CEI Showcases – North Sydney Abstracts

Date: Thursday 28 November 2024

TIME	ABSTRACT	PRESENTER	TIME ALLOCATED
10.10am	**Presentation** **ACU Thrive: A Year in Review** 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. 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. 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. **References**	Dr Michelle Donaghy	20 minutes

	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. *Australian Educational Researcher*, *49*(5), 1025–1043. https://doi.org/10.1007/s13384-021-00471-7 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. *Student Success*, *1*(1), 102–111. https://doi.org/10.5204/intjfyhe.v1i1.13 Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychological Bulletin*, *143*(6), 565–600. https://doi.org/10.1037/bul0000098			
10.30am	**Presentation** **From Ferrets to Focus: Structuring SME Insights for Engaging Asynchronous Learning** Asynchronous learning thrives when theoretical content is seamlessly interwoven with practical, real-world applications like case studies. This presentation explores the integration of non-narrative information and case-based learning, enhanced through structured touchpoints, to optimise student engagement and knowledge retention. A key focus is on extracting a coherent narrative from Articulate Storyline interactives, spreading this narrative across the unit to scaffold assessment around the case studies. Subject matter experts (SMEs) often deliver fast-paced, scattered insights, making it essential to channel their expertise into structured case studies. By embedding SMEs' expertise into case narratives, students are offered a contextualised learning experience that ties abstract concepts to real-world applications. Storyline interactives—traditionally standalone learning objects—are transformed into cohesive elements of the case narrative. This allows learners to follow a set of stories as they progress through the unit, enhancing engagement and comprehension while preparing them for assessment tasks. Research shows that using case studies for scaffolding assessment encourages deeper reflection and application of knowledge Storyline-based interactive modules can be leveraged as touchpoints that both reinforce non-narrative content and promote critical thinking in relation to the case study Integrating such	Dr Matthew Ryan	20 minutes

	interactives with well-placed assessment scaffolds ensures students continuously engage with core concepts, facilitating a more reflective and applied learning experience. **References** Flower, L. (1989). Cognition, Context, and Theory Building. *College Composition and Communication*, *40*(3), 282–311. Herreid, C. F., Schiller, N. A., Herreid, K. F., Hayes-Klosteridis, J., & Wood, B. S. (2012). NSTA presents the following excerpt from Science Stories: Using Case Studies to Teach Critical Thinking. *Journal of College Science Teaching*, *41*(4), vii–307.		
10.50am	**Presentation** **Facilitating student engagement and deep learning using storytelling** Stories and storytelling have been used to transfer knowledge and experience from one generation to another, and from teachers to students for many years. The advent of technological advances has revolutionised the power of storytelling by adding and combining the multimedia with the first-person narratives to enhance nursing students' knowledge and skills in providing person-centred care for patients. However, using personal stories during the classroom continues to be a powerful pedagogical tool for the teaching staff. Taking a constructivism approach, we have used several real-life stories in different formats as part of our learning and teaching practice. The use of the video 'Just a routine operation' narrating the tragic story of Elaine Bromiley, a 37-year-old English woman who died needlessly during a routine operation, is one example of the digital stories we used to enhance teaching about the impact of clinical human factors to nursing and midwifery students. We also used real-life personal, research and/or up-to-date media stories to encourage critical thinking and empathetic patient care, changing the classroom to a constructivist learning environment. In conclusion, integration of digital storytelling into the curriculum design as well as personal narration of real-life stories by the teaching staff in the classroom will increase student engagement and enhance deep learning.	Mrs Addy Kaur Ms Irene Mayo Dr Nasrin Javid	20 minutes
11.30am	**Presentation** **National Priority Setting for Educational Research: Uncovering the PROSPECT for Higher Education**	Dr Ann-Marie Gibson	20 minutes

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).

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.		
11.50am	**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. 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. **Reference** Osterman, K.F., & Kottkamp, R.B. (2004). *Reflective Practice for Educators: Professional Development to Improve Student Learning* (2nd edn.). Thousand Oaks, California: Corwin Press.	Dr Susan Brooman-Jones	40 minutes

	Schön, D. (1987). Educating the Reflective Practitioner. San Francisco, USA: Jossey-Bass.		
11.50am	**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 students for clinical practice. An overview of its design and use is presented, along with early insights from the teaching team. **References** 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	Mrs Priyal Patel Aatly	40 minutes
1.40pm	**Presentation** **The crucial need to promote care and social connection in fully online asynchronous initial teacher education** 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).	Dr Helen Sheehan Dr Sarah Taouk	20 minutes

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 checklist for ACU applicants to self-assess if AO delivery aligns with their learning preferences and expectations.

References

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. *Journal of Further and Higher Education, 45*(5), 601-615. https://doi.org/10.1080/0309877X.2020.1804536

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. *Frontiers in Psychology*, *12*, 733554–733554. https://doi.org/10.3389/fpsyg.2021.733554

Lowenthal, P. R. (2022). Exploring student perceptions of asynchronous video in online courses. *Distance Education*, *43*(3), 369-387.

Time	Content	Presenter	Duration
1.40pm	**Presentation** **The power of the story as lived experience: From philosophy to academic skills** This presentation draws on **(1)** my teaching journey both as a sessional academic in philosophy and Academic Skills Literacy Advisor at ACU, **(2)** my learning journey as a philosophy student, and **(3)** theories in the Scholarship of Teaching and Learning. In learning and teaching, I suggest that a story's power emerges especially in lived experience in the Merleau-Pontian sense, that is, in how events are experienced as a means of "re-learning to look at the world" by "re-achieving a direct and primitive contact"[1] with it. I begin my learning story by "storying" my experience of writing my doctoral thesis on the philosophy of music. Through Merleau-Ponty's phenomenology, I discovered the crucial role *lived experience* plays in transforming the interrelated bodily, emotional and social dimensions of human existence, thereby allowing us to continually view the world (including ourselves) anew. Later, as a philosophy teacher, I attempted to put Merleau-Ponty's phenomenology into practice by making philosophy education not only a cognitive exercise (as it is traditionally conceived) but also more of an	Dr Rhonda Siu	20 minutes

immersive classroom experience. Specifically, I allowed my students to experience well-known examples of stories and "storying" in the philosophical tradition (like Plato's "cave" allegory) through bodily, emotional and social means. I also relate the rationale and outcomes of this more experimental form of teaching to theories like Knowles' andragogical model of adult learning and constructivism. I finish by applying these combined insights to my academic skills practice.

Reference
Merleau-Ponty, Maurice. *Phenomenology of Perception*. Translated by Colin Smith. London: Routledge Classics, 2002.

2.00pm	**Presentation** **Listening to Counter-Stories: Navigating Multilingual Experiences** Multilingual learners form a significant cohort within Australian higher education, including at ACU. These students bring a wealth of diverse knowledge, experiences, and qualifications from non-English-speaking contexts, with many holding degrees that are highly respected in their countries of origin. Despite their confidence in their academic credentials upon arrival, they frequently encounter challenges that can undermine their self-perception and disrupt their sense of identity. These challenges extend beyond linguistic struggles, encompassing the necessity to adapt to unfamiliar academic norms, expectations, and power dynamics, which may inadvertently marginalize their prior learning and expertise. In this paper, I adopt an autobiographical approach to share my insights as an academic literacy advisor working with these students. I will highlight their counter-stories, revealing the emotions and academic complexities they navigate in Australian higher education. My observations illuminate specific challenges, including their struggles to reconcile prior academic identities with new demands and the need to develop their authentic voices in this context. Simultaneously, I explore opportunities for transformative engagement and reflective awareness within this framework. Drawing on critical theories of language education, emotion, and assessment, I argue that engaging with these counter-stories can promote more inclusive and equitable approaches to academic literacy development and its assessment. By acknowledging and valuing the unique contributions of multilingual learners, educators can create enriching pedagogical context that support their academic journeys while affirming and validating their diverse backgrounds.	Dr Leila Iranmanesh	20 minutes

2.00pm	**Presentation** **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.	Dr Matthew White	20 minutes
2.20pm	**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	Dr Nicola Brown Ms Annelisa Sipos	20 minutes

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.

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.

Time	Session	Presenter	Duration
2.20pm	**Presentation** **Who are our students and what is their story? Re-designing speech pathology education to match student need using the LOCAL method** Our world is changing around us constantly: new ideas, developments and technologies have brought new ways of doing almost activity in our daily lives. Yet, education and training models, certainly in speech pathology, have remained relatively unchanged. Students continue to attend weekly classes on-campus and extensive placement experiences, often requiring lengthy commutes or temporary relocation. However, while the format of our programs has remained the same, our student cohort has changed, and with this, their needs and preferences for tertiary study. In this presentation, we review data gathered from students (n=106) currently completing allied health programs at Australian Catholic University. Students completed a voluntary online survey which requested demographic information and details about facilitators and barriers to study, perceived benefits and challenges of online and on-campus learning, and suggestions for an "ideal" university experience. The information is being used by staff in the speech pathology program to re-design the delivery of an offering in Canberra to provide greater accessibility and promote greater engagement amongst students who may otherwise be prevented from participating in higher education. **References** Australian Government. (2023). *Australian Universities Accord: Final Report.* Author.	Ms Lisa Dent Dr Jane McCormack	20 minutes
2.40pm	**Presentation** **Using stories to advance narrative inquiry as a research methodology** Narrative inquiry is a qualitative research methodology that highlights and harnesses individuals' lived experience stories. Stories have the capacity to hold multiple perspectives, themes, topics and yearnings. Through active and reflecting listening, I draw out research participant's accounts of their every-day world to build a richer and deeper understanding of their relationship to others, to their profession and to the greater socio-cultural world. Our research with mature, mentoring teachers and nurses seeks to find idiosyncratic and common strategies of how they have navigated distressing situations themselves and how they have mentored and coached undergraduate nurses and teachers during practicums.	Dr Debra Phillips	20 minutes

My teaching has felt the influence of developing narrative inquiry techniques. Rather than focus on content or instruction my teaching seeks to draw out undergraduate's stories of their teaching experiences to better understand the gaps in their knowledge and how to build different teaching approaches that will support both relational and transitional pedagogy. This has become a deliberate modelling of consultative partnerships that are essential between teachers and parents of a child with a disability.

References
Bochner, A. P., & Riggs, N. A. (2014). Practicing narrative inquiry. In P. Leavy (Ed.), The Oxford handbook of qualitative research (pp. 195–222). Oxford University Press.
Fortunado, R. L. G., & Canoy, N. A. (2021). Narrative inquiry on early-career teachers' stories of Pagdadala in caring for students in low-resource urban public schools. International Journal of Qualitative Studies on Health and Well-Being, 16(1). https://doi.org/10.1080/17482631.2021.1917881
Reed NP, Josephsson S, Alsaker S. (2020) A narrative study of mental health recovery: exploring unique, open-ended and collective processes. Int J Qual Stud Health Well-being. 2020 Dec;15(1):1747252. doi: 10.1080/17482631.2020.1747252.
Rondeau-Madrid, Erin N (2024). Mental Health in Teacher Education. Purdue University Graduate School. Thesis. https://doi.org/10.25394/PGS.26308195.v1
Smith, B. (2017), Narrative inquiry and autoethnography. in M Silk, D Andrews & H Thorpe (eds), The Routledge Handbook of Physical Cultural Studies., 50, Routledge International Handbooks, Routledge.
Wang, Carol Chunfeng and Sara Kathleen Geale, (2015) The power of story: Narrative inquiry as a methodology in nursing research, International Journal of Nursing Sciences, 2 (2).
Whittam S, Torning N, Patching J. (2021) A narrative inquiry approach to understanding senior intensive care nurses' experiences of working with new graduate nurses. J Clin Nurs. 2021 Nov;30(21-22):3314-3329. doi: 10.1111/jocn.15844

| 2.40pm | **Presentation**
Evaluating the outcomes of an interprofessional allied health simulation experience in paediatric feeding disorders

This story originates in the ACU Interprofessional Education Framework[1] and the imperative to embed interprofessional learning objectives (IPLOs) into the re-design of PaedSim. PaedSim, is an on-campus interprofessional simulation experience for third year speech pathology and occupational therapy students. PaedSim includes a case study of 9-month-old Amelia with Trisomy 21 and feeding difficulties, | Dr Natalie Berg | 20 minutes |

	and her family. Students work together, over two, 2-hour workshops, to hear Amelia's story and establish family-centred goals for intervention, and then plan and implement intervention. The re-design involved mapping existing PaedSim content against the IPLOs and, in consultation with key stakeholder groups (i.e., pedagogy and clinical experts, students) identified gaps in the learning and teaching materials, and strategies to address these. Integration of the lived experience of two parents of a child with feeding difficulties contributed to the authenticity of the proposed changes. Subsequent alignment of PaedSim with simulation pedagogy and best practice in paediatric feeding disorders, gave rise to the teaching and learning activities of Amelia's case study, including videos of a speech pathologist and occupational therapist modelling interprofessional family-centred practice. The re-designed PaedSim was evaluated in 2024. Consultation with a second student advisory group informed the evaluation methods and implementation, and advised on the interpretation and dissemination of findings. This presentation will describe how findings of a student survey and staff focus groups will influence the implementation of PaedSim for 2025. An Honours project will evaluate the outcomes of PaedSim 2025. Aspects of this work were funded by a 2023 Teaching and Development Grant. **Reference** 1. Darzins S, Farwa A, Flynn N, Froude E, Kuys S, Maver S, et al. ACU Interprofessional Education Framework. In: Australian Catholic University, editor. 2023.		
3.00pm	**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	Mr James Nicholson	20 minutes

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

Bertram Gallant, T., 2017. Academic integrity as a teaching & learning issue: From theory to practice. *Theory Into Practice*, *56*(2), pp.88-94.

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., … van Haeringen, K. (2018). Contract cheating: a survey of Australian university students. *Studies in Higher Education*, *44*(11), 1837–1856. https://doi.org/10.1080/03075079.2018.1462788

Brimble, M. (2016). Why Students Cheat: An Exploration of the Motivators of Student Academic Dishonesty in Higher Education. In: Bretag, T. (eds) Handbook of Academic Integrity. Springer, Singapore. https://doi.org/10.1007/978-981-287-098-8_58

Cadmus. (n.d.). *What is best practice assessment?* Cadmus. https://cadmus.io/guides/what-is-best-practice-assessment