is a critical part of the quality assurance cycle (Owens et al, 2021). As academic developers we see ourselves as both learners and educators on a journey with our students/ colleagues. Critical reflection and evaluation of our own practices and programs is key. In this presentation, we reflect on the evaluation and evolution of the Graduate Certificate in Higher Education (GCHE) at ACU. The GCHE aims to develop teachers as tertiary educators by enhancing participants' capabilities in learning and teaching. Academic staff are encouraged to critically reflect on their practice with an aim to improve student learning. We share our findings from two research projects investigating the impact of the GCHE. These studies examined the lived experiences of graduates to explore the GCHE's influence on academic practice (Owens et al, 2021) and professional identity (Daddow et al, 2023). Participants in both studies report making significant changes to their teaching, including the adoption of	Dr Susan Brooman-Jones Assoc Prof Alison Owens	30 minutes

student-centred approaches, reflective practice, and scholarship (Owens et al, 2021; Daddow et al, 2023). In reflecting on the GCHE's positive impact, we also saw an opportunity to extend this influence and evolve. To conclude, we share how we are approaching the work of decolonising the GCHE curriculum as an example of this evolution.

Daddow, A., Owens, A., Clarkson, G. & Fredericks, V. (2023). The precarious academic: professional development and academic identity in the neoliberal university. International Journal for Academic Development, pp. 1-14. DOI: 10.1080/1360144X.2023.2246443

Ginns, P., Kitay, J. & Prosser, M. (2010). Transfer of Academic Staff Learning in a Research-Intensive University." Teaching in Higher Education, 15 (3): 235–46. https://doi.org/10.1080/13562511003740783.

Owens, A., Daddow, A., Clarkson, G. & Nulty, D. (2021). What is the Price of Excellence in Learning and Teaching? Exploring the Costs and Benefits for Diverse Academic Staff

Studying Online for a GCHE Supporting the SoTL. Teaching and Learning Inquiry, 9 (1): 161-179

Time	Session	Presenters	Duration
12.00pm	**Student Panel** **Student perspectives of learning at ACU** A panel of students studying at the NSW campuses, 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 learning experience. To conclude, there will be a Q&A session in which showcase attendees are encouraged to participate.	Carissa Hickman Victoria Vartuli Remy Carlon Thomas Cummins Mani Nafisi Matthew Smith	60 minutes
1.40pm	**Presentation** **Revitalising First-Year Science Laboratories: A Holistic Approach to Enhancing Student Engagement and Laboratory Skills Development**	Dr Douglas Jackson	20 minutes

	Engagement and attendance challenges are common in university courses. This presentation addresses a first-year discipline-specific unit that faced declining attendance and disengagement, particularly in laboratory classes. Instructors noted a lack of fundamental laboratory skills in first-year students, attributed to an overload of learning activities. To address these issues, the laboratory classes were completely redesigned to prioritise a scientific mindset and technical skills, building upon relevant published literature [1,2]. Activities tied to lecture content were removed, creating more time for skill development. The initial three weeks focused on fundamental laboratory skills, followed by scaffolded skill development and assessment. Implementation followed a structured approach. Each session began with a brief pre-laboratory talk, highlighting a specific skill and safety guidance, followed by hands-on skill acquisition with personalised feedback. The approach resulted in increased engagement, active participation, and significant skill improvement among students, effectively tackling attendance and engagement issues. This emphasises the benefits of prioritising skill development and a scientific mindset for first-year university students in laboratory classes. [1] Holmes NG, Olsen J, Thomas JL, Wieman CE. Value added or misattributed? A multi-institution study on the educational benefit of labs for reinforcing physics content. Phys. Rev. Phys. Educ. Res. [Internet]. 2017 [cited 2023 May 22]; 13(1). DOI: https://doi.org/10.1103/PhysRevPhysEducRes. 13.010129 [2] Pavlova IV, Remington DL, Horton M, Tomlin E, Hens MD, Chen D, Willse J, Schug MD. An introductory biology research-rich laboratory course shows improvements in students' research skills, confidence, and attitudes. PLoS One [Internet]. 2021 [cited 2023 May 22]; 16(12). DOI: https://doi.org/10.1371/journal.pone.0261278		
1.40pm	**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	A/Prof Alison Owens Dr Natalie Berg Ms Joanna Lilpop	40 minutes

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 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

1.40pm	**Workshop** Playing by the rules - rubric design principles Rubrics in higher education refer to a set of criteria or standards used to evaluate student learning or performance. The goal of using rubrics in higher education is to provide	Dr Ann-Marie Gibson Ms Cath Emmerson	40 minutes

students with clear expectations and feedback on their learning, and to help educators make more objective and consistent evaluations of student performance (Brookhart & Chen, 2015; Reddy & Andrade, 2010). Allowing staff and students as learners to connect, a well-designed, evidence-based rubric enables both staff and students to 'play by the rules of the game' and should be an integral element of assessment design.

By the end of this 40-minute workshop, based on the evidence in the INSPIRE toolkit, you will be able to:

- Understand *what* a 'good' rubric looks like and *how* it can improve student learning and motivation.
- Critique an existing rubric and subsequently develop an improved rubric for an assessment of choice (participants will be encouraged to bring an existing rubric to critique in the workshop session).
- Discuss how students can co-create their own rules of the game and a gain a better understanding of the expectations of the assessment and clarity regarding terms and phrases.

Brookhart, S. M., & Chen, F. (2015). The quality and effectiveness of descriptive rubrics. *Educational Review, 67*(3), 343–368. https://doi.org/10.1080/00131911.2014.929565

Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment and Evaluation in Higher Education, 35*(4), 435–448. https://doi.org/10.1080/02602930902862859

| 2.00pm | **Presentation**

Legal Capabilities of Chat-GPT as an Effective Supplementary Tool for Legal Education

The presentation shows the results of a research project aimed at verifying whether Chat GPT is an appropriate supplementary tool for learning law. Chat GPT is promoted as capable of explaining and contextualising legal concepts, clarifying and simplifying complex legal terminology, and translating and checking the pronunciation of legal vocabulary. The problem, however, is that these are untested assumptions, and we tend to ignore if these capabilities are appropriate supplementary tools for learning law at all. The presentation, therefore, identifies the positive aspects of this new technology (if any) as well as those aspects where Chat GPT falls short or needs improvement. | Dr Juan Diaz-Granados

A/Prof Brendon Murphy | 20 minutes |

	The presentation is based on an empirical study based on legal categories. Using specific concepts from the main areas of law –– such as the concepts of *stare decisis*, *voir dire* and *volenti non fit injura* –– the project compared Chat GPT outputs against verified sources of law to determine the adequacy of these outputs. The project also compared GPT-3.5 results with the outputs of GPT Plus (GPT-4), the paid version of Chat GPT. The presentation will give educators and students a better understanding of what capabilities of Chat GPT, if any, can be used as a supplementary mechanism of learning and understanding law – including translation and pronunciation functions with the potential to assist international students significantly.		
2.20pm	**Presentation** **Decolonising the Law Curriculum** 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. Galloway, K. (2018). Indigenous Contexts in the Law Curriculum : Process and Structure. *Legal education review*, *28*(2), 1. https://doi.org/10.53300/001c.6469 Russ-Smith, J. (2019). Indigenous social work and a Wiradyuri framework to practice, in B Bennett and S Green *Our Voices: Aboriginal Social Work* (2nd Edition). London: Red Globe Press: 103-116.	A/Prof Alison Owens	20 minutes

3.00pm	**Presentation**	Dr Matthew White	20 minutes
	Connecting pre-service teachers with the profession through SimLab		
	T SimLab is an immersive platform that gives Pre-service Teachers (PSTs) the opportunity to experience, practice and improve their teaching and communication techniques in a simulated environment. During a simulation, the PST is presented with a scenario which plays out through real-time interactions with one or more student 'avatars' who are controlled by professional actors. Simulations facilitate experiential learning and allow students to experience challenging situations in a secure environment. SimLab is particularly relevant to PSTs as it provides them with opportunities to deescalate situations that they are likely to experience on placement or when they begin teaching.		
	In semesters 1 and 2, the SimLab experience was offered to cohorts of Education PSTs studying in New South Wales. This presentation will provide details of the scenarios encountered by the PSTs, and the student avatars who presented realistic opportunities for the PSTs to practice their managing difficult behaviour approaches. We will also provide insights into the PSTs' perceptions of how valuable they found the sessions and what they learned from the experience.		
	This presentation has relevance and implications for other discipline areas and practice-based courses, where creating a positive environment and encouraging experimentation are promoted.		
3.00pm	**Workshop**	Ms Alice Lee	40 minutes
	Supporting students to develop graduate capabilities – how the Academic Skills Unit can work with staff		
	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.		

3.00pm	**Workshop**	Dr Ann-Marie Gibson	80 minutes
	Roundtable on ACUs *Professional Learning & Teaching Community- 2024 and beyond*	Ms Jenny Penny	double session
	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.	A/Prof Jane Butler Dr Douglas Jackson Dr Paul Taylor Dr Charmaine Bonus	
	Wenger-Trayner, E. (2014). Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning. London: Routledge.		