

CEI Showcases – Brisbane Abstracts

Date: Monday 2 December 2024

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
10.10am	<p>Presentation ACU Thrive: A Year in Review</p> <p>ACU Thrive is the University’s dedicated first-year learning and teaching model. The model is informed by transition pedagogy, universal design for learning, the science of learning, and ACU staff and students. ACU Thrive was piloted in 2023 and was scaled in 2024 to include all Faculty of Health Sciences and National School of Education units, as well as a scattering of Faculty of Law and Business, and Faculty of Theology and Philosophy units.</p> <p>ACU Thrive is principally about delivering learning using a flipped classroom approach, but with specific evidence-based practices. Weekly online content is characterised by high-quality, chunked video-based learning, interspersed with interactive learning tasks, and finished off with formative assessment activities to help students gauge their understandings and progress. The on-campus experience is then reserved for small class instruction, dominated by active learning that allows students opportunities to deepen their understandings from the online environment.</p> <p>This presentation will include a brief overview of the outcomes of ACU Thrive so far, including student retention, student satisfaction, and student performance. This will be followed by a case study of a unit that was ‘thrived’ in 2024. This section of the presentation will take the form of a reflective narrative, and include the experiences – both good and bad – of an academic involved in the work. The aim of the presentation is to tell an honest story about ACU Thrive from the perspective of those involved at the coalface.</p> <p>References Cumming, T. M., & Rose, M. C. (2022). Exploring universal design for learning as an accessibility tool in higher education : A review of the current literature. <i>Australian Educational Researcher</i>, 49(5), 1025–1043. https://doi.org/10.1007/s13384-021-00471-7</p>	Dr Zachary Conway	20 minutes

	<p>Kift, S., Nelson, K., & Clarke, J. (2010). Transition pedagogy : a third generation approach to FYE : a case study of policy and practice for the higher education sector. <i>Student Success</i>, 1(1), 102–111. https://doi.org/10.5204/intjfyhe.v1i1.13</p> <p>Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. <i>Psychological Bulletin</i>, 143(6), 565–600. https://doi.org/10.1037/bul0000098</p>		
<p>10.30am</p>	<p>Presentation The process of student assignment preparation: Using Cadmus to understand the story of how students created their assignment and academic integrity assurance</p> <p>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.</p> <p>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.</p> <p>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.):</p> <ul style="list-style-type: none"> - 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 <p>References</p>	<p>Ms Tyneille Hale</p>	<p>20 minutes</p>

	<p>Bertram Gallant, T., 2017. Academic integrity as a teaching & learning issue: From theory to practice. <i>Theory Into Practice</i>, 56(2), pp.88-94.</p> <p>Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., ... van Haeringen, K. (2018). Contract cheating: a survey of Australian university students. <i>Studies in Higher Education</i>, 44(11), 1837–1856. https://doi.org/10.1080/03075079.2018.1462788</p> <p>Brimble, M. (2016). Why Students Cheat: An Exploration of the Motivators of Student Academic Dishonesty in Higher Education. In: Bretag, T. (eds) <i>Handbook of Academic Integrity</i>. Springer, Singapore. https://doi.org/10.1007/978-981-287-098-8_58</p> <p>Cadmus. (n.d.). <i>What is best practice assessment?</i> Cadmus. https://cadmus.io/guides/what-is-best-practice-assessment</p>		
10.50am	<p>Presentation “Your Journey”: Using stories of internal and external stakeholders as key motivational, engagement and retention tools within Higher Education</p> <p>Knowles et al. (2015) emphasises that adults are motivated to learn when they are presented with content through tasks or activities that hold value in actual situations that they will face. Importantly, this shifts the motivation from external, where learning presents as a tick box activity to get a job on graduation as an example, to internal, where learning now presents as a way of potentially improving competency and therefore self-confidence within any future potential employment. The sometimes challenging component of this concept is that without this real-world exposure to the industry that students are wanting to enter, what is and what isn’t meaningful to them can be hard to decipher. Student engagement with key internal and external stakeholders early within their university journey can, therefore, play a significant role in shaping their own story within their chosen future profession. This presentation will outline how engagement with both internal and external stakeholders through a strategically developed Question and Answer type interview series called “Your Journey”, was implemented and delivered during weekly workshops helping shape the story of the 1st year unit EXSC121 Exercise and Sport Science: Starting the journey within the Bachelor of Exercise and Sport Science degree. The stories told by each guest served to help create empowering and meaningful learning experiences as well as a key retention tool as students discovered potential future employment opportunities, how unit content was related to these opportunities and importantly, how no one story told by guests followed the same script (Biggs & Tang, 2007; Chickering & Gamson, 1987; Knowles et al., 2015).</p>	Dr Chris McCosker	20 minutes

	<p>References</p> <p>Biggs, J., & Tang, C. (2007). Teaching for quality learning at university (3rd ed.). McGraw Hill.</p> <p>Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, March(3), 3-7.</p> <p>Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: the definitive classic in adult education and human resource development (8th ed.). https://doi.org/https://doi.org/10.4324/9781315816951</p>		
11.30am	<p>Presentation INSPIRE-r: A Peer Review Platform for Enhancing Learning and Teaching</p> <p>This presentation tells the story of INSPIRE-r, a custom-built platform designed to transform how academics engage with peer review in the context of learning and teaching. The journey began with the recognition that while peer review is deeply embedded in research, a similar process was missing in teaching practice. This gap inspired the creation of INSPIRE-r, a space where academics can share their teaching innovations, pedagogical approaches, and evidence of student learning outcomes, fostering a community of mutual learning and growth.</p> <p>At its heart, INSPIRE-r is a story of connection and collaboration. Academics submit their work, not to be judged, but to invite constructive feedback and reflection. Peer reviewers, guided by shared principles of collegiality and rigor, offer insights that spark deeper conversations about teaching excellence. Through this dialogue, educators share their successes, confront challenges, and co-create new ideas, weaving a narrative of shared professional growth.</p> <p>This session will explore the development of INSPIRE-r, shaped by the voices of early adopters who reviewed and refined the platform during its pilot phase. Their feedback has been instrumental in crafting features that support evidence-based teaching, reflective practice, and peer-to-peer learning. Attendees will discover how INSPIRE-r provides a scalable and sustainable model for professional development, elevating the teaching practices that define the student experience. As higher education embraces the value of quality teaching, INSPIRE-r stands as a testament to the power of storytelling in shaping a culture of continuous improvement.</p>	Dr Daniel Chalkley	20 minutes

11.50am	<p>Presentation National Priority Setting for Educational Research: Uncovering the PROSPECT for Higher Education</p> <p>The ACU-led PROSPECT study aims to establish national research priorities in higher education, focusing on teaching and learning. Storytelling is central to the PROSPECT study, as it brings together diverse narratives from students, educators, and academic leaders across Australian universities to co-create a shared vision for the future of research. Although priority-setting processes are common in fields like healthcare, higher education has yet to engage in such a national collaboration. This project seeks to address this gap by involving participants to identify and rank research priorities that reflect their unique stories and guide future research. This study extends on previous research at one Australian university (Choi et al., 2023).</p> <p>Methods: This study uses a 3-stage, sequential research design. Stage 1 involves an initial survey of academic staff and students from selected, representative universities in Australia. Stage 2 invites all universities in Australia to participate in a national survey to rank research priorities in order of perceived importance. Stage 3 involves focus groups with stakeholders from representative universities nationally to contextualise quantitative data and provide insights relevant to ranked priorities and learning and teaching.</p> <p>Results: Seven Australian universities are part of the PROSPECT consortium participating in this study. Phase 1 commenced at ACU in mid-2024 with 394 staff and students completing the initial survey. Preliminary results indicate common priorities across students, educators, and senior leaders, including AI Integration, Student engagement, pedagogical approaches, feedback and assessment, and development of critical thinking.</p>	A/Prof John Mahoney	20 minutes

	<p>Discussion and Conclusion: The PROSPECT study will weave together the stories of diverse stakeholders to establish a resource of research priorities that span across faculties and disciplines, unifying efforts in higher education research. The project will provide an evidence base to shape future research initiatives, ultimately enhancing learning and teaching experiences through the power of collective narratives.</p> <p>Reference Choi, T., Palermo, C., Sarkar, M., Whitton, J., Rees, C., & Clemans, A. (2023). Priority setting in higher education research using a mixed methods approach. <i>Higher Education Research & Development</i>, 42(4), 816-830.</p>		
12.10pm	<p>Presentation The crucial need to promote care and social connection in fully online asynchronous initial teacher education</p> <p>Teacher shortage is a global challenge. One solution is to provide convenient and cost-effective access to initial teacher education (ITE) for individuals who cannot attend on campus. While online ITE programs have been around for two decades, fully asynchronous online (AO) ITE offerings are new. The nature of AO delivery is that learners, their peers, and facilitators are separated by time and space, and no synchronous (real time) communication takes place. As such, participants can feel isolated and disconnected, demonstrating less satisfaction in basic psychological needs for support and relatedness (Fabriz et al., 2021). ‘Presence’ is key to engagement (Burke & Lamar, 2021). Specifically, presence is the sense that others are ‘real’ people and while they are not present physically, they are ‘there’ socially and emotionally (Lowenthal, 2022).</p> <p>Our project aims to provide value-laden preparation and support for all learners in AO units at ACU. We surveyed and interviewed 364 preservice teachers over 2023 and 2024. Results revealed that more than 50% undertaking AO units feel “no connection” or “little connection” to their unit, peers, and facilitator, and that PSTs hold significant misconceptions about the nature of AO learning and delivery, with over 70% expecting real time interaction with peers and facilitators. We will share our initiatives to overcome these dilemmas including a preparatory module to assist students to confidently meet the unique demands of AO learning with a focus on social connection, and a</p>	Dr Melissa Cain	20 minutes

	<p>checklist for ACU applicants to self-assess if AO delivery aligns with their learning preferences and expectations.</p> <p>References</p> <p>Burke, K., & Lamar, S. (2021). Acknowledging another face in the virtual crowd: Reimagining the online experience in higher education through an online pedagogy of care. <i>Journal of Further and Higher Education</i>, 45(5), 601-615. https://doi.org/10.1080/0309877X.2020.1804536</p> <p>Fabriz, S., Mendzheritskaya, J., & Stehle, S. (2021). Impact of synchronous and asynchronous settings of online teaching and learning in higher education on students' learning experience during COVID-19. <i>Frontiers in Psychology</i>, 12, 733554–733554. https://doi.org/10.3389/fpsyg.2021.733554</p> <p>Lowenthal, P. R. (2022). Exploring student perceptions of asynchronous video in online courses. <i>Distance Education</i>, 43(3), 369-387.</p>		
1.40pm	<p>Presentation</p> <p>Consumers of knowledge to creators of knowledge – the power of storytelling in embedding research into undergraduate exercise science units</p> <p>Developing disciplinary research skills through abilities to understand, interpret, critically evaluate and apply evidence is a core trait of undergraduate programs. However, less common is extending those skills into creating new or synthesised pieces of knowledge through academic writing and core outputs (i.e., peer-reviewed journal articles). Within exercise science, these skills/outputs are central to a capstone unit (Strength and conditioning: Prescription for Athletic Performance). This practice is appropriate for capstone units, with complexity and quality of student thinking and assessment tasks reflecting extended abstract knowledge (Biggs & Collis, 2014). This assessment also forms part of an external industry qualification, with high-quality submissions published in an industry journal. While we are adept at evidence-based practice throughout our undergraduate programs, our students are typically ill-equipped to demonstrate extended-abstract thinking expressed as academic outputs. ACU as an institution stands to benefit in industry-standing if our graduates are achieving publishable work. To achieve these outcomes, students learned to apply</p>	Dr Patrick Campbell	20 minutes

	<p>systematic arguments, critically analyse existing evidence, and extend upon current knowledge into practice. This was implemented using active learning techniques – centred on teaching our students the power of expressing their knowledge through telling a story in their academic writing. The results have demonstrated the success of the approach, with three ACU students having their articles published into the Journal of Australian Strength and Conditioning over the past two-unit iterations. This presentation will outline the framework that facilitated these outcomes and offer staff insights into how they can embed these concepts into teaching and learning practices.</p> <p>References Biggs, J. B., & Collis, K. F. (2014). <i>Evaluating the quality of learning: The SOLO taxonomy (Structure of the Observed Learning Outcome)</i>. Academic Press.</p>		
2.00pm	<p>Workshop 1 Crafting powerful presentations: Teaching using narratives</p> <p>This workshop will take a deep dive into the art and science of narrative-driven presentations, emphasising their potential to enhance student engagement and learning outcomes. Research suggests that storytelling facilitates cognitive processing, fosters emotional connections, and increases knowledge retention. However, crafting an effective narrative requires intentional design that aligns with unit content and learning objectives.</p> <p>Participants in this workshop will explore the theoretical underpinnings of and empirical evidence for narrative pedagogy to understand how stories can aid in both comprehension and recall. Through interactive activities, they will also learn practical strategies for constructing meaningful narratives that resonate with diverse student cohorts and subject matter. Additionally, the workshop will address how to integrate multimedia elements and evidence-based teaching practices to support the delivery of narrative-driven presentations.</p> <p>By the end of the session, participants will be able to design and deliver presentations that not only convey information but create meaningful connections between content and students' lived experiences. This workshop complements the CEI Showcase theme by seeking to provide educators with techniques that bring content to life through storytelling.</p>	A/Prof John Mahoney	40 minutes

	<p>References</p> <p>Luong, K. T., Moyer-Gusé, E., & McKnight, J. (2020). Let’s go to the movies...for science! The impact of entertainment narratives on science knowledge, interest, and information-seeking intention. <i>Journal of Media Psychology: Theories, Methods, and Applications</i>, 32(4), 200–215. https://doi.org/10.1027/1864-1105/a000272</p> <p>Naul, E., & Liu, M. (2020). Why story matters: A review of narrative in serious games. <i>Journal of Educational Computing Research</i>, 58(3), 687-707. https://doi.org/10.1177/0735633119859904</p> <p>Spanjaard, D., Garlin, F., & Mohammed, H. (2023). Tell me a story! Blending digital storytelling into marketing higher education for student engagement. <i>Journal of Marketing Education</i>, 45(2), 167-182. https://doi.org/10.1177/02734753221090419</p> <p>Timpani, S., Sweet, L., & Sivertsen, N. (2022). A narrative inquiry of storytelling: A learning strategy for nursing students to reflect on their interactions with patients. <i>Reflective Practice</i>, 23(2), 232–245. https://doi.org/10.1080/14623943.2021.2013191</p>		
2.00pm	<p>Workshop 2 Inspired by Mary MacKillop: The Power of Story in Rediscovering Our “Why”</p> <p>This workshop provides a welcoming space to explore the values and motivations that sustain us through the highs and lows of academia, from workload pressures and research setbacks to the rewarding moments that keep us going. I’ll share my own journey—including how I found inspiration in the life and work of Mary MacKillop, which ultimately led me to a career in teaching and, later, to educating other teachers.</p> <p>In this workshop, you will participate in guided reflection to uncover your deepest motivation—visualizing your "why" and then spending time writing or drawing a personal reminder of it to see you through the challenging days. This session invites colleagues across all areas of ACU—whether in Business, Nursing, Law, or Education, both professional and academic staff—to reflect on and reaffirm their own core purpose, their "WHY," within our university community.</p> <p>Through storytelling, reading, reflection, and creative activities, we will examine how staying connected to our sense of purpose helps us navigate the complexities of our roles. As a university,</p>	Ms Katie Wilson	40 minutes

	<p>we are committed to teaching and working with the dignity of all in mind—this workshop will help ensure we don't lose sight of our own dignity in the process. Join us as we reconnect with our individual "WHY" and reinvigorate our shared commitment to meaningful work.</p>		
<p>2.40pm</p>	<p>Workshop 3 Dictator to facilitator: Empowering you and your students through facilitating learning stories</p> <p>Creating a learning environment where students are led to actively participate and take ownership in their learning should be critical to the role of a teacher within higher education settings (Chickering & Gamson, 1987; Kim, 2005; Witfelt, 2000). Theoretically, the idea of becoming a facilitator of learning may seem easy, but practically the implementation of this teaching approach can be challenging. After all, it's important to allow our own stories, experiences and knowledge dictate how our students learn....right? We are the content experts after all. Moving out of our comfort zones and away from a teacher led approach that can cause vulnerability is challenging. However, we should aim to create environments in which students feel safe and comfortable to share ideas and construct their own meanings to content. In this approach, facilitators of learning transition from 'just knowing the content' to designing learning around 'what the student does' (Biggs & Tang, 2007). But where do we start? This workshop provides practical ideas and activities on how to design 'interesting introductions' in tutorials and workshops as a means of facilitating this transition. How you can develop and implement your own catalogue of learner centred, engaging activities that serve as active learning tools, scaffolding techniques as well as ensuring inclusivity amongst your student groups will be covered (Bloom et al., 1956; Krathwohl, 2022; Massaro, 2015). Challenge yourself to incorporate these ideas into how you teach, to promote exploration in the way our students search for solutions to problems rather than passively receiving answers.</p> <p>References Biggs, J., & Tang, C. (2007). Teaching for quality learning at university (3rd ed.). McGraw Hill. Bloom, B. S., Krathwohl, D. R., & Masia, B. B. (1956). Taxonomy of educational objectives: the classification of educational goals. Longmans. Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin, March(3), 3-7. Kim, J. S. (2005). The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies. Asia Pacific Education Review, 6(1), 7-19.</p>	<p>Dr Chris McCosker Dr Patrick Campbell Dr Joe Campana</p>	<p>40 minutes</p>

Krathwohl, D. (2022). A Revision of Bloom's Taxonomy: An Overview. *Theory into Practice*, 41(4), 212-218. https://doi.org/https://doi.org/10.1207/s15430421tip4104_2

Massaro, T. (2015). *Living Justice: Catholic Social Teaching in Action* (0003 Third Classroom ed.). Rowman & Littlefield Publishers.

Witfelt, C. (2000). Educational multimedia and teachers' needs for new competencies: a study of compulsory school teachers' needs for competence to use educational multimedia. *Educational Media International*, 37(4), 235-241.