CEI Showcases – Canberra Abstracts

Date: Wednesday 4 December 2024

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
9.40am	**Presentation** **First Nations Curriculum in Social Work: Mapping ethical responsibilities for anti-racist Social Work Education** The integration of First Peoples perspectives into higher education curricula is essential for fostering a more inclusive and culturally safe educational environment (ACU 2033 Vision). Social Work is a profession and discipline grounded in values of human rights, social justice and professional integrity (AASW, 2020) and learning how to embody these values begins in the classroom. First Nations curriculum in the Social Work discipline offers an opportunity to re-story colonial legacies and decolonise the skills and practice of students (Russ-Smith, 2019; Green and Bennett, 2018). The importance of First Nations curriculum has long been a requirement of Australian Social Work Education Accreditation Standards and Codes of Ethics (AASW, 2020). This showcase presents findings from an ISSP funded ACU Social Work curriculum mapping project through a First Nations storytelling methodology. The presentation will discuss the process of curriculum mapping through First Nations ways of Knowing including the Wiradyuri concept of wayanha (Russ-Smith, 2024; Green and Bennett, 2018), transformation, to sit in storytelling with colleagues in our journeys to decolonise higher education. **References** ACU. (2023). *Vision 2023*. Australian Association of Social Workers [AASW]. (2020). *Code of Ethics.* AASW. AASW. (2024). *Accreditation Framework*. AASW. Green, S., & Bennett, B. (2018). Wayanha: A Decolonised Social Work. *Australian Social Work*, *71*(3), 261–264. https://doi.org/10.1080/0312407X.2018.1469654	A/Prof Jessica Russ-Smith	20 minutes

	Russ-Smith, J. (2019). 'Indigenous social work and a Wiradyuri framework to practice'. In B. Bennett, & S. Green (Eds.), *Our voices: Aboriginal social work* (2nd ed., pp. 65–85). Macmillan International. Russ-Smith, J. (2024). Wayanha knowledge hierarchies: sovereign cosmologies standing across generations. *Diaspora, Indigenous, and Minority Education*, 1–8. https://doi.org/10.1080/15595692.2024.2387368			
10.00am	**Presentation** **Virtual Branching Scenario's: Advantages, Challenges, Tips and Tricks** Virtual Branching Scenarios (VBS) are an interactive digital tool that can create authentic, real-time situations for students to use and develop higher order thinking, critical thinking, and advanced clinical reasoning (Dabney et al., 2020; Rababa, 2021). Even though VBS have been used in Higher Education for many years the literature is fragmented. This presentation explores the known advantages and challenges of this learning and assessment platform and draws on the personal experiences of the presenter. **References** Dabney, C., Appling, N. A., & Herr, M. J. (2020). An interprofessional branching simulation to introduce RN first assistant students to their role in the perioperative setting. *AORN Journal*, *112*(5), 471-477. https://doi.org/10.1002/aorn.13211 Rababa, M. (2021). Comparing the effects of regular lecture and branching path simulation on nursing students' academic performance evaluation. *Nurse Educator*, *46*(2), E28-E32. https://doi.org/10.1097/NNE.0000000000000873	Ms Fran Corcoran	20 minutes
10.20am	**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 not had experience	A/Prof Alison Owens	20 minutes

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.

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

MacFadyen, A., English, C., Kelleher, M., Coates, M., Cameron, C. & Gibson, V. (2019) 'Am I doing it right?' Conceptualising   the practice of supervising master's dissertation students. Higher Education Research & Development, 38 (5), 985-1000.
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).
TEQSA (Tertiary Education Quality and Standards Agency). (2021). Guidance note: Research and research training (Version   2.0). https://www.teqsa.gov.au/latest-news/publications/guidance- note-research-and-research-training.

11.40am	**Workshop** **The Power of Historical Narratives: Why Students Needs to Understand East-Central Europe in the Face of the Russian Invasion of the Ukraine** In the context of the Russian invasion of Ukraine, understanding the historical and cultural narratives of East Central Europe is more crucial than ever. This workshop will explore how integrating the region's complex stories into teaching can enhance students' comprehension of contemporary global events and cultivate a more nuanced perspective on international relations. Using the power of storytelling as a pedagogical tool, the session will demonstrate how educators can effectively convey the historical legacies of conflict, nationalism, and resilience that continue to shape the political landscape of East Central Europe. This 40-minute workshop will present concrete strategies for embedding East Central European narratives into a range of disciplines. Participants will engage with sample case studies, digital resources, and adaptable lesson plans that illustrate how historical storytelling can contextualise present-day geopolitical conflicts and foster critical discussions around identity, sovereignty, and regional stability. Through interactive dialogue and collaborative activities, the workshop will empower participants to utilise storytelling to build students' global awareness and prepare them to respond empathetically and knowledgeably to contemporary international issues. By the end of the session, attendees will leave with practical insights and tools to enhance their teaching practice, ensuring that the power of historical narratives is harnessed to engage and inspire the next generation of learners. **Reference**s Güttner-Sporzyński, Darius von, ed. *The Jagiellon Dynasty, 1386–1596: Politics, Culture, Diplomacy*. East Central Europe, 476-1795, vol. 1. Turnhout: Brepols, 2024.	Professor Darius von Guttner	40 minutes
12.20pm	**Workshop** **Telling Your Professional Story** Professional development and recognition through awards, fellowships and promotion in higher education often requires you to write a reflective narrative evidencing your claims to 'outstanding' or 'excellent' practice.	A/Prof Alison Owens	40 minutes

Writing a reflective narrative requires you to engage in reflective practice by examining what you do, why you do it that way, and how you know it is effective. Reflective practice emerges principally from the work of Donald Schön (1987) who defines reflective practice as the practice by which professionals objectify their implicit knowledge base and, by doing so, learn from their experience. When applied as a strategy for professional development, reflective practice allows you to participate in a cyclical process that involves thoughtfully engaging with a problem and reviewing personal and professional experience to bring about changes to practice (Osterman & Kottkamp 2004). While reflective practice is the process underpinning a reflective narrative, writing the narrative can often be the most difficult part. This workshop aligns with the showcase theme, *The power of the story in learning and teaching,* by supporting participants to tell their professional story. The workshop will focus on three challenges often encountered when writing a professional story.

- How to reflect on your practice to build a clear narrative – finding your focus.
- How to stop being too humble – telling your story!
- How to support your claims - what counts as evidence and how to use it effectively.

This will be a guided workshop, bring your laptop, or pen and paper, and be ready to reflect on your practice.

References

Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective Practice for Educators: Professional Development to Improve Student Learning* (2nd edn.). Thousand Oaks, California: Corwin Press.
Schön, D. (1987). Educating the Reflective Practitioner. San Francisco, USA: Jossey-Bass.

1.00pm	**Workshop** **Using game-based learning to prepare for clinical practice: Are you Practice Ready?** Game-Based Learning (GBL) has been shown to foster active learning by encouraging critical thinking, problem-solving, and collaboration among students. In nursing education, these skills are particularly crucial as they directly translate to real-world clinical environments where quick decision-making and teamwork are essential. Despite its strengths, most academics within Higher Education do not use GBL (Lester et al, 2023). The presentation introduces the game 'Practice Ready'; a board game designed to help prepare 2nd year nursing	Ms Fran Corcoran Ms Natasha Halliday Mrs Sandra Stevens Ms Anne Andonovski	40 minutes

students for clinical practice. An overview of its design and use is presented, along with early insights from the teaching team.

Reference

Lester, D., Skulmoski, G. J., Fisher, D. P., Mehrotra, V., Lim, I., Lang, A., & Keogh, J. W. L. (2023). Drivers and barriers to the utilisation of gamification and game-based learning in universities: A systematic review of educators' perspectives. *British Journal of Educational Technology*, 54, 1748–1770. https://doi.org/10.1111/bjet.13311