

# CEI Showcases – Melbourne Abstracts

**Date:** Wednesday 4 December 2024

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
9.40am	<p><b>Presentation 1</b></p> <p><b>The Story behind the new Supervising pre-HDR students short course and micro-credential</b></p> <p>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).</p> <p>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.</p>	<p>A/Prof Ellen Warne</p> <p>Dr Paul Tofari</p> <p>Dr Claire Lynch</p>	20 minutes

	<p>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.</p> <p><b>References</b></p> <p>MacFadyen, A., English, C., Kelleher, M., Coates, M., Cameron, C. &amp; Gibson, V. (2019) 'Am I doing it right?' Conceptualising the practice of supervising master's dissertation students. <i>Higher Education Research &amp; Development</i>, 38 (5), 985-1000.</p> <p>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. <i>Higher Education Research and Development</i> 44(1).</p> <p>TEQSA (Tertiary Education Quality and Standards Agency). (2021). Guidance note: Research and research training (Version 2.0). <a href="https://www.teqsa.gov.au/latest-news/publications/guidance-note-research-and-research-training">https://www.teqsa.gov.au/latest-news/publications/guidance-note-research-and-research-training</a>.</p>		
9.40am	<p><b>Presentation 2</b>  <b>Video Engagement Patterns in Flipped Classrooms</b></p> <p>A key part of the Thrive model, and flipped classrooms in general, is the use of asynchronous video-based learning (AVBL), short videos with explicit instruction that students watch before coming to class where they apply their newly acquired knowledge (Lundin et al., 2018). As part of the Thrive model, we have 'flipped' their lecture content to produce short, focused videos, with the idea – guided by evidence in the literature – that students engage with these videos and learn. That's the story we tell as part of the Thrive project, but is that what's happening? Using video analytics from a number of Thrive units, we can paint a picture of the various ways students engage with AVBL at ACU, and the sorts of patterns that emerge. How long do students watch for? Is it always a bad thing if students don't watch all of a video? What can we do to guide students to the important content? While data can't necessarily provide the answers, it can help frame the story.</p> <p><b>Reference</b></p>	Mr Jacob Dyer	20 minutes

	<p>Lundin, M., Bergviken Rensfeldt, A., Hillman, T., Lantz-Andersson, A., &amp; Peterson, L. (2018). Higher education dominance and siloed knowledge: A systematic review of flipped classroom research. <i>International Journal of Educational Technology in Higher Education</i>, 15(1), 20. <a href="https://doi.org/10.1186/s41239-018-0101-6">https://doi.org/10.1186/s41239-018-0101-6</a></p>		
<p>10.00am</p>	<p><b>Presentation 3</b></p> <p><b>ACU Thrive: A Year in Review</b></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><b>References</b></p> <p>Cumming, T. M., &amp; 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. <a href="https://doi.org/10.1007/s13384-021-00471-7">https://doi.org/10.1007/s13384-021-00471-7</a></p>	<p>Dr Alyse Wilcox</p>	<p>20 minutes</p>

	<p>Kift, S., Nelson, K., &amp; 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. <a href="https://doi.org/10.5204/intjfyhe.v1i1.13">https://doi.org/10.5204/intjfyhe.v1i1.13</a></p> <p>Schneider, M., &amp; Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. <i>Psychological Bulletin</i>, 143(6), 565–600. <a href="https://doi.org/10.1037/bul0000098">https://doi.org/10.1037/bul0000098</a></p>		
10.00am	<p><b>Presentation 4</b></p> <p><b>The integration of clinical skills videos to transform learning in first year clinical paramedicine units</b></p> <p>For any passionate educator, watching a student put theory into practice effectively is a remarkable moment. The question is – how can we assist our students to reach this point effectively?</p> <p>The ACU Thrive model aims to maximise student engagement and content accessibility, through use of evidence-based learning and teaching strategies. Underpinned by this framework, we set to re-format PARA126 (Paramedicine Theory: Primary Care) and PARA127 (Paramedicine in Practice: Primary Care), with an overarching goal of providing clear links between theory and practice. This was achieved through the creation of innovative multimedia resources, in the form of clinical skills videos.</p> <p>A grant was obtained from the Centre for Education and Innovation (CEI) and forty paramedicine clinical skills were filmed with the assistance of the ACU Studios and Innovation team. These skills were utilised in online learning content for PARA127, and available to students via a QR code in the paramedicine laboratories. By providing students with clinical videos that could be accessed at any time, students were afforded the opportunity to control and enhance elements of their own learning. Using visual and auditory cognitive channels, students were able to learn from words and pictures, rather than just words. This method has been shown to develop a deeper understanding of content in line with Mayer’s Cognitive Theory of Multimedia Learning (CTML) (Mayer, 2014).</p> <p>This presentation will provide a key overview of how the clinical skills videos were developed and integrated into the units, and the impact it had on student learning.</p>	<p>Ms Jessica Molhuysen</p> <p>Mx Bobby Rankin</p> <p>Ms Mary Huynh</p> <p>Mr Jacob Dyer</p>	20 minutes

	<p><b>Reference</b></p> <p>Mayer, R. E. (Ed.). (2014). <i>The Cambridge handbook of multimedia learning</i> (Second edition.). Cambridge University Press.</p>		
10.20am	<p><b>Presentation 5</b></p> <p><b>The process of student assignment preparation: Using Cadmus to understand the story of how students created their assignment and academic integrity assurance</b></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"> <li>- Supporting students in their learning and assessment e.g. by incorporating learning resources into assessments</li> <li>- Guide students in organising their knowledge e.g. by providing students with frameworks to organise their own information</li> <li>- Mastery of relevant skills e.g. provide referencing guides</li> <li>- Targeted practice and targeted feedback e.g. through drafts and/or cohort wide feedback targeted to their progress</li> </ul> <p><b>References</b></p>	A/Prof Matthew Zbaracki	20 minutes

	<p>Bertram Gallant, T., 2017. Academic integrity as a teaching &amp; 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. <a href="https://doi.org/10.1080/03075079.2018.1462788">https://doi.org/10.1080/03075079.2018.1462788</a></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. <a href="https://doi.org/10.1007/978-981-287-098-8_58">https://doi.org/10.1007/978-981-287-098-8_58</a></p> <p>Cadmus. (n.d.). <i>What is best practice assessment?</i> Cadmus. <a href="https://cadmus.io/guides/what-is-best-practice-assessment">https://cadmus.io/guides/what-is-best-practice-assessment</a></p>		
10.20am	<p><b>Presentation 6</b></p> <p><b>Unlocking learning through role play: A multidimensional approach to the flipped classroom</b></p> <p>Using a story-driven framework over a twelve-week semester, 62 third-year students engaged in a flipped classroom approach encompassing two units. Through a range of sensory and visual experiences, excursions, interactions with young children, and even tram rides, students were immersed in flipped learning environments. This semester culminated in a role play that featured a mock court case held in the campus moot court, offering a realistic platform for students to apply their knowledge. Role play, already recognised as a powerful method in pre-service teacher training, becomes even more impactful when integrated with the flipped classroom model, providing a dynamic means to develop critical thinking, empathy, and problem-solving skills as students explore scenarios from multiple perspectives.</p> <p><b>References</b></p> <p>Gómez-Poyato, M. J., Aguilar-Latorre, A., Martínez-Pecharromán, M. M., Magallón-Botaya, R., &amp; Oliván-Blázquez, B. (2019). Flipped classroom and role-playing as active learning methods in the social work degree: randomized experimental study. <i>Social Work Education</i>, 39(7), 879–892. <a href="https://doi.org/10.1080/02615479.2019.1693532">https://doi.org/10.1080/02615479.2019.1693532</a></p> <p>Oliván-Blázquez, B., Aguilar-Latorre, A., Gascón-Santos, S., Gómez-Poyato, M. J., Valero-Errazu, D., Magallón-Botaya, R., Heah, R., &amp; Porroche-Escudero, A. (2023). Comparing the use of flipped classroom in combination</p>	Mrs Karen Hope	20 minutes

	<p>with problem-based learning or with case-based learning for improving academic performance and satisfaction. <i>Active Learning in Higher Education</i>, 24(3), 373–388. <a href="https://doi.org/10.1177/14697874221081550">https://doi.org/10.1177/14697874221081550</a></p>		
11.00am	<p><b>Presentation 7</b></p> <p><b>The power of the story as a teaching strategy for decolonising the law</b></p> <p>Decolonisation, the Law and storytelling are all continuous journeys of movement and change. They reflect different voices in a discourse about sovereignty, constitutionalism, land, history and knowledge (Benton, 2011). Their necessary diverse sources, contexts and rules create an awareness of ambiguity. Ambivalence in performance, including storytelling, creates a dialogue about diversity including about race, class, women, civil and human rights (Ellison, 1947). It is argued storytelling in legal education underpins critical thinking by students (Blissenden, 2015). With stories, concepts become relatable and memorable. Historical voices of legal resistance and change become audible. Renisa Mawani (2018) proposes a theory of “oceans as method” to tell powerful tales of voices and events in anti-colonial legal history. To follow Mawani, what was often inaudible, as part of the “great Australian silence” (Stanner, 1969), can be heard with a focus on singular legal cases of historical precedent. In Australia, we see how different layers of customs that comprise the “Law of the Land” (Reynolds, 1987) historically have challenged the rules of law, epitomised in the Latin or Law, <i>Lex</i> (Wolff, 2014). The visceral representation of legal histories and cases through photographs, petitions, film footage, artworks and protest song bring to life ideas that contribute to knowledge and consciousness. The HEPPP Indigenous Pre-Laws team will present on these approaches as new teaching strategies for four Public Laws topics: Civil Government, Sovereignty and Autochthony, The Constitution and, Federalism. It is proposed that students can become fluent in decolonising the law by coming to know legal histories.</p>	<p>Professor Patrick Keyzer          Ms Kathryn Wells          Emeritus Professor Mick Dodson          Mr Linc Yow Yeh</p>	20 minutes
11.00am	<p><b>Presentation 8</b></p> <p><b>National Priority Setting for Educational Research: Uncovering the PROSPECT for Higher Education</b></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</p>	Dr Liana Cahill	20 minutes

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).

**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.

**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.

**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.

**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. *Higher Education Research & Development*, 42(4), 816-830.

11.20am	<b>Presentation 9</b>	Ms Fleur Morgan	20 minutes
---------	-----------------------	-----------------	------------



## **Harnessing the Power of Student Stories: A Data-Driven Approach to Engagement and Success in Non-Award and Enabling Programs**

Ms Maggie Swannock

The Australian Universities Accord (2024) highlights the need for enabling or preparatory courses for students who may have faced educational or societal disadvantage, while also stressing the importance of providing additional supports to ensure student success. The literature indicates a positive relationship between use of data analytics and improvements in student engagement in programs (Herodotou et al. 2020, Foster and Francis, 2019). However, traditional mechanisms for flagging at-risk students at ACU have relied on post-study period analysis of unit fails.

This presentation explores how developing a more nuanced understanding of student circumstances through data has enhanced engagement and success in Non-Award and Enabling Programs at ACU. In its first year, our Program Engagement Project expanded beyond using attendance and unit fails as indicators of engagement and success to using data from Canvas activity, extension requests, staff flags and self-nomination to build a more complete picture of barriers to student engagement prior to the completion of a study period.

These insights informed personalised support strategies, including one-on-one interventions by Non-Award and Enabling Programs staff, addressing the unique needs of domestic and international students. By focusing on the stories told through data, the project has fostered improved retention and completion rates, particularly among at-risk students.

Case studies will demonstrate how these individualised, data-driven supports have positively impacted student outcomes. Early results show significant increases in unit completion rates and overall student retention.

Looking ahead, the project seeks to extend its approach to online cohorts and continuously refine its methods through ongoing data collection. The first-year findings offer valuable lessons for educators seeking to leverage student data to enhance engagement and success.

### **References**

Australian Universities Accord Review Panel. (2024). *Australian Accord Final Report*. Australian Government Department of Education. <https://www.education.gov.au/australian-universities-accord/resources/final-report>

	<p>Foster, C., &amp; Francis, P. (2019). A systematic review on the deployment and effectiveness of data analytics in higher education to improve student outcomes. <i>Assessment &amp; Evaluation in Higher Education</i>, 45(6), 822–841. <a href="https://doi.org/10.1080/02602938.2019.1696945">https://doi.org/10.1080/02602938.2019.1696945</a></p> <p>Herodotou, C., Naydenova, G., Boroowa, A., Gilmour, A., &amp; Rienties, B. (2020). How can predictive learning analytics and motivational interventions increase student retention and enhance administrative support in distance education? <i>Journal of Learning Analytics</i>, 7(2), 72–83. <a href="https://doi.org/10.18608/jla.2020.72.4">https://doi.org/10.18608/jla.2020.72.4</a></p>		
<p>11.20am</p>	<p><b>Presentation 10</b></p> <p><b>Integrating Humour and Storytelling as Tools to Lighten up Legal Education</b></p> <p>This paper examines the use of humour and storytelling in Australian legal education, focusing on how their skilful, selective and appropriate use fosters student engagement and wellbeing, particularly in first-year students. The authors lecture in diverse areas of law and adopt teaching strategies based on affect rather than purely rational approaches. 1 By understanding emotion as a pedagogical tool, students become more open to engaging empathetically and critically with complex and contentious issues within the realms of law and justice. 2 These methods align with emerging literature on relational pedagogy, 3 which highlights the importance of emotional engagement in legal education. The research is informed by a literature review, classroom observation (ACU-PORT) and feedback from SELT evaluations. Findings suggest that humour and storytelling contribute to creating positive and supportive environments where sensitive topics can be explored. This approach not only enhances student participation and classroom dynamics but also contributes to student resilience, fostering both emotional and academic growth, which are essential for students' future professional lives.</p> <p><b>References</b></p> <p>Emma Jones, 'Transforming legal education through emotions' (2018) 38(3) <i>Legal Studies</i> 450.</p> <p>Senthoran Raj, 'Teaching feeling: bringing emotion into the law school' (2021) 55(2) <i>The International Journal of Legal Education</i> 128, 129.</p> <p>Karen Gravett, Carol A Taylor and Nikki Fairchild, 'Pedagogies of mattering: re-conceptualising relational pedagogies in higher education' (2024) 29(2) <i>Teaching in Higher Education</i> 388</p>	<p>Dr Perla Guarneros-Sanchez Dr Bill Swannie</p>	<p>20 minutes</p>

11.40am	<p><b>Workshop 1</b>  <b>Shake Up Your Teaching: Engaging Students with Physically Active Learning</b></p> <p><i>Active learning</i> is about getting students involved in interactive activities rather than passively receiving information. This workshop explores an evidence-based active learning strategy that has received minimal attention in higher education (Mazzoli et al., 2021, Peiris, et al., 2022; Norris, et al., 2020); <i>physically active learning</i>. From our experience, as exercise scientists and physical educators in higher education, <i>physically active learning</i> strategies can boost students’ concentration and focus, while improving their social connections, class enjoyment, attendance and knowledge retention. Our observations are supported by the literature which suggests that for university students, movement breaks and <i>physically active learning</i> increase physical activity levels, reduce sedentary behaviour, improve well-being, increase student focus and attention in class, and reduce fatigue (Lynch, et al., 2022). Moreover, it can improve attention, increase course enjoyment, enhance peer engagement (Hayes, 2024), and may help students respond faster to psychomotor vigilance tasks (Pastor-Vicedo, et al., 2024). It is also well-established that higher physical activity levels in university students can enhance cognitive function, mood, and working memory capacity (Lin et al., 2018), all of which are valuable for a student’s overall health and academic performance.</p> <p>We invite you to participate in this cross-faculty workshop where you will be involved in the <i>physically active learning</i> process. You will gain practical insights to “shake up your teaching” and engage your students in <i>physically active learning</i> strategies that can be adapted to any learning space and topic. Together, we will reimagine our classrooms as dynamic and engaging spaces that enhance student health, well-being, academic performance, and overall success at university.</p> <p><b>References</b></p> <p>Hayes, S. (2024). Establishing the feasibility of exercise breaks during university lectures. <i>Frontiers in Sports and Active Living</i>, 6, 1358564.</p> <p>Lynch, J., O’Donoghue, G., &amp; Peiris, C. L. (2022). Classroom Movement breaks and physically active learning are feasible, reduce sedentary behaviour and fatigue, and may increase focus in university students: A systematic review and Meta-analysis. <i>International Journal of Environmental Research and Public Health</i>, 19(13), 7775.</p> <p>Mazzoli, E., Salmon, J., Teo, W. P., Pesce, C., He, J., Ben-Soussan, T. D., &amp; Barnett, L. M. (2021). Breaking up classroom sitting time with cognitively engaging physical activity: Behavioural and brain responses. <i>PLoS One</i>, 16(7), e0253733. <a href="https://doi.org/10.1371/journal.pone.0253733">https://doi.org/10.1371/journal.pone.0253733</a></p>	Dr Jason Wong Mr Poh Hust Oh Dr Beth McLeod	40 minutes
---------	---	---	------------

	<p>Norris, E., van Steen, T., Direito, A., &amp; Stamatakis, E. (2020). Physically active lessons in schools and their impact on physical activity, educational, health and cognition outcomes: A systematic review and meta-analysis. <i>British Journal of Sports Medicine</i>, 54(14), 826-838. <a href="https://doi.org/10.1136/bjsports-2018-100502">https://doi.org/10.1136/bjsports-2018-100502</a></p> <p>Pastor-Vicedo, J. C., León, M. P., González-Fernández, F. T., &amp; Prieto-Ayuso, A. (2024). Effects of physical activity breaks on cognitive function in undergraduate students: A pilot study. <i>Cogent Social Sciences</i>, 10(1). <a href="https://doi.org/10.1080/23311886.2024.2326692">https://doi.org/10.1080/23311886.2024.2326692</a></p> <p>Peiris, D., Duan, Y., Vandelanotte, C., Liang, W., Yang, M., &amp; Baker, J. S. (2022). Effects of in-classroom physical activity breaks on Children’s academic performance, cognition, health Behaviours and health outcomes: a systematic review and Meta-analysis of randomised controlled trials. <i>International Journal of Environmental Research and Public Health</i>, 19(15), 9479.</p>		
11.40am	<p><b>Workshop 2</b></p> <p><b>Using game-based learning to prepare for clinical practice: Are you Practice Ready?</b></p> <p>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 2<sup>nd</sup> year nursing students for clinical practice. An overview of its design and use is presented, along with early insights from the teaching team.</p> <p><b>References</b></p> <p>Lester, D., Skulmoski, G. J., Fisher, D. P., Mehrotra, V., Lim, I., Lang, A., &amp; 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. <i>British Journal of Educational Technology</i>, 54, 1748–1770. <a href="https://doi.org/10.1111/bjet.13311">https://doi.org/10.1111/bjet.13311</a></p>	Dr Clare Cole Mr Bryce Andrews	40 minutes

1.30pm	<p><b>Workshop 3</b></p> <p><b>ACU's Big Sing for a Big Cause: A story of transformational learning from theory to practice</b></p> <p><i>ACU's Big Sing for a Big Cause</i> 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.</p> <p>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 <i>Big Sing</i> 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).</p> <p>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.</p> <p>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.</p> <p><b>References</b></p> <p>Astin, A. (1984, January). Student Involvement: A Developmental Theory for Higher Education. <i>Journal of college Student Development</i>. 40:518-529. <a href="https://www.researchgate.net/journal/Journal-of-College-Student-Development-1543-3382?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19">https://www.researchgate.net/journal/Journal-of-College-Student-Development-1543-3382?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19</a></p> <p>Australian Associated Press (AAP). (2024, March 23). <i>An epidemic as damaging as smoking 15 cigarettes a day is sweeping Australia</i>. SBS News. <a href="https://www.sbs.com.au/news/article/an-epidemic-as-damaging-as-smoking-15-cigarettes-a-day-is-sweeping-australia/e3zhrk2vu">https://www.sbs.com.au/news/article/an-epidemic-as-damaging-as-smoking-15-cigarettes-a-day-is-sweeping-australia/e3zhrk2vu</a></p>	Dr Kathleen McGuire	40 minutes
--------	--	---------------------	------------

	<p>Bowman, N., &amp; Brandenberger, J. (2012). Experiencing the unexpected: Toward a model of college diversity experiences and attitude change. <i>Review of Higher Education</i>, 35(2), 179-205.</p> <p>Gopalan, M. (2023, February 16). <i>Students' sense of belonging matters: Evidence from three studies</i>. Teaching + Learning Lab Students Sense of Belonging Matters Evidence from Three Studies Comments. <a href="https://tll.mit.edu/sense-of-belonging-matters/">https://tll.mit.edu/sense-of-belonging-matters/</a></p> <p>Haslam, C. (2018). The social identity approach to health. In <i>The new psychology of health unlocking the social cure</i> (1st ed.). Routledge.</p> <p>Mezirow, J. (1981, Fall). A critical theory of adult learning and education. <i>Adult Education</i>. 32: 1. <a href="https://www.umsl.edu/~henschkej/articles/a_critical_theory_of_adult_education.pdf">https://www.umsl.edu/~henschkej/articles/a_critical_theory_of_adult_education.pdf</a></p> <p>Ng, E. (2024, September 11). <i>Singing the praises of a uni choir</i>. Impact. <a href="https://www.impact.acu.edu.au/community/singing-the-praises-of-a-uni-choir">https://www.impact.acu.edu.au/community/singing-the-praises-of-a-uni-choir</a></p> <p>Reynolds, F. (2023, August 1). <i>The transformative power of music in mental well-being</i>. Psychiatry.org. <a href="https://www.psychiatry.org/news-room/apa-blogs/power-of-music-in-mental-well-being">https://www.psychiatry.org/news-room/apa-blogs/power-of-music-in-mental-well-being</a></p> <p>Taylor, E. W. (2011). Fostering transformative learning. In Mezirow, &amp; Taylor (Eds.) <i>Transformative learning in practice: Insights from community, workplace, and higher education</i>, (pp. 3-17). Jossey-Bass.</p> <p>Williams, E., et al. (2019 May 31). Enhancing mental health recovery by joining arts-based groups: a role for the social cure approach. <i>Arts &amp; Health</i>. 12(2): 169-181. <a href="https://pubmed.ncbi.nlm.nih.gov/31146628/">10.1080/17533015.2019.1624584</a> <a href="https://pubmed.ncbi.nlm.nih.gov/31146628/">https://pubmed.ncbi.nlm.nih.gov/31146628/</a></p>		
1.30pm	<p><b>Workshop 4</b></p> <p><b>Telling Your Professional Story</b></p> <p>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. 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 &amp;</p>	Dr Harold Culala	40 minutes

	<p>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, <i>The power of the story in learning and teaching</i>, by supporting participants to tell their professional story. The workshop will focus on three challenges often encountered when writing a professional story.</p> <ul style="list-style-type: none"> <li>• How to reflect on your practice to build a clear narrative – finding your focus.</li> <li>• How to stop being too humble – telling your story!</li> <li>• How to support your claims - what counts as evidence and how to use it effectively.</li> </ul> <p>This will be a guided workshop, bring your laptop, or pen and paper, and be ready to reflect on your practice.</p> <p><b>References</b>        Osterman, K.F., &amp; Kottkamp, R.B. (2004). <i>Reflective Practice for Educators: Professional Development to Improve Student Learning</i> (2<sup>nd</sup> edn.). Thousand Oaks, California: Corwin Press.        Schön, D. (1987). <i>Educating the Reflective Practitioner</i>. San Francisco, USA: Jossey-Bass.</p>		
2.10pm	<p><b>Presentation 11</b></p> <p><b>Transforming the Professional Narrative: Using MyProgress to Enhance the Student Experience and Mitigate Risk</b></p> <p>The aim of this project was to move the Professional Experience Placement (PEP) Assessment tools for the Bachelor of Paramedicine (BP); Bachelor of Midwifery(BM); Bachelor of Nursing (BN) and associate programs, in the School of Nursing Midwifery and Paramedicine (SoNMP) from paper-based to an effective digital form in order to transform the student narrative around their PEP assessment and feedback experience and to mitigate risks associated with manual documentation in line with the requirements for the BN and associated programs accreditation (Australian Nursing Midwifery Accreditation Council, 2019). Rationale: -</p> <p>As health care and higher education move towards a digital environment, it was timely that ACU’s paper-based tools to assess PEP moved to an online platform. A preliminary look at the literature demonstrated a paucity in publications on the student experience with a digitally supported professional experience assessment tool such as the ANSAT, and nothing specific to nurse education was included (Kirkwood &amp; Price, 2014). Technology enhanced learning (TEL) in nursing is yet to be investigated and although many Nursing Schools in Australia have</p>	Mrs Mandy El Ali	20 minutes

moved to a digital assessment platform, no insights as to their impact on the student experience and risk mitigation have been reported.

Selecting MyProgress was based on a collective of experience in the professional experience space and the specific needs of the BN and associated programs at ACU. A review on the method of selecting an appropriate digital platform for assessment states that the functionality does not contribute to its popularity – for example PebblePad (E-Innovation Centre, 2024) while widely used as a digital assessment tool, did not offer the integration features of MyProgress (Çekiç & Bakla, 2021). The review by Çekiç & Bakla, (2021) also presented the requirement of internet access for most digital tools as a hindrance, and MyProgress provides ofline access. After a benchmarking and consultation exercise was undertaken by the Nursing NPPL with other universities and industry partners, the team from CEI and the NPPL then collaborated through a tender process to procure an appropriate platform to assess students' performance on placement while upholding the integrity of the BN, BP and BM courses accreditation and more importantly mitigate the risk associated with a paper-based tool.

The result of the tender process was the procurement of the MyProgress Platform and its implementation for the Nursing Discipline with Midwifery and Paramedicine to go live in semester 1 2025. Verbal narratives since its' launch from an academic perspective support an ability to monitor placement activity in real time. One of the more significant impacts is the ability for all stakeholders to be proactive rather than reactive in responding to PEP activities. The project is currently in phase 1 with the implementation for the BN and associated programs. There is a project team awaiting ethics approval to survey students, facilitators and academics to gain insight into their story of how its implementation has supported the scholarship of learning and teaching and what risks have been potentially mitigated.

MyProgress went live for the nursing discipline in August 2024 with minimal issues and interruptions. The majority of complains were user challenges. Support was provided through learning technologies, CEI and the NPPL.

### References

Australian Nursing Midwifery Accreditation Council. (2019). Registered Nurse Accreditation Standards 2019 Essential Evidence. [https://anmac.org.au/sites/default/files/2024-06/06920\\_anmac\\_reg\\_nurse\\_std\\_ee\\_2019\\_updated\\_fa.pdf](https://anmac.org.au/sites/default/files/2024-06/06920_anmac_reg_nurse_std_ee_2019_updated_fa.pdf)

Çekiç, A., & Bakla, A. (2021). A Review of Digital Formative Assessment Tools: Features and Future Directions. *International online journal of education & teaching*, 8(3), 1459.



	<p>E-Innovation Centre. (2024). PebblePad. In University of Wolverhampton, Telford TF2 9FT. <a href="https://pebblepad.com/">https://pebblepad.com/</a></p> <p>Kirkwood, A., &amp; Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. <i>Learning, media and technology</i>, 39(1), 6-36. <a href="https://doi.org/10.1080/17439884.2013.770404">https://doi.org/10.1080/17439884.2013.770404</a></p>		
2.10pm	<p><b>Presentation 12</b></p> <p><b>Narrative-based learning: A case study in design</b></p> <p>According to Wang (2019), '[s]torytelling is a continuous, creative process of making sense of lived experience into a narrative that engages listeners by shared meanings'. Narrative pedagogy, and narrative learning, seeks to teach and learn through the sharing of 'stories heard, stories told, and stories recogni[s]ed' (Clark &amp; Rossiter, 2008, p. 2). This approach is finding traction in schools and universities as educators look for more engaging ways to present online learning materials. With ACU's move from a Moodle-based Learning Management System (LMS) to Canvas, the default horizontal navigation system (selecting 'Next' or 'Back' to navigate between pages) presents itself much like that of a conventional print book. This paper examines how this user experience, revolving around interacting with 'pages', ties into the cognitive structures of narrative-based learning theory to improve the online learning experience. It will demonstrate via two case studies how the switch to horizontal navigation has encouraged narrative presentations both within the LMS and in augmented digital content on the page.</p> <p><b>References:</b></p> <p>Clark, M. C., &amp; Rossiter, M. (2008). <i>Narrative Learning in the Adult Classroom</i>. Adult Education Research Conference. <a href="https://newprairiepress.org/aerc/2008/papers/13">https://newprairiepress.org/aerc/2008/papers/13</a></p> <p>Gunder, A., &amp; Buckner, M. (2023). Story as Pedagogy: Leveraging Narrative Digital Learning Practices in the Instructional Design Process. <i>Ubiquity Proceedings</i>. <a href="https://ubiquityproceedings.com/articles/10.5334/uproc.88">https://ubiquityproceedings.com/articles/10.5334/uproc.88</a></p> <p>Kim-Godwin, Y. S., Matthias, A. D., &amp; Dieckman, L. P. (2023). Graduate Nurse Educator Students' Perceptions of the Use of Narrative Pedagogy in Online Learning: A Pilot Study. <i>Nursing Education Perspectives</i>, 44(4), 241–243. <a href="https://doi.org/10.1097/01.NEP.000000000001053">https://doi.org/10.1097/01.NEP.000000000001053</a></p>	<p>Dr Steve Joyce Mr Neil Grant Dr Agnes Au</p>	<p>20 minutes</p>

	<p>Swerzenski, J. D. (2021). Critically analyzing the online classroom: Blackboard, Moodle, Canvas, and the pedagogy they produce. <i>Journal of Communication Pedagogy</i>, 4, 51–69. <a href="https://doi.org/10.31446/JCP.2021.1.05">https://doi.org/10.31446/JCP.2021.1.05</a></p> <p>Wang, W. (2019). Chapter 5: Oral History and Storytelling: Reflection on an Alternative Approach of Teaching History in <i>Storytelling : Global reflections on narrative</i>. BRILL.</p>		
2.30pm	<p><b>Presentation 13</b>  <b>Harnessing PowerApps and Sharepoint for Effective Solutions</b></p> <p>This presentation explores how PowerApps is transforming approval workflows and data management in higher education, making complex processes feel simple and intuitive. As roles expand and administrative tasks grow, streamlined and scalable user-centred solutions have become essential—and with PowerApps, they’re within reach.</p> <p>This presentation will demonstrate the potential use of PowerApps by featuring two creations from the Faculty of Education and Arts:</p> <ul style="list-style-type: none"> <li>• The FEA Curriculum Changes app to manage Major and Minor Curriculum Changes, along with proposals for Short Courses and Microcredentials. This App provides a seamless experience for users to submit, track, and receive proposals.</li> <li>• The Student Management Dashboard for organising essential student data for a national program. This makes it easy for stakeholders to instantly view and collaborate using key student and program information.</li> </ul> <p>These tools have been designed with the end users of the Faculty in mind, turning what were once complex and time-consuming tasks into clear, structured workflows. Our experience has had with every step being tracked and accessible, users have been able to navigate processes with confidence, seeing where things stand at a glance.</p> <p>These Apps offer powerful, time-saving benefits by streamlining the tasks that often take up our valuable time, like sending email alerts, tracking changes, and consolidating essential details in one place. But they go beyond simple automation. They improve our workflows by enabling in-depth analysis, enhancing quality assurance, recording approvals, and fostering collaboration and informed decision-making- all with more reliable data. Join us to learn how these tools can help you work more efficiently and elevate the quality of your work.</p>	Ms Annette Margrain	20 minutes

	<p><b>References</b></p> <p>Reeves, T. C., &amp; McKenney, S. (2012). <i>Design Research from a Learning Design Perspective</i>. In S. Keengwe (Ed.), <i>Handbook of Research on Teaching and Learning with Technology</i> (pp.67–88). IGI Global.</p> <p>Barnett, R., &amp; Coate, K. (2005). <i>Engaging the Curriculum in Higher Education</i>. McGraw-Hill Education.</p> <p>D. S. C. Sim, &amp; S. S. Lee. (2020). <i>Integrating Low-Code Platforms for Educational Process Optimisation: A Case Study Using Microsoft Power Apps</i>. <i>Journal of Educational Technology &amp; Society</i>, 23(3), 89-102.</p>		
2.30pm	<p><b>Presentation 14</b></p> <p><b>Stories of cultural encounters: Perceptions of Non-Indigenous Pre-Service teachers of learning in an Aboriginal and Torres Strait Islander Histories, Cultures and Education Unit at ACU</b></p> <p>As a non-Indigenous academic who has accepted to facilitate Indigenous units (co-designed by a team of Indigenous and non-Indigenous academics), I wish to share my story and stories of some of my postgraduate students aspiring to become teachers.</p> <p>This presentation showcases the stories of non-Indigenous Pre-Service teachers (PST’s) who, within a postgraduate course, study a unit called ‘Aboriginal and Torres Strait Islander Histories, cultures and education’, with the aim of learning how to teach Aboriginal and Torres Strait Islander students and non-Indigenous students about Aboriginal and Torres Strait Islander languages, history and culture (Australian Institute for Teaching and School Leadership, 2024). This unit was first designed under the leadership of Ass. Prof. Nerida Blair and further developed by Dr Zuzanka Kutena and Dr Gillian Schroeter who were all part of ACU’s academic staff.</p> <p>The stories are those of the PSTs’ cultural understandings and experiential learnings of connecting with Aboriginal-led organisations as well as their apprehensions and hopes of authentically embedding the Indigenous perspective in their future teaching. From shared stories of persistent colonial legacy in society and schooling experiences to exploring decolonising approaches in education, these yarns illustrate personal cultural connections with Aboriginal and Torres Strait Islander cultures, despite being foreigners to Australia for some of these students.</p> <p>I will also share my own story: the joys and challenges of witnessing the PST’s subtle progress into multicultural literacy, intercultural understandings and pathways to decolonising the curriculum. Through the power of storying and storytelling, staff and students are given the opportunity to connect, be transformed and</p>	Dr Lily-Claire Deenmamode	20 minutes

	<p>consolidate their teaching approach towards culturally responsive and transformative pedagogies (Khedkar &amp; Nair, 2016).</p> <p><b>References</b></p> <p>Australian Institute for Teaching and School Leadership. (2018). Australian Professional Standards for Teachers, AITSL, Melbourne.</p> <p>Khedkar, P. N., &amp; Nair, P. (2016). Transformative pedagogy: A paradigm shift in higher education. <i>Multidisciplinary Research and Practice</i>, 6(1), 332–337.</p>		
3.10pm	<p><b>Presentation 15</b></p> <p><b>Transformative Learning through Authentic Assessments: Reflections from the Learning Trajectory Assessment in the Age of Generative AI</b></p> <p>Transformative Learning Theory (TLT) posits that meaningful learning occurs when individuals reflect on assumptions, confront dilemmas, and shift their perspectives (Mezirow, 1991; 2000). This theory fosters deeper engagement, self-awareness, creativity, and critical thinking. With the rise of Generative Artificial Intelligence (GenAI) in education, authentic assessments offer an important alternative to mitigate risks associated with AI-generated assessments by promoting active learning and real-world application.</p> <p>The Learning Trajectory Assessment, originally designed for tourism and business subjects, exemplifies an authentic assessment. Students reflect on personal experiences—such as travel stories—integrating them with academic concepts through reflective writing and presentations. This aligns with TLT’s stages:  encountering dilemmas  engaging in reflection  and transforming viewpoints.</p> <p>Although developed for tourism education, these principles are relevant across disciplines, showing how authentic assessments can enhance learning, particularly where reliance on GenAI poses risks to academic integrity.</p>	Dr Harold Culala	20 minutes

	<p>This presentation explores how TLT-based assessments, enriched by the power of personal stories, motivate students to think critically and engage meaningfully with course content. It will also address challenges such as resource requirements, student preparedness, and grading consistency (Andrade, 2005). Practical strategies, including transparent rubrics and structured feedback, will be discussed to ensure alignment with learning outcomes.</p> <p>By adopting authentic assessments within a TLT framework, educators can foster reflective practice and develop skills essential for thriving in a dynamic, GenAI-influenced world.</p> <p><b>References</b>        Andrade, H. (2005). Teaching with rubrics: The good, the bad, and the ugly. <i>College Teaching</i>, 53(1), 27-30. <a href="https://doi.org/10.3200/CTCH.53.1.27-31">https://doi.org/10.3200/CTCH.53.1.27-31</a>        Mezirow, J. (1991). <i>Transformative dimensions of adult learning</i>. Jossey-Bass.        Mezirow, J. (2000). <i>Learning as transformation: Critical perspectives on a theory in progress</i>. Jossey-Bass.</p>		
3.30pm	<p><b>Presentation 16</b>  <b>Understanding and Supporting Diverse Pre-Service Teachers: Becoming and Flourishing as a Neurodivergent Teacher</b></p> <p>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.</p> <p>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</p>	Dr Kathleen McGuire	20 minutes

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.