CEI Showcases – Ballarat Abstracts

Date: Tuesday 26 November 2024

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
11.10am	**Presentation** **The story behind the new Supervising pre-HDR students short course and micro-credential** The purpose of this presentation is to illustrate the power of inter-Faculty professional collaboration in the development of university teaching practices. The presenters will tell their story about being part of the research and development team responsible for the new professional learning resource, "Supervising pre-HDR students". Members of the team included honours coordinators, LIC's of Masters Capstone units, experienced pre-HDR supervisors, and a learning designer. Concerned with supporting supervisors of honours and masters capstone students, they noticed that many of the supervisors were ECRs, who had not only <u>not</u> had experience supervising before but also were not eligible to become accredited HDR supervisors. They established that this situation was a university-wide problem, spanning honours supervision and course work Masters degrees in other faculties. Indeed, the role of the pre-HDR supervisor in Australia falls outside of the Higher Education Standards Framework (TEQSA 2021) and pre-HDR supervision has generally been overlooked in higher education research (MacFadyen, et al. 2019). Long story short for the abstract, a successful inter-Faculty teaching development grant involving a team from CEI, FEA, and FHS supported the research and development resulting in six new "Supervising pre-HDR Students" professional learning modules. The design of these PL modules was purposeful, and innovative. The team called it professional learning by inquiry (Martin et al., 2024). Now, the six modules represent a short course, which any staff member can dip-in and dip-out of on a need-to-know basis. However, in addition to completing all six modules, staff could submit an optional, separate assessment for micro-credential recognition.	Dr Jenny Martin Dr Benjamin Mountford	20 minutes

The voluntary anonymous feedback on the short course so far includes, "I just had a lot of joy going through the modules. It was nice that this resource exists and the videos were crafted so well." But wait - that's not the end of the story - CEI have taken the Supervising pre-HDR Students short course as a model, adopting the dip-in dip-out idea for other short courses and offering separate assessment for micro-credentials!

In this presentation one or more of the research and development team will tell the story from their perspective.

References

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Martin, J., Owens, A., Bayes, S., Tofari, P., Lynch, C., Mountford, B., Warne, E. (2024). Understanding supervisory practice   and development in the pre-HDR space: An ethogenic approach. Higher Education Research and Development 44(1).

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11.30am	**Presentation**	Dr Kathleen McGuire	20 minutes
	Understanding and Supporting Diverse Pre-Service Teachers: Becoming and Flourishing as a Neurodivergent Teacher		
	ACU sets itself apart from other teacher education providers by its personal approach to supporting all students and its unwavering commitment to equity. This underscores our dedication to nurturing future educators. However, each year, several students encounter challenges that necessitate additional support within units and during their professional placements. Presently, lecturers in charge of professional experience units and Course Coordinators identify these students and provide necessary assistance. Despite these efforts, there are instances where difficulties arise during placement, often impacting students profoundly. These challenges can hinder the progress of students who have invested significantly in their journey to become teachers.		

	This presentation outlines the narrative of our efforts to better understand and support the unique needs of neurodivergent pre-service teachers in higher education and work integrated learning. Through an Australian Collaborative Education Grant, we undertook a detailed investigation into the challenges and barriers they face. We used this investigation to collaboratively develop a guideline of supports that aims to foster their success in becoming and flourishing as teachers. By sharing the experiences and insights of neurodivergent pre-service teachers, we emphasize the importance of authentic supports in higher education being the pathway for diversity in the teaching workforce. A diverse teaching body not only enriches the classroom environment but also enhances student achievement. Recommendations from our research now need to be embedded within pre-service teacher units. We envision a streamlining of supports available to all students. This project highlights the critical role of valuing individual strengths and providing the necessary support to empower our neurodivergent pre-service teachers to flourish.			
1.00pm	**Workshop** **ACU's Big Sing for a Big Cause: A story of transformational learning from theory to practice** *ACU's Big Sing for a Big Cause* was more than a grassroots fundraising event. (Ng, 2024). As a co-curricular, issues-based engagement (CIBE), it enacted all five focus areas of Vision 2033, was informed by transformational learning and student involvement theories in higher education (Bowman, 2012; Taylor, 2011), longitudinal research, and considered Carnegie-classified case studies. The project's outcomes included some surprising benefits and discoveries, encouraging our students to flourish and thrive. It produced a CIBE model, applicable to learning and teaching. Transformational learning theory explains how adults learn from life-altering experiences (Mezirow, 1981) and student involvement theory concerns the effectiveness and capacity of educational practice to increase student engagement. (Astin, 1984). Music was used as the engagement vehicle for the *Big Sing* project, with inherent qualities to heal trauma, build resilience, empower, advocate, effect social change, and foster social connection (Reynolds, 2023). The group experience facilitated "meeting participants' needs for belonging, support, self-efficacy, purpose, and positive emotions" and enhancing mental health. (Williams et al, 2019).	Dr Kathleen McGuire	40 minutes	

In the workshop, participants will engage in a micro-experience of transformational learning, then explore ways to develop CIBE-informed teaching practices through a series of guided processes including co-design.

We are living at a time when loneliness has been identified as "an epidemic as dangerous as smoking 15 cigarettes a day" (AAP, 2024). Social cure theory suggests opportunities for engagement in higher education can help (Haslam, 2018), leading to improved wellbeing, academic achievement and continuing enrolment. (Gopalan, 2022). The project's CIBE model can help re-write the story.

References

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1.40pm	**Workshop** **Reassessing Rubrics in the age of GenAI** Formal writing is an integral part of university study, both in the expression of thoughts and ideas and in the synthesis of knowledge. Indeed, it could be argued that the careful and deliberate composition of language into 'artifacts' is the purest form of understanding available and the optimal way in which stories are told, accessed and preserved in the realm of teaching and learning. The emergence of generative AI writing tools, however, has necessitated a reappraisal of how written assessment tasks are structured and delivered and, in turn, how rubrics can best reflect these adaptions. This presentation intends to outline initiatives taken by ACU's Education Pathways programs in this space. These initiatives include: • Adding specific descriptors to accommodate the emergence of genAI (to address both acceptable and unacceptable uses of genAI where applicable) • Encouraging students through rubric descriptors to value their own voice and ideas against the lure of genAI's instant output and seemingly effortless solutions • Requiring students to complete genAI Acknowledgement forms to accompany their assessment submissions • Developing teaching materials and approaches that guide students in the ethical use of genAI as well as highlighting its inherent limitations in formulating and supporting thoughts, ideas and academic stances	Mr Stuart Parker	40 minutes

	Rubric samples and accompanying teaching materials will be showcased in the presentation and attendees will be invited to consider what common/traditional rubric descriptors in written assessments are readily achievable by genAI and how these might be modified or indeed replaced.		
2.20pm	**Presentation** **The process of student assignment preparation: Using Cadmus to understand the story of how students created their assignment and academic integrity assurance** In Semester 2 2024, Cadmus was piloted at ACU in 5 units and in this presentation, we will share our experience of Cadmus in these units, both positive and negative. Academic integrity is an ongoing issue in Australian universities with 27.2% of students reported to have shared completed assignments, and 5.78% engaging in contract cheating in a study of 14,086 Australian university students (Bretag et al, 2018). Cadmus is an online assessment platform that can be integrated into the Canvas Learning Management System and within Cadmus students complete their entire written assessment task. This feature allows us to follow the story of how the student prepared their assessment and through that we can gain more insight into the academic integrity of the preparation. However, we can also deter cheating by providing students with supportive teaching and learning environments (Betram Gallant 2017; Bretag et al, 2018; Brimble 2016). Cadmus aims to also support students by and reduce incentive to cheat by (Cadmus n.d.): - Supporting students in their learning and assessment e.g. by incorporating learning resources into assessments - Guide students in organising their knowledge e.g. by providing students with frameworks to organise their own information - Mastery of relevant skills e.g. provide referencing guides - Targeted practice and targeted feedback e.g. through drafts and/or cohort wide feedback targeted to their progress **References**	Dr Anna Lister	20 minutes

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