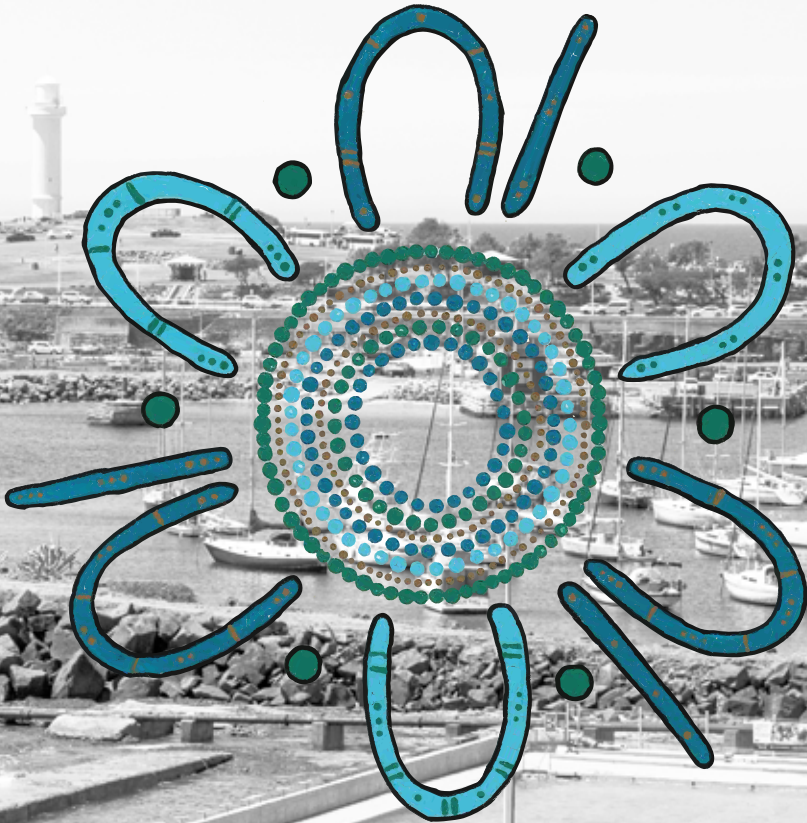


Enabling Excellence through Equity

EPHEA & NAEAA Conference

24 - 27 November 2019



National Association of
Enabling Educators of
Australia



EQUITY PRACTITIONERS
IN HIGHER EDUCATION
AUSTRALASIA

Welcome



"We Acknowledge that Country for Aboriginal peoples is an interconnected set of ancient and sophisticated relationships. The University of Wollongong spreads across many interrelated Aboriginal Countries that are bound by this sacred landscape. From Sydney to the Southern Highlands, to the South Coast. From fresh water to bitter water to salt. From City to Urban to Rural. The University of Wollongong Acknowledges the Custodianship of the Aboriginal peoples of this place and space that has kept alive the relationships between all living things. The University Acknowledges the real and devastating impact of colonisation on Aboriginal Countries and peoples and further commit ourselves to truth-telling, healing and education."

On behalf of the Equity Practitioners in Higher Education Australasia (EPHEA) and National Association of Enabling Educators in Australia (NAEEA) we would like to welcome you to the University of Wollongong (UOW) for the 2019 Biennial Conference, 'Enabling Excellence through Equity'.

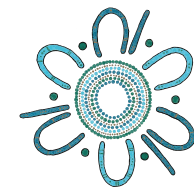
Held over three days with a focus on 'Enabling Excellence through Equity', this conference aims to position equity in a strength-based model. This approach enables higher education institutions to recognise the rich knowledge, experience and skills that students from diverse backgrounds bring to our institutions.

The conference endeavours to highlight the outstanding work of enabling and equity practitioners across the sector, as well as celebrate the achievements of our staff and students who have leveraged their experience to achieve excellence.

We thank all of our key note speakers, workshop presenters, parallel session presenters and poster presenters for openly sharing their knowledge and creating such a full and rich program.

We are very much looking forward to meeting and talking with you. Please come and say hello!

Kylie Austin and Pranit Anand
Conference Co-Chairs



Visual elements throughout the conference

The 'Enabling Excellence through Equity' conference design represents the Indigenous symbols of men and women from all walks of life coming together to create a community. The number of rings in the centre of the design reflect the number of streams being offered throughout the conference. The colours utilised throughout the branding is representative of the Illawarra region, where the ocean and mountains meet.

Logo artist: **Caitlin Trindall** (University of Wollongong)

About us

Equity Practitioners in Higher Education Australasia

EPHEA (Equity Practitioners in Higher Education Australasia) is the professional incorporated association for equity practitioners who work in tertiary education throughout Australia, New Zealand and the Pacific region.

Equity practitioners play an essential role in tertiary education to develop and implement student and/or staff affirmative action programs, manage organisational responsibilities under anti-discrimination legislation, promote cultural change within institutions, and foster an environment which values and respects diversity.

EPHEA is run by a committed volunteer Executive Committee made up of equity practitioners from across Australia and New Zealand. The committee structure is guided by the EPHEA Constitution.

National Association of Enabling Educators of Australia

NAEEA (National Association of Enabling Educators of Australia) is an association of enabling educators and practitioners established as a collective of like-minded professionals and institutions for the purpose of collaborating on issues of common interest and relevance to enabling education.

The NAEEA has grown out of two decades of networking of enabling educators from regular conferences and events both here in Australia and in New Zealand. The NAEEA is closely affiliated with FABENZ (Foundation and Bridging Educators of New Zealand) and the Forum for Access and Continuing Education (FACE) in the UK.

What's inside

Conference Information	06
Conference team	06
Social events	07
General information	07
Conference venue & map	08
Conference Sponsors	10
Full Program Overview	12
Monday	34
Keynote Speakers	36
Poster Session	42
Parallel Session 01	59
Parallel Session 02	68
Parallel Session 03	77
Parallel Session 04	86
Tuesday	96
Keynote Speaker	99
Parallel Session 05	101
Parallel Session 06	110
Parallel Session 07	119
Parallel Session 08	128
Parallel Session 09	137
Parallel Session 10	146
Parallel Session 11	155
Wednesday	164
Keynote Speaker	167
Parallel Session 12	169
Parallel Session 13	178
Parallel Session 14	187
Workshop Presentations	196

Conference information

The 'Enabling Excellence through Equity' Conference team

Pranit Anand

Lecturer Learning Design
Queensland University of Technology
Conference Co-Chair

Jacinta McNamara

UOW College

Laurie Poretti

University of Canberra

Shay Greig

University of Wollongong

Kate Lindenau

University of Wollongong

Kylie Hammond

University of Wollongong

Rebecca Mason

Flinders University

Adam Thorogood

UOW College

Gayle Purchase

Western Sydney University

Alison Kerr

UOW College

Kylie Austin

Senior Manager, Outreach & Equity
University of Wollongong
Conference Co-Chair

Jenna Thorn

University of Wollongong

Samantha Skinner

University of New South Wales

Shannon Archer

University of Wollongong

Sonal Singh

University of Technology Sydney

Christina Roberts

University of Wollongong

Nicola Cull

Australian Catholic University

James Terry

University of Wollongong

Melanie Kovacs

University of New South Wales

Eileen Bodey

UOW College

Social Events



Welcome Reception

Join us at the first official social function of the EPHEA + NAEAA Conference where you'll enjoy local wines and cuisines while kick starting your conference networking.

Sunday 24 November 2019 | 5:30pm – 7:30pm | Novotel Wollongong | Smart casual

Tickets: This event is complimentary to delegates



Conference Dinner

Join us for the social highlight of the conference, to be held at the multi-award winning Lagoon Restaurant, overlooking the golden sands of North Wollongong beach and serving the best locally-sourced produce. Unwind with a welcome cocktail on the deck, then enjoy a fine dining experience with friends and colleagues.

It's 'The Gong – 5.0' – Come dressed in your BEST beachwear!

Tuesday 26 November 2019 | 6:30pm – 11:30pm | The Lagoon Restaurant | Cocktail dress

Tickets: A conference dinner ticket is excluded from the conference registration fee so tickets need to be purchased separately via enablingequity.com

General Conference Information

Mobile Phones

As a courtesy to fellow delegates and speakers, please ensure your phone is on silent during all conference sessions.

Internet Access

Wireless internet is available throughout the venue.

Connect to: EnablingEquity

Password: EpheaNaeaa2019

Give your feedback throughout the conference

Go to: www.menti.com and use the code: 561892

Lost Property

All lost property can be handed in/collected from the registration desk.

Getting to and from the conference

Free shuttle bus every 10 - 20 minutes

The service operates in both directions on a loop from Wollongong Station to Wollongong University via Wollongong Hospital, Burelli Street and the Innovation Campus.

Route numbers for the Gong shuttle are: 55A and 55C

See the shuttle routes and operation times in the map below:

www.premierillawarra.com.au/pdf/maps/55_map.pdf

For those who are staying at the Novotel Northbeach, please use 'Stop 8 – Bourke Street'.
Catch 55A to 'Stop 7 – University of Wollongong, Innovation Campus.'

Conference Venue

The University of Wollongong is a leading Australian university with an international reputation for academic excellence. Ranking among the top 2% of universities in the world, UOW has over 36,000 students, more than 2,400 staff, and an economic impact of around \$2 billion in activity annually.

The Innovation Campus is a 33 hectare Greenfield site that lies adjacent to the Pacific Ocean in North Wollongong, New South Wales. Conference experiences will provide opportunities to explore and discover UOW's innovative spaces, as well as the cultural, social and academic environment.

Key
Yellow = Conference and breakout rooms
Red = Accessibility map



Our Sponsors

We are excited to have the support of the following sponsors for the 2019 Conference and thank them for their support and their valuable contribution towards this conference.



University of Canberra

University of Canberra is an innovative tertiary institution with a regional, national and international reach. UC is committed to preparing professional and highly employable graduates with the right mix of skills and knowledge. Key to this goal is our focus on work-integrated learning which offers every student the opportunity to hone their skills in a real-work environment. Anchored as a leading institution in Australia's capital, with our 17,000 students from over 100 countries, pursuing their education at our flagship Canberra campus, and our joint-ventures around Australia and abroad, we are a university with a true global footprint. We pride ourselves on being a beacon of equity, diversity, inclusion and access.



University of Wollongong

University of Wollongong is a research-intensive university with an outstanding reputation for its learning environments across a broad range of disciplines. Our commitment to our students is evident in our graduates, who are recognised for their capability, quality and success in the global workplace. UOW is an international network of campuses and regional learning centres. Together with our partners, we make a strong and connected presence in our communities. We are a young and vibrant university with undiminished ambitions. We value our research capacity to work on complex interdisciplinary problems.



National Centre for Student Equity in Higher Education

National Centre for Student Equity in Higher Education (NCSEHE) is a research and policy centre funded by the Australian Government Department of Education, and based at Curtin University. The NCSEHE provides national leadership in student equity in higher education, connecting research, policy and practice to improve higher education participation and success for marginalised and disadvantaged people. Diverse activities conducted by the Centre focus on strengthening Australia's research quality, capability and capacity to build a robust evidence base; and informing evidence-based policy design and implementation, and institutional best practice.

The NCSEHE conducts a broad scope of activities including:

- research-based projects both independently and in collaboration with other organisations, funded through external grants or through Centre resources

- the NCSEHE Research Grants Program
- equity policy and program evaluation
- Research Fellowships and Equity Fellowships
- student equity data analysis, online resources and briefing notes
- print and digital publications
- collaborative and independent events
- representation at national and international conferences
- an emphasis on effective communication through channels including: website, electronic newsletters, social media and general media exposure.

The Centre has established a strong national presence, engaging with key stakeholders and maintaining sector-wide partnerships to enhance outcomes and delivery of research and recommendations. The growing reputation and influence of the Centre has contributed to student equity becoming firmly incorporated into higher education policy.



Australian Catholic University

Australian Catholic University is a public university. It has seven Australian campuses, and also maintains a campus in Rome. ACU is made up of four faculties, which offer bachelor, master and doctoral degrees. ACU is founded on a long history of commitment to our core values of truth, academic excellence and service. ACU's mission 'within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good' is at the heart of ACU. The mission guides ACU's approach to learning and teaching, and commitment to building a better society by producing graduates willing to invest in this same commitment.



University of New South Wales

University of New South Wales enjoys the reputation of Australia's leading international university with the largest on-campus enrolment of international students, and over 200 sister university partnerships around the world. The University is ranked consistently in the top 100 universities in the world. UNSW has rated exceptionally well in the 2007 Good Universities Guide with UNSW receiving the maximum five-star rating for eight key performance indicators. UNSW was one of the strongest performers of all Australian universities. It achieved a top score in the following categories: student demand, graduate starting salaries, research grants, research intensiveness, student-staff ratios, cultural diversity, gender balance and international enrolments.



Macquarie University

Macquarie University is a public research university based in Sydney, Australia, in the suburb of Macquarie Park. It was founded 1964 and has five faculties, as well as the Macquarie University Hospital and the Macquarie Graduate School of Management, which are located on the university's main campus. Macquarie University is a university of service and engagement; We serve and engage our students and staff through transformative learning and life experiences; and We serve and engage the world through discovery, dissemination of knowledge and ideas, innovation and deep partnerships.

Full Program

Key

SC - Showcase

RP - Refereed Paper

WP - Widening Participation

*Program subject to minor changes



Sunday, 24th November 2019

9:00am	Explore Wollongong trip (Cost)	Departs Pepe's, Novotel Northbeach (Must book)
3:30pm	Registration Opens	Novotel Northbeach
4:00pm - 5:30pm	Screening of Unlikely	Novotel Northbeach
5:30pm - 7:30pm	Welcome Reception	The Deck, Novotel Northbeach

Monday, 25th November 2019

ROOM	Ocean Room, Innovation Campus
7:30am	Registration Opens
8:15am - 8:45am	EPHEA and NAEAA for Newcomers and International Delegates
8:45am - 9:30am	Welcome to Country & Conference Opening
9:30am - 10:30am	Keynote Presentation <i>Professor Sally Kift</i> <i>Principal Fellow of the Higher Education Academy,</i> <i>President of the Australian Learning & Teaching Fellows (ALTF)</i>
10:30am - 11:05am	Morning Tea including Poster Session – <i>Sponsored by University of Canberra</i>

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	iAccelerate	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 1	01A – RP– Widening Participation	01B – RP – Enabling	01C – SC – Transition	01D – SC - Transition	01E – SC – Employability	01F – SC – Partnership	01G – SC – Staff	01H – SC - Enabling
11:05am - 11:35am	Experiences of Aboriginal and Torres Strait Islander Students in University Preparation Programs Kylie Austin, Amy Cord, Saskia Ebejer, Jaimey Facchin, Shay Greig, Caitlin Stuart & Maria McKay <i>University of Wollongong</i>	Can critical thinking skills be developed in a non-traditional cohort of students? Frank Armstrong <i>Central Queensland University</i>	Addressing issues of equity and learning preferences by modernising printed media for the 'Screen Generation' Stephen Allen <i>University of Newcastle</i>	Engagement, resilience, and persistence: Facilitating success through integrated curriculum design Lisa Moody & Rhian Morgan <i>James Cook University</i>	Supporting First Nations students' career development Farhana Laffernis <i>University of New South Wales</i>	Collaboration through action research at UniSA College Sarah Hattam <i>University of South Australia</i>	Investing in our Academic Women Leaders Lorraine Denny <i>University of Wollongong</i>	'But I'm already good at Computing' - Building on the enrichment of diversity of skills in an enabling computing unit. Michelle Gray <i>Central Queensland University</i>

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	iAccelerate	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 2	02A – RP – WP	02B – RP – Enabling	02C – RP – Transition	02D – SC – Transition	02E – SC – Employability	02F – SC – Partnership	02G – SC – Staff	02H – SC – Enabling
11:45am - 12:15pm	The influence of highly engaged school-university partnerships in widening participation outreach Nadine Zacharias & Geoffrey Mitchell <i>Swinburne University & QLD Department of Education</i>	Grit-ability: Do grit characteristics enable success for mothers entering university? Anne Braund, Trixie James, Katrina Johnson & Louise Mullaney <i>Central Queensland University</i>	When the journey is as important as the destination: Time-averaged retention as an alternate measure of student engagement and program impact Heath Jones <i>University of Newcastle</i>	Inclusive pedagogy and successful transition to university: a student perspective Mary Dracup <i>Deakin University</i>	University Specialist Employment Partnerships Elicia Ford <i>University of Sydney</i>	Pedagogical Friends: collectively exploring family-educator partnership complexity for equity Sheena Roberts, Anissa Kean, Amy Worth, Lauren Taylor, Eunice Hsu, Katrina Fowler & Matt Lumb <i>University of Newcastle</i>	Creating a well-being and diversity portfolio in a multi-campus environment Kerry Valentine <i>Laureate International Universities</i>	Developing and implementing the Academic Literacy Level Test (ALLTest) for Tertiary Preparation students Jonathan Green <i>University of Southern Queensland</i>
12:15pm - 1:15pm	Lunch – Sponsored by National Centre for Student Equity in Higher Education 12:15pm - Warrawong HS Drumming Group, 12:45pm - Dapto HS music students							

ROOM	Ocean Room	AIIM Lecture Theatre
1:15pm - 2:15pm	Keynote Presentation Professor Liz Thomas <i>An expert member of the Teaching Excellence Framework panel</i>	Keynote Presentation Sonja Braider <i>Inclusion & Diversity Lead at Fire + Rescue NSW (FRNSW)</i>

2.15pm - 2.25pm 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	iAccelerate	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 3	03A – SC – WP	03B – RP – Enabling	03C – RP – Transition	03D – SC – Transition	03E – SC – Employability	03F – SC – Partnership	03G – SC – Staff	03H – SC – Enabling
2:25am - 2:55pm	Go Big! A Year 2 Digital Story Series for Career Discovery James Terry & Mitch Crouch <i>University of Wollongong</i>	Transformative learning: developing agency, independence and promoting a strong sense of self in teen mothers Lilliemay Cheung, Emma Kill & Janet Turley <i>University of the Sunshine Coast</i>	“It can be the littlest rock thrown and that’s what will topple me”: Portraits of single mothers displaying perseverance despite competing discourses Louise Mullaney, Trixie James, Katrina Johnson & Anne Braund <i>Central QLD University</i>	Deliberate Design Strategies for LGBTQI+ Inclusion Riley Edwards & Maci Hamdorf <i>RMIT University</i>	Exploring differences in RRR students’ orientation towards career Dawn Bennett & Elizabeth Knight <i>Monash University</i>	Embedding a Student-Created Serious Game into Curriculum, to Promote Authentic Learning and Student Wellbeing Marguerite Westacott <i>University of the Sunshine Coast</i>	Towards inclusive academic promotion Harriet Jones <i>Macquarie University</i>	Generation Z goes to University: Addressing the Generation Divide in Enabling Education Kristen Allen <i>University of Newcastle</i>

2:55pm - 3:25pm	Afternoon Tea – <i>Sponsored by Australian Catholic University</i>								
ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	iAccelerate		ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 4	04A – SC – WP	04B – RP – Enabling	04C – RP – Transition	04D – SC - Transition		04E – RP – WP	04F – SC – Partnership	04G – SC – Staff	04H – SC - Enabling
3:25pm - 3:55pm	Enablers for growth of graduate capabilities through a university widening participation outreach program Maria Barrett <i>Queensland University of Technology</i>	Addressing the characteristics and self-perceptions of regional enabling students: Supporting equity and success Stuart Levy & Michelle Briede <i>Federation University</i>	Stopping at every station: Design and delivery to support successful engagement Carolyn O’Dwyer, Naomi Dashwood & Jelena Medan <i>La Trobe University</i>	Delivering programs to pre-commencing students Wendy Firth & Stephanie Booth <i>University of Wollongong</i>		Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional, rural and remote students Sarah O’Shea, Kylie Austin, Olivia Groves & Jodi Lamanna <i>University of Wollongong</i>	Collaborative action research on the teaching and learning of STEM courses: Academic reflections on scaffolding and student engagement Pek Foong Ng & Natasha Wilson <i>University of South Australia</i>	Collaboration and collective impact: Inclusion for staff and students with disability Lara Rafferty <i>RMIT University</i>	Challenging Deficit Discourses: Enhancing teaching and learning in enabling education Kate Sheppard <i>James Cook University</i>
3.55pm - 4.05pm 10 minute changeover									
ROOM	Ocean Room		AIIM Lecture Theatre						
4:05pm - 5:05pm	Keynote Presentation Professor Peter Crampton <i>Professor of Public Health in the Kōhatu Centre for Hauora Māori at the University of Otago</i>		Keynote Presentation Carol Heijo <i>Disability Trust</i>						
5:05pm	Day One closed. Evening at leisure.								

Tuesday, 26th November 2019

ROOM Ocean Room, Innovation Campus

7:30am Registration Opens

8:30am - 8:40am Welcome to Day Two

8:40am - 9:40am **Keynote Presentation**
Dr Leanne Holt
Pro Vice-Chancellor (Indigenous Strategy), Macquarie University

9:40am - 9:50am 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 5	05A – SC – WP	05B – RP – Enabling	05C – SC – Transition	05D – SC - Transition	05E – SC – WP	05F – SC – Refugee Symposium	05G – SC – Staff	05H – SC - Enabling
9:50am - 10:20am	WPO Theory of Change- how is it working as a longitudinal evaluation research framework? Samantha McMahon <i>University of Sydney</i>	ANTS and POTS. Do they change lives? Students perceptions on the value of positive psychology concepts Vikki Walters & Trixie James <i>Central Queensland University</i>	Making inclusive education routine practice Mary Dracup <i>Deakin University</i>	Success and Persistence Amongst Diverse Cohorts: A Data Dive Patrick Peacock <i>James Cook University</i>	Community influence on university aspirations: Does it take a village? Leanne Fray <i>University of Newcastle</i>	How do university educators perceive Culturally and Linguistically Diverse Migrant and/ or Refugee students' participation in and preparedness to leave higher education? Sally Baker <i>University of New South Wales</i>	On our radar: Supporting student and staff mental wellbeing in enabling education Nicole Crawford, Marguerite Westacott, Helen Scobie, Angela Jones, Kate Hansen & Juliette Subramaniam <i>University of Tasmania, University of the Sunshine Coast, University of Newcastle, Murdoch University, University of Wollongong, Western Sydney University</i>	Practice, Praxis and Possibility: The role of drama in enabling environments Carol Carter <i>University of Newcastle</i>

10:20am - 10:50am Morning Tea – *Sponsored by Macquarie University*
 Yoga on the lawn

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 6	06A – SC – WP	06B – RP – Enabling	06C – SC – Transition	06D – SC - Transition	06E – SC – Enabling	06F – SC – Refugee Symposium	06G – SC – Staff	06H – SC - Enabling
10:50am – 11:20am	<p>Learning Labs: Connecting the community with the University through pre-access academic programs</p> <p>Sarah Smith & Janelle Cuzen <i>University of Wollongong</i></p>	<p>The “caring” teacher – value adding to Enabling education</p> <p>Karen Seary & Julie Willans <i>Central Queensland University</i></p>	<p>Don’t just ‘plonk’ it in! Indigenising the curriculum in a positive psychology unit of study</p> <p>Trixie James, Vikki Walters & Bronwyn McFarlane <i>Central Queensland University</i></p>	<p>Early alerts and student success at University Of Wollongong</p> <p>David Fulcher & Margaret Wallace <i>University of Wollongong</i></p>	<p>Art and Politics in Enabling Curricula</p> <p>Dino Murtic <i>University of South Australia</i></p>	<p>Students of refugee backgrounds in enabling pathway programs: Building capacities for successful transition</p> <p>Snjezana Bilic, Deirdre Tedmanson & Teresa Thai <i>University of South Australia</i></p>	<p>Changing the approach to career discussions</p> <p>Jessica Watt <i>La Trobe University</i></p>	<p>Making the ‘cold’ knowledge ‘warm’ – the inclusion of a pre-commencement workshop in an enabling program to foster engagement and student identity</p> <p>Tanya Weiler <i>University of South Australia</i></p>
11.20am - 11.30am 10 minute changeover								

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 7	07A – SC – WP	07B – RP – Enabling	07C – SC – Transition	07D – SC - Transition	07E – SC – WP	07F – SC – Refugee Symposium	07G – SC – Staff	07H – SC - Enabling
11:30am – 12:00pm	Increasing Higher Education Aspirations for marginalised students in a regional alternative school setting Danielle Gow <i>La Trobe University</i>	“Monkey see, monkey do, that’s not going to actually teach you”: Becoming a self-directed learner in enabling mathematics units Gemma Mann & Julie Willans <i>Central Queensland University</i>	Online vs on-campus exams: Which is better? Tony Morison <i>University of Newcastle</i>	The Humanities Pathway Program at UNSW Law: A means to increase success in legal education for First Nations students Jeni Engel <i>University of New South Wales</i>	Aspire UWA Case Study: Participation in outreach programs supports confidence and awareness of opportunities for high school students Elisa McGowan & Lynette Vernon <i>University of Western Australia / National Centre for Student Equity in Higher Education</i>	The provision of support mechanisms for students of CALD backgrounds in enabling pathway programs Tamra Ulpen <i>University of South Australia</i>	Pasifika people of transgender experience in employment: Safety and personal resilience Seraphine Williams & Shiloh Groot <i>University of Auckland</i>	Do enabling programs support equity? An analysis of current strategies in contemporary research Kristi Giselsson <i>James Cook University</i>

12.00pm - 12.10pm 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 8	06A – SC – WP	08B – RP – Enabling	08C – RP – Transition	08D – SC - Transition	08E – SC – WP	08F – SC – Refugee Symposium	08G – SC – Staff	08H – SC - Evaluation
12:10pm – 12:40pm	Making a difference to regional students’ gap-year decision making Samantha McMahon <i>University of Sydney</i>	Benchmarking three enabling programs: A collaborative approach Suzi Syme, Charmaine Davis & Chris Cook <i>Southern Cross University, University of Southern Queensland & Central Queensland University</i>	“Tabletop University: Gaming to gain college knowledge” Tricia Seifert, Constance Khupe & Samantha Avitaia <i>Montana State University, University of the Witwatersrand, Johannesburg & University of Wollongong</i>	ANU First-Year Experience Sarah Walker <i>Australian National University</i>	Uni4You: A pre-access project engaging First-in-Family participants through community outreach Michele Oshan & Nicole Roser <i>University of Newcastle</i>	People Seeking Asylum: Access to Higher Education and Support- A QUT Experience Ramziya Asanlishhoeva, Helene Micale & Darren McAuliffe <i>Queensland University of Technology</i>	Trans @ USC: Embedding Inclusive practices across our institution Marjorie Blowers, Sarah Glencross & Veronica Sanmarco <i>University of the Sunshine Coast</i>	Creating a ‘bespoke’ and holistic evaluation framework for student equity programs Sarah O’Shea, Steven Howard, Kylie Lipscombe, Kellie Buckley-Walker & Wendy Firth <i>University of Wollongong</i>

12:40pm - 1:25pm Lunch – *Sponsored by University of Wollongong*
1:00pm Corrimal High School Music Performer

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 9	09A – SC – WP	09B – RP – Enabling	09C – SC – Transition	09D – SC - Transition	09E – SC – WP	09F – SC – Refugee Symposium	09G – SC – Staff	09H – SC - Evaluation
1:25pm – 1:55pm	Increasing Access and Participation for LSES Students through a Focus on VET to HE Pathways Kimberley Reyes <i>RMIT University</i>	Uni Step Up: Reconceptualising Demonstration of Capability for Higher Education Nicola Cull, Jake Hardiman, Aidan Stephenson, Melanie Seal Moradi, Jamie Fenech & Ryan Collins <i>Australian Catholic University</i>	‘Out Mentoring’ - Fostering LGBTIQ leadership and supporting new students through the mentoring program Katrina Alexander <i>Southern Cross University</i>	Aiding engagement through the support of past and present students Peter Power <i>University of Newcastle</i>	Beyond one-size fits all: Development and success of Fairway Career Connect program for Fairway UWA students Umneea Khan, Tristan Fidler & Chris Buck <i>University of Western Australia</i>	Soup and sustenance: reaching out to build a sustainable CALD Community of Practice Paula Johnson & Morag Porteous <i>University of Tasmania</i>	NAEEA Initiatives: Summary of important initiatives that will have a wide ranging impact on enabling programs NAEEA Executives	Who are we listening to? Whose voices are heard and contribute to processes of evaluating higher education equity programs Selina Darney <i>University of Newcastle</i>

1.55pm - 2.05pm 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 10	10A – SC – WP	10B – SC – Enabling	10C – SC – Transition	10D – SC - Transition	10E – SC – WP	10F – SC – Refugee Symposium	10G – SC – Staff	10H – SC - Evaluation
2:05pm – 2:35pm	Industry engagement in the STEM (Science, Technology, Engineering and Mathematics) outreach space Sara Sheather <i>Queensland University of Technology</i>	Developing critical thinking skills in pre-tertiary students through the implementation of a critical reflection journal Trixie James, Frank Armstrong & Karina Johnston <i>Central Queensland University</i>	‘Belonging, Being, Becoming’: Exploring the Value of a Statement of Law Student Ideals Trish Mundy, Karina Green, John Littrich & Kate Tubridy <i>University of Wollongong</i>	Creating Symbiotic Classrooms: Building community and eroding stereotypes Sian Bennett, Karin Strehlow, Brad Wall, Simon Walters & Sarah Farrell <i>Murdoch University</i>	Supporting students’ futures: A free, online professional development course for Australian teachers and careers advisers focusing on educational and occupational aspirations Leanne Fray, Sally Patfield, Jenny Gore, Elena Prieto & Jess Harris <i>University of Newcastle</i>	Collaboration supporting holistic access and success for people seeking asylum Lara Rafferty <i>RMIT University</i>	Staff Networks: Harnessing the Power of Lived Experience Penelope Pitcairn <i>University of Sydney</i>	HEPPP accountability and the ethics of evaluation Rhyall Gordon <i>University of Newcastle</i>

26 2.35pm - 2.45pm 10 minute changeover

27

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	AIIM Seminar Room	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 11	11A – SC – WP	11B – SC – Enabling	11C – SC – Transition	11D – SC - Transition	11E – SC – WP	11F – SC – Refugee Symposium	11G – SC – Staff	11H – SC - Evaluation
2:45pm – 3:15pm	Career Role Models: Incorporating Community in University School Outreach Program Delivery Simone Balzer & Victoria Drury <i>Southern Cross University</i>	Out and About: The Experience of Trans Students in an Enabling Program Bron Bateman <i>Murdoch University</i>	Insights on Inclusivity: Interdisciplinary Research on Student Equity Tierney Marey <i>University of New South Wales</i>	Interpreting the mature-age nurse student experience through multidimensional lens of student capital Lesley Andrew <i>Edith Cowan University</i>	“We don’t do that around here”: addressing deficit discourses by working collaboratively in communities Michele Oshan & Nicole Roser <i>University of Newcastle</i>	University Preparedness for Students from Refugee Backgrounds Sonal Singh <i>University of Technology Sydney</i>	We have come a long way but there is still a long way to go Terri Mears <i>University of Sydney</i>	Enabling Excellence through Evaluation: Evaluation 101 for Widening Participation Practitioners Alison Green <i>Queensland University of Technology</i>
3:15pm – 3:45pm	Afternoon Tea							
ROOM	Ocean Room							
3:45pm - 4:25pm	Panel Session – Experiences of Aboriginal and Torres Strait Islander Students and Staff in Higher Education <i>Facilitated by Jaymee Beveridge, Director Woolyungah Indigenous Centre, University of Wollongong</i>							
ROOM	Ocean Room							
4:25pm - 5:00pm	EPHEA State Chapter Meetings NAEEA and EPHEA Executive Meeting							
5:00pm	Day Two closed.							
6:30pm	Conference Dinner, Lagoon Restaurant, North Wollongong – <i>Including link to World Access to Higher Education Day in the UK</i>							

ROOM Ocean Room, Innovation Campus

7.30am Registrations open
 8.30am Welcome to Day Three
 8:40am **Keynote Presentation**
 - 9:40am *Professor Susan Webb, Monash University*

9.40am - 9.50am 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	Science Planetarium	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 12	12A – SC – WP	12B – SC – Enabling	12C – SC – Transition	12D – SC - Transition	12E – SC – WP	12F – SC – Refugee Symposium	12G – SC – Staff	12H – SC - Evaluation

9:50am – 10:20am	Widening Participation: The Journey in Designing New Pathway Courses at Charles Sturt University Amita Krautloher & Sandra Fisher <i>Charles Sturt University</i>	Academic Integrity in enabling pathway programs: expanding the policy, supporting the students Snjezana Bilic, Anthea Fudge & Tamara Ulpin <i>University of South Australia</i>	From Inspiration to Graduation Sam Feeney <i>University of Otago</i>	The invisible cohort: remote students’ engagement and success in higher education Louise Pollard <i>Notre Dame University</i>	University of Otago’s Socioeconomic Equity Project Ange Spears, Ana Rangi & Zoe Bristowe <i>University of Otago</i>	Promoting refugee-background students’ access to higher education in southern Aotearoa New Zealand Vivienne Anderson <i>University of Otago</i>	Science in Australia Gender Equity (SAGE) Tamzen Armer <i>SAGE</i>	Negotiating the nexus of research and practice for equity in Australian Higher Education Matt Bunn <i>University of Newcastle</i>
------------------	--	--	---	--	--	--	---	--

10:20am – 10:50am Morning Tea | Yoga on the lawn

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	Science Planetarium	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 13	13A – SC – WP	13B – SC – WP	13C – SC – Transition	13D – SC - Transition	13E – SC – WP	13F – SC – Refugee Symposium	13G – SC – Staff	13H – SC - Partnerships

10:50am – 11:20am	STEM+X Bootcamp - Insights into peer to peer outreach activities Tom Bambrick <i>University of Wollongong</i>	Mogo and Mudji Book Project Jaimey Facchin & Adam Gowan <i>University of Wollongong</i>	Exploring the effectiveness of a first-year transition initiative, The Zone, through a Community of Inquiry framework Mary McGovern & Russell Crank <i>University of Southern Queensland</i>	2019–20 NCSEHE Research and Equity Fellows Sue Trinidad, Sarah OShea, Nicole Crawford & Katelyn Barney <i>National Centre for Student Equity in Higher Education (NCSEHE)</i>	Not the Impossible Dream: personalising learning experiences without increasing your workload or being a tech whiz Paula Johnson & Nell Rundle <i>University of Tasmania / Dept of Police, Fire & Emergency Tasmania</i>	Gaining trust: An autoethnographic study of working with culturally and linguistically diverse (CALD) students in research Jenny McDougall <i>Central Queensland University</i>	Preventing violence against women: the role of equity and diversity offices Renee Hamilton & Joanna Brislane <i>Australia & Our Watch</i>	Improving practice through collaborative research with care leavers in HE Emily Fuller <i>University of Newcastle</i>
-------------------	--	--	---	--	---	--	--	--

11:20am - 11.30am 10 minute changeover

ROOM	Ocean Room 1	Ocean Room 2	AIIM Lecture Theatre	Science Planetarium	ITAMS Lecture Theatre	SBRC Training Room	Science Theatre	233-G12
Parallel Session 14	14A – SC – WP	14B – SC – Enabling	14C – SC – WP	14D – SC - Transition	14E – SC – WP	14F – SC – Enabling	14G – SC – Enabling	14H – SC - Partnerships
11:30am – 12:00pm	Empowering the real influencers by rethinking our approach to WP for parents – implications for program designers from research, practice and wondering aloud Kate Flynn <i>Queensland University of Technology</i>	Assessment Rubrics: What's Important to Enabling Students? Peter Geerlings <i>Murdoch University</i>	Discovering and Helping Dyslexia Regina Richards <i>So CA Tri-Counties Branch of the International Dyslexia Association</i>	2019-20 NCSEHE Research and Equity Fellows Sue Trinidad, Sarah OShea, Nicole Crawford & Katelyn Barney <i>National Centre for Student Equity in Higher Education (NCSEHE)</i>	FutureME: A multifocal approach to raising students' study and career aspirations Melissa Lowe & Nathan Coffey <i>Deakin University</i>	Practical tertiary learning strategies to enhance student engagement and satisfaction in an online foundational course Marie Abi Abdallah & Dino Murtic <i>University of South Australia</i>	Effective Role Modelling: What they see Emily Sloan <i>Monash University</i>	Democratising the Curriculum: Engaging students through student-led content Paul Chojenta <i>University of Newcastle</i>

12:00pm - 12:10pm 10 minute changeover

ROOM	Ocean Room	AIIM Lecture Theatre
12:10pm - 12:40pm	EPHEA Annual General Meeting	NAEEA Special interest groups
12:40pm - 1:00pm	Conference Summary and Closure	
1:00pm - 1:45pm	Lunch - 13:00pm Lake Illawarra HS Black Swan Choir	

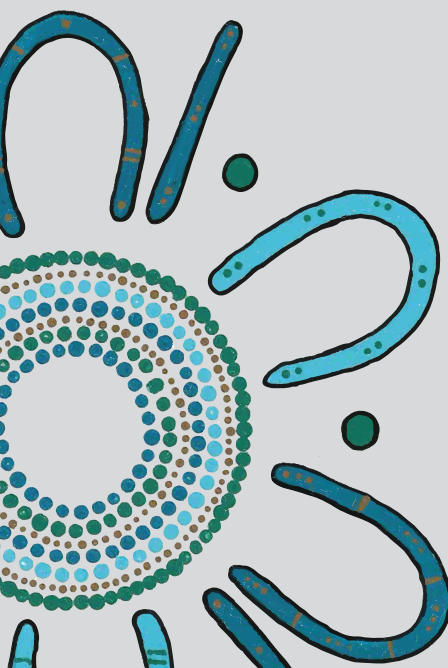
SPECIAL INTEREST GROUPS

ROOM	Ocean Room 1	Ocean Room 2	223-112	223-115	223-116
1:45pm – 3:45pm	International Perspectives and Approaches to Supporting and Retaining First in Family Students Sarah O'Shea	Equity and Employability in Higher Education Dawn Bennett	Embedding Indigenous Approaches and Pedagogies into Enabling Teaching Practice Sharlene Leroy Dyer	Unconscious Bias – Activities to use with Staff in Support of De-biasing Cathie Walsh	Taking a personalised and academic life cycle approach to understanding and responding to Equality Diversity and Inclusion issues in higher education Tamsin Hinton-Smith

Monday



Keynote Speakers



01 The Best Chance for All: Enabling Pathways and Pedagogy for Student Success

As 2019 draws to a close, the world continues to reshape rapidly. Industry 4.0 disruption is a constant reminder of the changing nature of work, the agreed policy response to which is enabling lifelong learning, preferably through a better-connected tertiary sector and shorter form credentials. For us at this conference, the imperative to lift educational participation for our most disadvantaged citizens and communities remains pressing: the economic and social equity call to action is more compelling than ever – Advancing Australia’s future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial and lifelong learning. (Zacharias & Brett, 2019)

This presentation will explore the learning and success of educationally disadvantaged students who pursue pathways into higher education. Decades of research around inclusion of under-represented cohorts tell us that the best chance for all depends on holistic engagement and support of individual learners; academically, socially, affectively and pastorally. Our student success job is to facilitate learning relationships and environments built on respect, trust, connectedness and belonging.

To illustrate these ideas, a number of examples of good practice and inclusive pedagogy will be discussed under the organising framework of a ‘Transition Pedagogy’ – a guiding philosophy for intentional curriculum design and support that carefully scaffolds and mediates the student experience for contemporary heterogeneous cohorts (Kift, 2009, 2015). Transition Pedagogy is framed around the integration of six Curriculum Principles, enabled by academic and professional staff working together in partnership with students for whole-of-institution enhancements. Through its promotion of shared language and understanding, Transition Pedagogy has drawn us in from the periphery of the curriculum, where both students and first generation support initiatives have been languishing. It focuses on what students have in common—their learning experiences mediated through curriculum—rather than problematising diversity and difference.



Professor Sally Kift

Principal Fellow of Higher Education Academy, President of the Australian Learning & Teaching Fellows (ALTF)

Professor Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL), and President of the Australian Learning & Teaching Fellows (ALTF). She has held several university leadership positions, most recently Deputy Vice-Chancellor (Academic) at James Cook University, and is currently a Visiting Professorial Fellow at the National Centre for Student Equity in Higher Education (NCSEHE). Sally is a national Teaching Award winner, a national Program Award winner and a national Senior Teaching Fellow on the First Year Experience. In 2010, she was appointed an Australian Discipline Scholar in Law. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian higher education.

02

Excellent Outcomes for All Students

This presentation will draw on qualitative research with commuter students who frequently experience intersectional disadvantage, being more likely to be first in family, low income, ethnic minorities and mature. Commuter students also have lower rates of continuation, attainment and progression into graduate employment. I will argue that these students prioritise their academic success, but they make strategic decisions about what to participate in. Furthermore, they de-prioritise in engagement in other spheres of the institution, including social engagement with peers and participation in enrichment and enhancement activities that contribute to their professional development. These choices can be understood by using concepts of capital: economic, cultural and social. Economic, cultural and social capital inform the decision to commute. A lack of understanding, or cultural capital, about the contribution of engagement in social and enhancement activities to academic success and progression into graduate employment informs other choices once in higher education. Family and friends may either encourage and facilitate wider participation on campus, or may inadvertently pull students towards other activities outside of the academy.

The insights from this research raises questions about whether higher education providers should try to keep students on campus for longer, or recognise, promote and facilitate engagement outside of the institution. While it may be necessary to enable students recognise the benefits of wider engagement beyond the academic sphere on campus, institutions should also review their organisational structures, cultural norms and institutional practices to create a new higher education experience for a contemporary student population.



Professor Liz Thomas
Edgehill University, United Kingdom

Professor Liz Thomas is an expert member of the Teaching Excellence Framework panel, recognising her expertise in student retention and success and learning and teaching.

Liz researches and writes about widening participation, student retention and success and learning and teaching. She is the author and editor of over ten books, and many journal articles, reports, briefings and practice guides. She regularly delivers keynote addresses and staff development workshops and programmes at higher education institutions in the UK and abroad.

03

Preventing an Illusion of Inclusion: Practice Strategies for Success

Following on from her insightful and possibly insightful LinkedIn article: Up in Smoke: The Illusion of Inclusion, Sonja will explore how strategic focused Equity, Diversity and Inclusion practice translates into an authentic inclusive experience for students and staff in your organisation. The session will identify ways in which the “inclusion” agenda becomes inauthentic and stuck; denying true and universal equity. It will consider ways to navigate this by designing strategies to break through the cultural permafrost.

The session challenges each of us to get real with equity and inclusion, thereby developing a deeper democracy in our workplaces which will allow for more voices to be heard. This paves the way for increasing thought diversity, acceptance, equity and greater innovation. Often, organisations crave to jump on the “recruiting diversity” bandwagon before stopping to think about how welcoming their workplace is to difference. This session will examine a potentially different starting point for equity work, equally applicable to higher education. The idea, you first build an equitable and inclusive environment; and diversity will naturally follow.

With all of this, being a warrior for progress in your workplace can be exhausting. The session will flow to how to look after yourself as an agent of change. We will consider how and when to pick up your mindfulness shield to protect yourself and regenerate.



Sonja Braidner
Winston Churchill Fellowship

Sonja is a current Churchill Fellowship recipient. The research behind this keynote has been a distilled from a 20 year plus career in Human Rights, including I&D management roles at 3 Australian Universities. Many of the insights shared will draw from her recent Fellowship travels where she had the opportunity to interview specialist academics plus over 50 employees from 28 organisations. Organisation which are at various maturity levels when it comes to being authentically inclusive, diverse and enabling excellence through equity.

04

Reclaiming Merit

In tertiary education, one of our tasks is to resist and reverse the dual political and social trends towards declining egalitarianism and the increasing entrenchment of privilege.

In this presentation, I first define equity in the context of power, privilege and white supremacy. I then deconstruct the theory of ‘meritocracy’ as an approach to student selection and pedagogy, and describe the consequences of this approach for indigenous students and for students from low socioeconomic backgrounds. I present alternative theoretical and ethical approaches based on mana motuhake (self determination), citizenship entitlement, strengths-based assumptions, and Rawls’ theory of justice.

These approaches are illustrated with examples of their successful application, and finished with a discussion of ways we can promote pro-equity changes within our institutions and within wider society.



Professor Peter Crampton

University of Otago

Peter is Professor of Public Health in the Kōhatu Centre for Hauora Māori at the University of Otago. He started his professional life as a general practitioner and later specialised in public health medicine. His academic career spans a variety of roles including serving as Pro-Vice-Chancellor of Health Sciences and Dean of the Otago Medical School. His research is focused on social indicators and social epidemiology, health care policy, health care organisation and funding, and indigenous health. Peter has served on numerous government advisory panels in a variety of policy areas related to public health, health services, and health workforce, and has taught undergraduate and postgraduate courses related to public health, health systems, health services management and indigenous health.

05

“Three Strikes, and I’m still not out”

I used to say I have been ‘lucky’, because I have a job, a career, a house, a partner and children. But should luck have anything to do with participation and inclusion? Luck implies a game of chance and as a result, winners and losers. As equity practitioners, should we be levelling the playing field or should we be tearing up the turf?

In her presentation Carol will share her story and her personal and professional experiences. Carol speaks candidly with a dash of humour about growing up in Australia as the ‘wog kid’, ‘the new kid’ and ‘the blind kid’ and how now in her late forties she can be the LGBTIQ person as well. And how finally she came to recognise and accept the brilliance of her individual difference.

“My presentation is not a ‘bleeding heart, ‘inspirational’, ‘motivational’ story of strength, hardship, unimaginable success and triumph. It does not aim to represent the experiences of all people with disability, people from diverse cultural and linguistic backgrounds, women or people who are part of the LGBTIQ community. It is just my story. It has made me who I am today, full of ups and downs, success and failure, joy and sadness, good and bad and everything in between. Take from it what you want or what you need, but most of all take from it that ‘it is my story!’ When we start accepting others as individuals, without judgement or preconceived stereotypes good or bad, we might actually redefine excellence and achieve equity.”



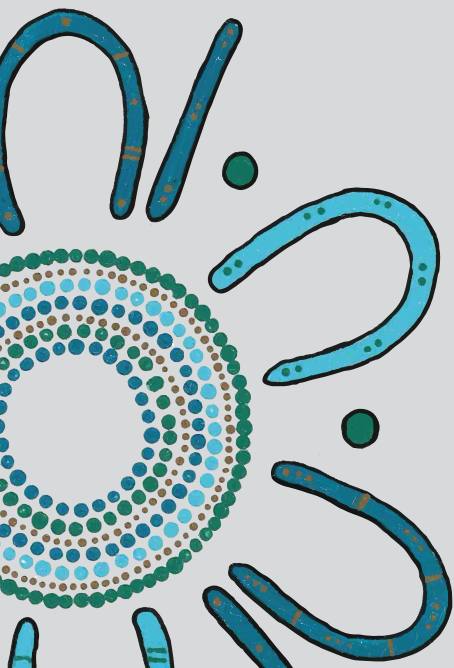
Carol Heijo

University of Wollongong

Carol Heijo majored in sociology at the University of Wollongong and has continued to engage in formal and informal learning throughout her career. She works as an HR Practitioner for the Federal Government and is also a Director on the Board of the Disability Trust and is the Chairperson of the Risk Committee overseeing a systematic approach to risk and risk management. Carol has 30 years of work experience in the Public and Private sectors and has significant experience in leadership, policy development and writing, consultation and 15 years of experience as an Equity Practitioner. Carol’s focus is on inclusion, access and equity in the employment and career progression of people with disability and is unapologetic in her tenacious approach to inclusion.

Carol identifies as being legally blind, non-binary and pansexual. She was born in Uruguay, South America and came to Australia when she was two.

Poster Session



Poster Program

#	Title	Authors	Institution
P01	Six critical dimensions for widening online participation: a conceptual model	Sarah Lambert	Deakin University
P02	CEHEE Writing Program and my research into Adult Attention Deficit and Hyperactive Disorder (ADHD) and Higher Education	Rosalie Milne	University of Wollongong
P03	Enriching experience: The value of University student collaboration in delivering outreach programs to school students	Victoria Drury	Southern Cross University
P04	Sustaining a quality education cycle: just-in-time feedback loops in the age of ubiquitous mobile technologies	Rhodora Dizon	UOW College
P05	Increasing regional student participation in higher education through innovative university outreach	Laurie Poretti	University of Canberra
P06	University or vocational education? Career information to support and broaden aspirations.	Lynnette Vernon	National Centre for Student Equity in Higher Education
P07	Considering the contextualisation of DEMO methodology in the Design, Development & Evaluation of Community Based Outreach initiatives and how this application may need to be re-imagined for a Mature Age cohort	Shannon Archer	University of Wollongong
P08	Re-imagining 'success' through enabling student narratives	Kristen Allen	University of Newcastle
P09	University Preparedness for Students from Refugee Backgrounds	Sonal Singh	University of Technology Sydney
P10	Blended Learning Pedagogy in the Enabling Context	Michelle Mansfield	University of Newcastle
P11	Improving the beaten track website: pathways to university for mature-aged adults in regional and remote areas	Dr. Bronwyn Relf	University of Newcastle
P12	Transitioning Students into Higher Education: Philosophy, Pedagogy and Practice	Joanne Lisciandro, Anita Olds, Angela Jones	Murdoch University
P13	A snapshot from a pre-program entry diagnostic maths test	Clare Robinson	University of Southern Queensland

P01

Six critical dimensions for widening online participation: a conceptual model

Sarah Lambert

Deakin University

This poster introduces a new conceptual model to guide the design of online and blended courses for diverse equity learners. A new model is important because the more popular theoretical models for online and distance learning (Transactional Distance, and Community of Inquiry models) were developed around 50 years ago and have not been sufficiently updated for widening participation contexts. Recent research attempts to update them for the contemporary online era were limited in application due to a research method that verified them with privileged, post-graduate student cohorts. A more recent popular Learning Design heuristic (7 Cs model) also verified with post-graduate students.

This poster describes a multi-phase research project to develop a new model of online learning verified with foundation level, globally diverse online learners to address issues of power, agency and legitimate diverse motivations for first-in-family, regional, low-socio-economic or multi-lingual learners. This model may assist research and practice at higher education institutions where online provision for diverse learners is the current or approaching reality.

The first phase of research proposed a new model adapted from Technology for Social Inclusion research aimed at more equitable use of the internet. The model was updated for contemporary online widening participation contexts with reference to the current literature. This phase produced definitions for the six critical dimensions of inequality/equality of online education (course purpose, technology, social support, autonomy, learning materials, and skills) and a proposed logic of how the dimensions interact.

The second phase was a qualitative systematic review of literature to validate and modify the model. A qualitative synthesis of 22 online course designs and their outcomes was used to clarify how the six critical dimensions both enable and constrain nonprivileged learners in distance and blended support mode. A number of changes were made to the definitions and logic of the model due to some surprising empirical findings. The third phase tested and further verified the model with primary data collected in the development of an Australian regional online enabling program case study. The model stood up well to this process and only minor definitional changes were made.

P02

CEHEE Writing Program and my research into Adult Attention Deficit and Hyperactive Disorder (ADHD) and Higher Education

Rosalie Milne

University of Wollongong

As widening participation practitioners, it is our role to embed research into practice and allow practice to influence research for the success of equity students. The Writing Program for Equity & Widening Participation Practitioners by the Centre of Excellence for Equity in Higher Education provides the opportunity to enhance the relationship between equity practitioners and academics through a year-long academic writing program. Through this unique opportunity, I have established connections with leading academics in the field and widened my own curiosities and engagement with research. The objective of the program is to write a journal article on a theme connected to widening participation.

My research will explore Adult Attention Deficit and Hyperactive Disorder (ADHD) and Higher Education by asking ‘what are the experiences of adults with ADHD studying at university?’ Over the last 20- 30 years ADHD diagnoses have increased within Australia. So too has the cyclical nature of the questioning of its reality in current affairs and media. Through a Critical Literature Review my research will seek to understand the current landscape of adults with ADHD within the context of the Australian University sector. Through existing literature and policy, my research will shed light what we currently understand about adult learners with ADHD as they study at university and highlight the gaps of what we don’t know. It will look into the influence of the social ‘questioning’ of ADHD’s reality and how this had influenced the policy landscape. The poster will present the summary of findings in the Critical Literature Review.

P03

Enriching experience: The value of University student collaboration in delivering outreach programs to school students

Victoria Drury

Southern Cross University

University students are key collaborators in the delivery and enrichment of school outreach programs. They are vital in providing authentic perspectives on transition to and experiences of university study. Those with first in family backgrounds and/ or rural and regional backgrounds are able to provide relatable examples of the challenges faced as well as the mind set needed to overcome perceived barriers to higher education. Southern Cross University's School and Community Outreach programs provide comprehensive training and induction in diverse activities delivered to schools. Students are employed casually in these roles and are given opportunities to develop their skills over time, with many collaborating on content development, presentations and facilitation of small and large groups. In 2018, an independent evaluation of outreach was completed which included seeking feedback from current and previously employed university students.

This poster will highlight the outcomes of the evaluation and the qualitative feedback from University students providing a deeper insight into the ways this collaboration provides mutually enriched experiences through authentic collaboration.

Poster components will include:

- Overview and method
- Example feedback

Highlighted outcomes include:

- Professional development and gains in confidence and skill set including an increased understanding of equity principles and initiatives – developing advocates for widening participation
- Authentic collaboration creating mutually beneficial outcomes for both school and university students

P04

Sustaining a quality education cycle: just-in-time feedback loops in the age of ubiquitous mobile technologies

Rhodora Dizon

UOW College

There's been significant amount of discussion in the literature about what constitutes quality education, and even more about how to deliver quality education, especially at a time when higher education is increasingly dependent on a 'user pays' model, and therefore greater accountability to deliver what students expect, within a quality environment. The popularity of use of mobile devices in the modern society has increased dramatically. Higher education classrooms have not been immune to this. Students frequently comment on social media about their likes, but more often their dislikes about their classes. Harnessing this ability to give feedback and using these to gauge the effectiveness of a learning activity can be used to continuously improve quality of the students' education. The feedback gathered is also included in the overall learning analytics as an overview of learning effectiveness.

A feedback 'app' was developed at UOW College to enable teachers to get just-in-time feedback from students about the materials or topics being covered. Teachers get immediate feedback about each and every class they teach, and therefore improve their approach before the next class. This process of ongoing feedback cycle can also be used to increase awareness about the learning objectives and encourage a process of self-reflection for teachers and students, aids in the continuous improvement of educational outcomes. Further creates a culture of quality teaching and learning cycle.

The poster will share ideas about the collaboration between teaching staff, information technology experts, and management about how to go about developing the feedback platform, and appropriate reporting and use of the data for continuous cultural changes at our institution.

P05

Increasing regional student participation in higher education through innovative university outreach

Laurie Poretti

University of Canberra

Despite Australian government funding through the Higher Education Participation and Partnerships Program (HEPPP), people in regional and remote areas across the country remain under-represented in higher education. Drawing on an innovative outreach model developed by the University of Canberra, this paper investigates how principles of effective outreach can be tailored specifically to regional and remote contexts to overcome the barriers of distance, cost, academic achievement and motivation (Gale et al., 2010) which often limit higher education participation. Principles that underpin this outreach model are highlighted, including the harnessing of technology, the use of blended delivery modes, and the adaptation of more traditional, urban-centred outreach approaches, such as face-to-face interaction with university student role models and outreach officers, to engage regional cohorts. The findings from a trial of the outreach model delivered to 36 regional schools in 2017, reveal the potential for universities to increase regional student aspiration for higher education by moving away from the dominant model of school and cohort-based outreach to a more flexible approach that responds to the wider communities being engaged with. This paper addresses a number of issues influencing education in regional Australia and suggests strategies for collectively developing increased higher education participation rates and making a genuine, long-term difference for regional communities.

P06

University or vocational education? Career information to support and broaden aspirations.

Lynette Vernon

National Centre for Student Equity in Higher Education - Curtin University

The capacity to aspire to go to university or choose a vocational pathway is contingent on the development of students' social and cultural capital. Both educational and career aspirations can be shaped by how students think they will fit in with others and from the expectations of significant others, including parents, teachers and peers. Currently, the Australian Government Department of Education has a focus on improving low socioeconomic status (SES) students', and student influencers', access to information about higher education study options, pathways, and careers.

This study examines career discussions with significant others and how these discussions about university or vocational education support aspirations. In a representative sample from a low SES area, 547 (43.3% male; Year 7–12) students responded to a computer-administered self-report survey. Students were asked how often they talked about university or vocational education with their: i) parents, ii) teachers and counsellors, and iii) friends. Using quantitative methodology, we examine the moderational role of gender, year level, First-in-Family status and parent's career attainment in the link between discussions and aspirations.

The main finding was that students aspired to go to either university or vocational education after school. As well, students from low SES backgrounds had high educational aspirations, and they discussed their aspirations with their parents and peers more than with teachers and counsellors. Students who discussed university more frequently with others considered going to university after school. Alternatively, discussions about vocational education lead to vocational education aspirations. Implications for targeted outreach will be to provide career information to support and broaden horizons for equity group students who have reduced access to "archives of experience" (Appadurai, 2004, p69). Career activation during high school will provide the experiences, resources and networks for students from low SES backgrounds, empowering them to pursue their desired education and career pathways.

P07

Considering the contextualisation of DEMO methodology in the Design, Development & Evaluation of Community Based Outreach initiatives and how this application may need to be re-imagined for a Mature Age cohort

Shannon Archer

University of Wollongong

This poster was produced as part of the 2018 Writing Program for Equity and Widening Participation Practitioners developed by the Centre of Excellence for Equity in Higher Education at the University of Newcastle. It accompanies a paper discussing how practitioners may re-imagine Gale and Sellar's DEMO (Design and Evaluation Matrix for Outreach) for schools outreach in the design, development, delivery and evaluation of community based outreach programs targeting mature age students.

When the Bradley Review Final Report was published in 2008, it found Australia needed to ensure a skilled workforce into the future. It further identified to achieve this, increased participation in higher education domestically was needed, something only achievable by increasing participation from groups of students traditionally under-represented in higher education enrolments. As a result, the Federal Government introduced the Higher Education Support Act 2003 to provide funding to the sector to introduce initiatives to increase higher education participation by students from under-represented backgrounds. While many initiatives since undertaken have been focussed on increasing participation of these groups of students as school leavers, there are also a range of initiatives aimed at engaging or re-engaging mature age students from these backgrounds in Higher Education.

The author looked, in a practical capacity, at the need to contextualise existing approaches to outreach for the cohort with whom practitioners are aiming to engage. Specifically, the application of the DEMO methodology in the design, development and evaluation of community based outreach initiatives in engaging and retaining mature age students from traditionally under-represented backgrounds in Higher Education. Also considered are the ways in which this application may be similar or different to school based cohort initiatives and how, or why, the application may need to be contextualised for the implementation of effective outreach to mature age equity student cohorts.

P08

Re-imagining 'success' through enabling student narratives

Kristen Allen

University of Newcastle

The measures used by government and policymakers defines student success in higher education as units passed and programs completed (Department of Education, 2017; Oh & Kim, 2016; York, 2015). According to this definition, the inverse of student success is units and programs not passed and/or not completed. Such fixed measures of student success however, have wide-scale equity implications (Taylor, 1992). Students from non-traditional backgrounds, or those who have had negative experiences of schooling, may find that the attainment of success in this definition is either more difficult to achieve, or are at odds with the successes that are valuable to them (May, Delahunty, O'Shea & Stone, 2016).

The aim of this poster is to showcase key quotes that emerged from 10 semi-structured one-to-one interviews with students enrolled in a university access 'enabling' program at the University of Newcastle. In these interviews, students explained their perceptions of academic success, where their ideas about success transpired, what their goals were and why, and a range of 'other' outcomes experienced as a result of enrolment in enabling education. It is my aim that quotes from these interview transcripts, juxtaposed alongside contemporary literature and policy document definitions, will help to illustrate findings from my research, that success is subjective and personal, and when defined in meritocratic terms is also an issue of equity. It is my hope that my poster will inspire conversations about the appropriateness of set definitions and measures of academic success within the enabling context, which is conceived to cater to the needs of diverse groups of learners in different ways and across different contexts (Bennett, et.al, 2015).



University Preparedness for Students from Refugee Backgrounds

Sonal Singh

Macquarie University

In Australia, the largest proportion of humanitarian visa applications is predominately from applicants in the age group 15–19 years. It is therefore of critical importance that universities explore strategies and programs to facilitate a smoother transition to higher education for students from refugee backgrounds. The LEAP – University Preparedness (LEAP – UP) program is built on the success of the LEAP – Macquarie Mentoring (Refugee Mentoring) Program, a mentoring program for Year 10–12 high school students from refugee backgrounds to explore and navigate future education and career pathways with the support of university volunteer student mentors. The LEAP – UP program adds a further level to the LEAP – Macquarie Mentoring program, increasing participation and success in higher education by students from refugee backgrounds through the development of an evidence-based enabling program tailored to the specific needs of this cohort.

This presentation reports on the findings of a needs assessment study undertaken with students from refugee backgrounds studying at Macquarie University, Australia and mentees involved in the LEAP – Macquarie Mentoring (Refugee Mentoring) program. A mixed-method approach including pre- and post-transition anonymous surveys using a combination of Likert scale and open-ended questions were carried out with the students to understand attitudes, behaviour, motivation and aspiration towards higher education, as well as to assess the barriers and challenges faced by students from refugee backgrounds to access and succeed in higher education. The interpretive findings are discussed through these themes: engagement, academic preparedness, university preparedness and capacity building. The author concludes with recommendations on how universities can better respond to the needs of students from refugee backgrounds through university preparatory programs. The paper contributes to higher education discourse on a contested and topical issue.



Blended Learning Pedagogy in the Enabling Context

Michelle Mansfield

University of Newcastle

Higher education is currently experiencing an increasing focus on the use of innovative teaching methods to engage diverse student cohorts, including enabling students, to promote equity within an environment of shrinking university budgets. In this milieu, blended learning (BL) has become an increasingly attractive option to cater to diverse learning styles and excite and connect with non-traditional students. Most prominently, BL involves the integration of audio-visual materials into current face-to-face course designs. However, research reveals that the BL design faces a number of key challenges including integrating flexibility, stimulating engagement and interaction, facilitating students' learning processes and outcomes, and fostering an effective, engaging learning climate (Boelens, De Wever & Voet 2017). In addition, for teaching staff, institutional infrastructure support and funding present structural challenges (Cuesta Medina 2018). Little research has been undertaken into BL in the enabling space and our research project addresses this gap.

This presentation has two aims. Firstly, to report on a BL project where innovative curricula design and delivery was applied to two existing enabling sociology courses. This project implemented a suite of BL modules comprising of visual learning objects and curriculum integration. These visual learning objects or videos, feature experts within their disciplinary fields and are intended to enhance the course content with a focus on bringing sociological theory into a real-world context. Secondly, in doing so, this presentation will contribute to current debates of BL enabling pedagogy. This will include, importantly, a discussion of how BL differs from online learning, and how it can be best implemented in enabling sociology courses.

P11

Improving the beaten track website: pathways to university for mature-aged adults in regional and remote areas

Dr Bronwyn Relf

University of Newcastle

.....
This poster shows some of the resources available for practitioners and researchers on the website, www.regionalunipathways.com.au, developed as part of a 2017 Australian Government HEPPP grant.

Information includes finding and recommendations from the study, case studies and relevant resources to improve access to higher education via enabling pathways for mature-aged adults from regional and remote Australia.

P12

Transitioning Students into Higher Education: Philosophy, Pedagogy and Practice

Dr Joanne Lisciandro (presenting), Dr Angela Jones and Anita Olds

Murdoch University

.....
This poster presentation explores the main themes and findings to emerge from our recently published collection: 'Transitioning Students into Higher Education: Philosophy, Pedagogy and Practice' (Routledge).

Drawing on theoretical perspectives and real-world practical examples, these internationally and nationally authored chapters reveal the successes and challenges of implementing philosophically driven pedagogies when transitioning diverse cohorts to university via enabling and other pathways.



A snapshot from a pre-program entry diagnostic maths test

Clare Robinson

University of Southern Queensland

.....

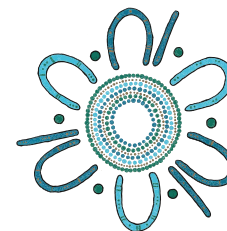
*A recent report, *Lifting Australian performance in mathematics* (Thomson, 2016), indicated that two of the main contributing factors to low performance in mathematics are low socio economic status and living in a rural area. This has implications for enabling programs associated with universities outside the major cities, as approximately 50% of students in these programs are identified as being from at least one of several equity groups (e.g. regional and remote students, low SES status, Indigenous students) (Pitman et al., 2016).*

Prior to enrolment in the Tertiary Preparation Program (TPP) at the University of Southern Queensland (USQ), students are required to complete a mathematics diagnostic test in order to determine which preparatory mathematics entry level would best meet their needs. There are three main levels of TPP mathematics: Introductory, Intermediate and Advanced level. Most degree courses at the University require students to successfully complete the intermediate level of preparatory mathematics, with those intending to do engineering or science completing the advanced level.

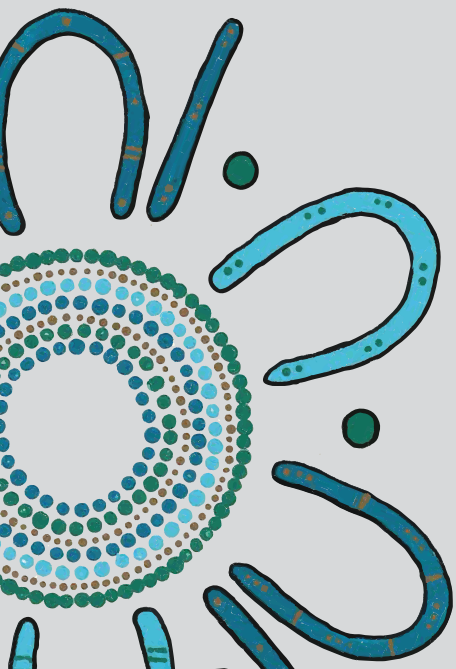
Understanding fractions can be considered a threshold concept. It is predictive of students' mathematical achievement in later years (Torbeys, Schneider, Xin, & Siegler, 2015). Hence, this poster focuses on a specific multiple-choice question on subtraction of fractions from the diagnostic test. It will consist of a series of (4) pie charts that reflect the percentage of students that enter the enabling program with or without a basic understanding of fractions, according to recommended mathematics entry level. Data is taken from entry applications for the program in semester 1 2019. This snapshot will give an idea of where our pre-access students sit mathematically, and where emphasis in curriculum development is needed if they are to successfully progress to further levels of mathematics.

References:

- Pitman, T., Trinidad, S., Devlin, M., Harvey, A., Bret, M., & Mckay, J. (2016). *Pathways to Higher Education: The Efficacy of Enabling and Sub-Bachelor Pathways for Disadvantaged Students. Report for the Australian Government Department of Education and Training: Perth, WA: National Centre for Student Equity in Higher Education at Curtin University.*
- Thomson, S. (2016). *Session B: Lifting Australian performance in mathematics.*
- Torbeys, J., Schneider, M., Xin, Z., & Siegler, R. S. (2015). *Bridging the gap: Fraction understanding is central to mathematics achievement in students from three different continents. Learning and Instruction, 37, 5-13.*



Parallel Sessions



Parallel Session 01 11:05am - 11:35pm

01

Room	Parallel Session 01	Presenters	Institution
Ocean Room 1	01A - RP - Widening Participation <i>Experiences of Aboriginal and Torres Strait Islander Students in University Preparation Programs</i>	Kylie Austin, Amy Cord, Saskia Ebejer, Jaimey Facchin, Shay Greig, Caitlin Stuart & Maria McKay	University of Wollongong
Ocean Room 2	01B - RP - Enabling <i>Can critical thinking skills be developed in a non-traditional cohort of students?</i>	Frank Armstrong	Central Queensland University
AIIM Lecture Theatre	01C - SC - Transition <i>Addressing issues of equity and learning preferences by modernising printed media for the 'Screen Generation'</i>	Stephen Allen	University of Newcastle
iAccelerate	01D - SC - Transition <i>Engagement, resilience, and persistence: Facilitating success through integrated curriculum design</i>	Lisa Moody & Rhian Morgan	James Cook University
ITAMS Lecture Theatre	01E - SC - Employability <i>Supporting First Nations students' career development</i>	Farhana Laffernis	University of New South Wales
SBRC Training Room	01F - SC - Partnership <i>Collaboration through action research at UniSA College</i>	Sarah Hattam	University of South Australia
Science Theatre	01G - SC - Staff <i>Investing in our Academic Women Leaders</i>	Lorraine Denny	University of Wollongong
233-G12	01H - SC - Enabling <i>'But I'm already good at Computing' - Building on the enrichment of diversity of skills in an enabling computing unit</i>	Michelle Gray	Central Queensland University

01a

Refereed Paper

Widening Participation

Experiences of Aboriginal and Torres Strait Islander Students in University Preparation Programs

Kylie Austin, Amy Cord, Saskia Ebejer, Jaimey Facchin, Shay Greig, Maria McKay, and Caitlin Stuart

University of Wollongong

This paper will discuss the initial findings of a research project that was conducted to explore the experiences of Aboriginal and Torres Strait Islander students in the Year 12 University Preparation Program held at the University of Wollongong.

This study captured the perspectives of Aboriginal and Torres Strait Islander students and in particular their relationships with university staff, student mentors and peers in their pre-commencement year at university. This study aims to add to the existing literature regarding the transition of Aboriginal and Torres Strait Islander students into higher education and has application for the sector in developing programs that can enhance student's sense of belonging, connectedness and preparedness to succeed in their studies.

01b

Refereed Paper

Enabling

Can critical thinking skills be developed in a non-traditional cohort of students?

Frank Armstrong

Central Queensland University

This research project investigates the development of critical thinking in students undertaking an enabling course.

In the first term of enrolment into the Skills for Tertiary Education Preparatory Studies (STEPS) enabling course, all students are required to complete the core unit, Preparation Skills for University (PSU) which introduces students to the components of critical thinking and critical reflection. In Term 2, 2018, students were invited to participate in a project whereby they were asked to complete an initial survey which consisted of a short article with a series of questions to help identify their base level of critical thinking and analysis. At the end of the term, they were invited to complete a similar critical thinking survey with a more involved article and a similar series of questions.

This paper compares the findings of the pre-term and post-term survey results. The findings suggest that for students to develop critical thinking as an implicit skillset that can be applied at university, it is important that they are explicitly taught the skills to recognise logical fallacies, distinguish between bias and fact, opinion and evidence, judgment and valid inference, whilst being upskilled at using different forms of reasoning.



Showcase Presentation

Transition

Addressing issues of equity and learning preferences by modernising printed media for the ‘Screen Generation’

Stephen Allen

University of Newcastle

In contemporary teaching spaces, it is a familiar sight to witness students squinting into their smartphone in the process of working through their learning materials. But they are not on social media or playing games. Rather they are trying to access online exercise and learning materials that were recommended to be printed on paper.

In a world of Kindles and online print media, despite recommendations for best practice, there are a number of reasons why students aren’t printing learning materials on paper. Enabling students, for example, who represent higher numbers of students from non-traditional backgrounds including lower socio-economic (Gale & Parker, 2013) might want a hard copy but lack the facilities to produce them or may be too intimidated by the printing services offered by their institutions. Moreover, a student who prefers screen usage will require a sizeable laptop/tablet for their educational needs, but be unable to afford it, instead relying on their smartphone.

There are many difficulties in reading a traditional printed document on a small screen. Traditional printed media is optimised for the paper-size to be printed on and all margins, fonts and sizes are chosen accordingly. Often the writing is too small to be read comfortably so the user must zoom in to read specific parts. Not being able to see the entire page is another issue if the reader needs to refer to different parts of it, or reference several different pages simultaneously for a complex problem.

The aim of this presentation is to show that it is possible to design blended resource documents in a way that is both screen and print friendly, the adoption of which can help ensure that workable materials are available to all students, regardless of financial barriers or personal learning preferences.



Showcase Presentation

Transition

Engagement, resilience, and persistence: Facilitating success through integrated curriculum design

Lisa Moody & Rhian Morgan

James Cook University

James Cook University’s Diploma of Higher Education (DHE) is a one year, open access, enabling program attracting a diverse array of students from across northern Australia and beyond. The open access nature of the DHE results in a diverse student cohort, where 9% of students identify as having a disability, 11% identify as Indigenous, 14% come from low socioeconomic backgrounds, and 28% are from non-English speaking backgrounds. Moreover, 68% of students are non-school leavers (aged 19 and above) and 40% did not meet traditional tertiary entry requirements (have an ATAR/OP score) upon commencement of the course. The diverse student cohorts characteristic of enabling spaces result in variable levels of digital and academic literacies in the classroom.

This showcase demonstrates how the DHE’s core subjects, CU1022: Developing Academic Skills and CS1022: Learning in a Digital Environment, respond to the complexities of concurrently teaching academic and digital literacies in an open access enabling space through an integrated curriculum design. Engagement of horizontal knowledge structures (Paxton & Frith, 2014) within the design processes of CS1022 and CU1022 assure alignment across learning outcomes, assessment processes, and supports. Furthermore, conscious discursive alignment across classroom practice and weekly learning episodes facilitate cohesive learning experiences, fostering a sense of belonging. This positively influences students’ motivation, engagement, resilience, and persistence (Tinto, 2009), whilst mitigating the impacts of discontinuities between prior learning and new academic contexts (Paxton & Frith, 2014). Paxton and Firth state (2014) that, “quite often the resources that students bring may not be considered legitimate meaning making tools and ... [therefore] interfere with learning” (p. 173). By emphasising resilience and experiential reflection, in a cross-disciplinary context, CS1022 and CU1022 work collaboratively to moderate, rather than reinforce, the internalisation of a deficit mindset. The success of the collaborative, horizontal design processes in these subjects is evidenced in student feedback: “CS1022 is great and complements CU1022 ... Peer reviewing and working in groups creates a much better student culture” (CS1022, Student Feedback Survey, SP2, 2017), and more broadly in the DHE’s sector leading student achievement data.

Paxton, M., & Frith, V. (2014). Implications of academic literacies research for knowledge making and curriculum design. *Higher Education*, 67(2), 171-182. doi:10.1007/s10734-013-9675-z
Regional Australia Institute. (2017). [In]Sight - Human capital index: Developing human capital across Australia. Retrieved from http://www.regionalaustralia.org.au/home/wp-content/uploads/2017/03/Human-Capital-Index-Report_final-1.pdf
Tinto, V. (2009). Taking student retention seriously: Rethinking the first year of university. Retrieved from http://www.fjecd2009.qut.edu.au/resources/SPE_VincentTinto_5Feb09.pdf



Showcase Presentation

Employability

Supporting First Nations students' career development

Farhana Laffernis

University of New South Wales

As Aboriginal and Torres Strait Islander student enrolments are increasing, a growing body of literature suggests that these students are less likely to engage with careers services due to a lack of tailored, culturally competent services and staff.

In June - July 2019, I travelled to Canada as a Fellow of the Winston Churchill Memorial Trust to investigate Canadian approaches to career development and employability for First Nations, Métis and Inuit post-secondary students through interviews with universities (including careers, experiential learning and Indigenous student services), community services and non-profit organisations, leaders in academia, and professional associations.

This presentation will share findings from the Fellowship experience, discuss implications for equity practitioners and strategies for universities to tailor services to be more accessible and inclusive of Aboriginal and Torres Strait Islander students and graduates transitioning into the workforce.



Showcase Presentation

Partnership

Collaboration through action research at UniSA College

Sarah Hattam

University of South Australia

Over the last two years, the UniSA College teaching team have embarked on a collective action research project with Professor Robert Hattam (School of Education, UniSA) to develop further clarity on how our teaching approaches could align more strongly with an emerging theory of enabling pedagogy (Stokes, 2014). The process involved identifying an aspect of our teaching that was challenging and developing a strategy for how we might overcome or address the challenge, improving our teaching practice. Enabling pedagogy is defined by a focus on supporting students' transition (Kift, Nelson & Clarke 2010, 13), inclusive practices (Hockings 2010) and critical pedagogy (Freire 1994; Gonzales, Moll & Amanti 1992). Enabling pedagogy suggests we need to pay attention to the culture being constituted to nurture the diversity of students' needs and acknowledge the power relations that exist between the students and the university to better support their transition to independent learning in this new environment (Bennett, Motta, Hamilton, Burgess, Relf, Gray, Leroy-Dyer & Albright, 2016).

Each academic brings their own discipline-area expertise; as well as teaching experience in higher education. This presentation will discuss the various action research projects that have been developed across our multi-disciplinary team in literacy, mathematics, social science and health sciences courses. Specifically, we will discuss how implementing aspects of enabling pedagogy improved outcomes for student engagement and submission rates. The team will provide examples related to connecting to student's lifeworlds, scaffolding, challenging tasks, ethos of care and social justice commitment.



Showcase Presentation

Staff

Investing in our Academic Women Leaders

Lorraine Denny

University of Wollongong

.....
As part of the University of Wollongong's involvement in Science in Australia Gender Equity (SAGE) Pilot analysis indicated that there was a gap in providing ongoing support for our female academics to move into leadership positions. As a result the Leadership Program for Senior Academic Women was developed. The purpose of this Program is to enhance the pipeline of female academic leadership by assisting academic women to gain personal insight into their leadership values, motivation and skills to enable them to choose more effectively what leadership roles they will focus on now and in the future.

This presentation will share our journey of developing and delivering this Program, challenges faced, the outcomes we achieved and the lessons we have learnt. This Program also gained external national recognition as the winner of the 2018 Australian Institute of Training and Development Excellence Awards: Best Women in Leadership Development Program.

The Program design focused on creating a positive emotional environment utilising a strengths and values based approach. It encouraged learning through participants:

- own experience
- exposure to others, and
- the formal education aspects of the Program.

The post evaluation from the Program was extremely positive with initial outcomes including:

- 60% of participants assuming a leadership role since commencement of the Program
- increased confidence in participants' leadership abilities and setting of career goals that identified aspirational leadership positions
- enhanced connections, relationships and a strong and supportive community.

A 12 month post program evaluation has shown a significant improvement in female representation in senior level roles at the University.



Showcase Presentation

Enabling

'But I'm already good at Computing' - Building on the enrichment of diversity of skills in an enabling computing unit

Michelle Gray

Central Queensland University

.....
Enabling computing students at CQUniversity Australia (CQU) have for the last six years benefited from a purpose built, scalable, and supportive digital learning environment that offers an enriched student experience founded on respect.

The Skills for Tertiary Education Preparatory Studies (STEPS), enabling course prepares adult students for undergraduate study. CQU's annual report states that it is 'proud to be... Australia's most inclusive university with the highest ratio of students from disadvantaged, mature age, indigenous and first-in-family backgrounds'. We are emerging as a 'social incubator...committed to the principles of...inclusion and widening participation'. With an enormous diversity of age, experience, attitude and transferability of skills, the large intake of STEPS Computing students presents a vast continuum of pre-existing computing skill levels (unique in terms of the range of pre-existing skills of any other discipline) – from little to no exposure to technology, to intensive social media users and those using various software in their employment. This is combined with a range of learning styles, personal situations and cultural backgrounds; and while the content is consistent for all students, the challenge has been to deliver the unit in a way which encourages and empowers the more novice students, alongside offering flexibility to those needing less scaffolded support, engaging and inspiring them to confidently build on their skills, knowledge and experience they bring to the unit.

Over the past several years, STEPS Computing has designed, implemented, monitored and refined a Fast Track delivery model, demonstrating an innovative enabling approach to enhancing the student experience through acknowledging and working with students' existing computing skills (breaking away from the traditional perception of enabling students expecting to be treated always as beginners). With an extensive safety net approach, it has been designed to respect and work with students' perception of their abilities, yet provide support where those perceptions fail them.

This presentation will showcase the success of the Fast Track delivery model in an enabling context resulting in proven student success and overall enhanced experience.

Parallel Session 02
11:45am - 12:15pm

02

Room	Parallel Session 02	Presenters	Institution
Ocean Room 1	02A – RP – Widening Participation <i>The influence of highly engaged school-university partnerships in widening participation outreach</i>	Nadine Zacharias & Geoffrey Mitchell	Swinburne University & QLD Department of Education
Ocean Room 2	02B – RP – Enabling <i>Grit-ability: Do grit characteristics enable success for mothers entering university?</i>	Anne Braund, Trixie James, Katrina Johnson & Louise Mullaney	Central Queensland University
AIIM Lecture Theatre	02C – RP- Transition <i>When the journey is as important as the destination: Time-averaged retention as an alternate measure of student engagement and program impact</i>	Heath Jones	University of Newcastle
iAccelerate	02D – SC – Transition <i>Inclusive pedagogy and successful transition to university: a student perspective</i>	Mary Dracup	Deakin University
ITAMS Lecture Theatre	02E – SC – Employability <i>University Specialist Employment Partnerships</i>	Elicia Ford	University of Sydney
SBRC Training Room	02F – SC – Partnership <i>Pedagogical Friends: collectively exploring family-educator partnership complexity for equity</i>	Sheena Roberts, Anissa Kean, Amy Worth, Lauren Taylor, Eunice Hsu, Katrina Fowler, Matt Lumb	University of Newcastle
Science Theatre	02G – SC - Staff <i>Creating a well-being and diversity portfolio in a multi-campus environment</i>	Kerry Valentine	Laureate International Universities
233-G12	02H – SC - Enabling <i>Developing and implementing the Academic Literacy Level Test (ALLTest) for Tertiary Preparation students</i>	Jonathan Green	University of Southern Queensland

02a

Refereed Paper

Widening Participation

The influence of highly engaged school-university partnerships in widening participation outreach

Nadine Zacharias and Geoffrey Mitchell

Swinburne University of Technology and QLD Department of Education

In Australia, there has been a sustained investment in widening participation by the federal government through the Higher Education Participation and Partnership Program (HEPPP) and a sustained effort by universities and their partner schools to create high-quality widening participation programs. However, there is limited longitudinal evidence on if and how these widening participation activities influence the application rates to university by school leavers from low socio-economic status (SES) backgrounds.

This paper draws on a large mixed-methods study which aimed to investigate differences in university application rates between students from low SES backgrounds in urban versus rural, regional and remote (RRR) schools in Queensland.

The research found that widening participation programs had a statistically significant influence on application rates to university in highly engaged schools. We propose the concept of a virtuous circle of sustained widening participation activity to explain the positive results in highly engaged schools.

This article was invited to be published in Student Success: Enabling Excellence through Equity Special Issue (Volume 11, Issue 1).

The full paper will be available in February 2020 at <https://studentsuccessjournal.org/>



Refereed Paper

Enabling

Grit-ability: Do grit characteristics enable success for mothers entering university?

Anne Braund, Trixie James, Katrina Johnston and Louise Mullaney

Central Queensland University

.....
Personal characteristics contributing to success in higher education has become an important area of focus in recent years. Duckworth's (2007) grit framework shows positive correlations with a range of academic outcomes. This paper explores the characteristics of grit in a study of female students who identified as mothers during their enrolment in an enabling program at CQUniversity Australia.

Data was gathered from 284 participants and findings suggest that despite mothers' facing competing challenges that conflict with study; demonstrating grit-ability is what enables success. The courage to begin; conscientious determination to achieve; resilience to overcome obstacles; endurance to persist; and striving for excellence were the characteristics that respondents identified as contributing to positive academic outcomes and personal fulfilment. Framework Methodology underpinned this thematic analysis using the grit terms of reference to examine survey responses.

These findings highlight the relevance of grit as desirable student characteristics for experiencing success in enabling education.

This article was invited to be published in Student Success: Enabling Excellence through Equity Special Issue (Volume 11, Issue 1).

The full paper will be available in February 2020 at <https://studentsuccessjournal.org/>



Refereed Paper

Transition

When the journey is as important as the destination: Time-averaged retention as an alternate measure of student engagement and program impact

Heath Jones

University of Newcastle

.....
Traditional measures of student participation such as completion and withdrawal rates are typically derived from student numbers at the start (or census date) and end of a program. As a result, these statistical snapshots frequently underestimate true levels of student participation over the intervening time. Furthermore, they also underestimate the true reach of a program, as well as the effort and resources needed to deliver it. This is problematic when these numbers drive debate over higher education policy or institutional decisions over resource allocation.

Here we propose an alternate metric of student participation that we term engagement. It is based on the time-averaged student retention of a program or course. We argue that it addresses the shortcomings of snapshot metrics and provides some much-needed insight into student participation. We motivate its adoption and illustrate its use with worked examples, as a guide to practitioners, researchers and policymakers in the field.

This article was invited to be published in Student Success: Enabling Excellence through Equity Special Issue (Volume 11, Issue 1).

The full paper will be available in February 2020 at <https://studentsuccessjournal.org/>



Showcase Presentation

Transition

Inclusive pedagogy and successful transition to university: a student perspective

Mary Dracup

Deakin University

.....
Students from particular groups including low socio-economic status, regional/remote, non-English speaking backgrounds and those studying externally have higher than average rates of attrition in Australian universities (DET 2017, p. 8). This is despite more than a decade of transition pedagogy (Kift 2015) and the increasing uptake of inclusive education policies and practices (Novak & Bracken 2019, pp. 1-4).

An intervention at one Australian university appears to be working to address this trend. Student statistical data over three years indicates that students from equity groups who complete the University's 'Introduction to university study' 11-week, one credit-point unit are consistently succeeding and being retained in their degree at greater rates than those not taking the unit. The unit aims explicitly to demystify academic culture, build academic skills and foster a sense of belonging. It combines the holistic curriculum design of transition pedagogy (Kift 2015), with universal design for learning principles.

The current research seeks to identify underpinning factors for the positive trend in students' results by examining the quantitative data in more detail and interviewing past students from equity groups at various stages of their degree, exploring more deeply the ways in which studying the unit may have impacted on their ability to stay on at university and complete their degree. This research provides insight into retention of equity group students generally, but equally importantly seeks to give voice to the experience of successful students within particular equity groups, thereby deepening our understanding of the unique challenges and strengths that these students bring to their higher education experience.

Bracken, S. & Novak, K. (Eds) (2019). *Transforming Higher Education Through Universal Design for Learning: An international perspective*. New York: Routledge.
DET (Department of Education and Training) (2017). *Completion rates of domestic Bachelor students: a cohort analysis*, retrieved 5 June 2019, <<https://docs.education.gov.au/node/41841>>.
Kift, S. (2015). *A decade of transition pedagogy: A quantum leap in conceptualising the first-year experience*. *HERDSA Review of Higher Education*, 2, 51-86.



Showcase Presentation

Employability

University Specialist Employment Partnerships

Elicia Ford

Centre for Disability Studies

.....
The 2018 Graduate Outcomes Survey showed graduates with a disability have lower employment outcomes compared to other students with only 62.8% reporting full-time employment, compared with 73.5% of students without a disability (SWD) (QILT, 2019) p.7). Barriers include poor employer attitudes, lack of accessibility, and lack of specialised employment services (World Health Organisation, 2011). Anecdotally, low awareness of university careers services (Harvey et al, 2017) and Disability Employment Services (DES) may also be a factor (Swayn, 2017).

University Specialist Employment Partnerships (USEP) address this significant gap by co-locating a DES employment consultant within the careers/disability teams within universities. This consultant is trained as a specialist in meeting the specific needs of graduating or graduated SWD seeking employment. They support SWD in their final year of study to help them prepare for the workforce, complete applications for graduate opportunities, and make key connections with employers who offer graduate and corporate roles. The program aims to: connect SWD with employment opportunities in a timely manner; promote strong linkages between stakeholders; and foster cross-referral and training of university careers and disabilities advisors. Through USEP we are aiming to bring about systemic change, particularly in relation to students receiving timely and appropriate support through equity-focussed inter-disciplinary teams who understand the additional complexities that SWD face in gaining employment. Our data shows that SWD are studying a wide range of qualifications, mostly studying full-time and on-campus, and mostly seeking local, full-time, degree-related work after graduation. Only about half of USEP participants have had degree related work experience, and only a quarter have ever received support from a Disability Employment Service (DES) before.

USEP was first trialled mid-2016 at Griffith University in a tripartite collaboration with National Disability Coordination Officer (NDCO) Program and Milestones Employment. James Cook University, University of Tasmania, University of Wollongong (UOW), Western Sydney University, Southern Cross University, Flinders University and the University of Western Australia in conjunction with local DES providers have now taken up USEP. This presentation will showcase interdisciplinary approaches to student support through case studies of USEP implemented at two universities, Griffith University and the University of Wollongong.



Showcase Presentation

Partnership

Pedagogical Friends: collectively exploring family-educator partnership complexity for equity

Sheena Roberts, Anissa Kean, Amy Worth, Lauren Taylor, Eunice Hsu, Katrina Fowler and Matt Lumb

University of Newcastle

“It’s about how do we as parents translate our ideas and expectations for learning, to the educator, due to our lack of knowledge, but also out of concern for our children...”

It is increasingly acknowledged that for Australian schooling systems to support equitable lifelong learning trajectories, a better understanding is necessary of the complex relations between educators, family members, students and the broader community contexts in which they are situated. ‘Community engagement’ is deeply structured into NSW Department of Education policy directives and landmark policy historical texts such as the Melbourne Declaration and 2008 National Partnerships Agreement. Approaches that consistently produce sustainable, generative home-school ‘partnerships’ remain, however, elusive.

Callaghan College Waratah is a public high school In the Hunter Region of NSW with over 800 students, many of whom can be characterised as coming from low socio economic backgrounds. Using available data, the school identified a need to adapt their efforts to engage the parent community in pursuing both schooling excellence and equity. This presentation shares insights from a project that adopted a unique approach to engaging educators and family members in deep, pedagogical conversations to build shared understandings that authentically valued the perspectives of participants in the learning community. Participation in the process facilitated identification of contextualized possibilities for a shared future through education that was challenging and non-linear. This presentation will explore the significant and unpredictable experiences each participant underwent during this process and its effect on their relationship with pedagogy.

During a seven week period, participants engaged with focused readings and dialogue, reflecting on practice and individual perspectives. The project design borrowed from Cull et al’s (2018) Professional Learning Project for teachers, whereby the voices of teachers and parents were jointly embraced. The project developed a pedagogical methodology (Burke, 2016); one that focused on “creating a pedagogical space to engage participants in research and reflexive processes, collaboratively exploring the complex interrelationships between teaching, learning, diversities and differences”. Collectively, the group generated conceptualisations of what pedagogy is, what is and isn’t working in education and what the future of pedagogy for equity could be.



Showcase Presentation

Staff

Creating a well-being and diversity portfolio in a multi-campus environment

Kerry Valentine

Laureate Universities Australia

We represent the wellness and diversity team with shared portfolios of Aboriginal and Torres Strait Islander support and Disability support. Our team also includes Counsellors who operate on campus and report back to us centrally. Our university is relatively new and operates in the private sector across 10 campuses in four cities. In order to meet our accreditation requirements and support students in both face-to-face and online learning platforms, we have had to design a system whereby outreach is maximized through the forging of relationships across our learning communities and the advent of many technological initiatives.

This showcase will share the process of discovery that allowed us to identify our student cohorts, and grow to understand the challenges they faced in their unique study environments. As an initial means of recognizing student need, we conducted face-to-face and online surveys which supported us in generating some newly devised strategic directions. We likewise consulted with our administrative and academic teams to grow awareness of the challenges they faced in supporting our student groups. Following the period of consultation, we have grown our support mechanisms to overhaul the application process for disabled students and the access planning that enables them to participate in a genuine fashion. For our Indigenous Australians, we have created online support communities we have entitled “Yarning Space” that create the sense of cultural safety previously unavailable. Further to this, we have recently launched a full scholarship program for Indigenous Australians that embeds not only financial but academic support. The Counselling team has been brought on board through advancing training and shared key performance indicators across our team that allow for all members to enhance their connection to campuses and students.

Our showcase presentation will encapsulate this process and provide with our template for growth and ongoing assessment.



Showcase Presentation

Enabling

Developing and implementing the Academic Literacy Level Test (ALLTest) for Tertiary Preparation students

Jonathan Green

University of Southern Queensland

.....
Appropriate placement within a course progression ensures that learners are situated within the correct development zone. It also helps to foster confidence and motivation; for learners who have already faced barriers to academic attainment, accurate placement is essential.

While the Tertiary Preparation Program (TPP) at the University of Southern Queensland has implemented placement testing for both mathematics and academic literacy for several years, the pressures of increasing numbers of student enrolments led to a review of the manual testing procedures that were then in place. We aimed to deliver a new test that was valid, reliable and operationally efficient in the face of these increasing enrolments.

In this presentation, we report on the design, development and implementation of the new Academic Literacy Level Test (ALLTest) for TPP: an automated, Moodle-based multiple choice test that delivers data on test-takers' performance across seven components of academic literacy. We describe the contextual elements of designing a test that was appropriate both to the context of the program and its student cohort. We also outline the conceptual design elements—based on a functional, communicative, and interactive view of language and literacy—that underpinned the test's development. Finally, we describe the selection, through piloting and classical test theory analysis, of the reliable and discriminatory set of items that comprise the test. With ongoing analysis and refinement, the resulting instrument has potential to be used for both placement and course evaluation across the sector in programs that include academic literacy development as a core part of efforts to widen participation to higher education.

Parallel Session 03 2:25pm - 2:55pm



Room	Parallel Session 03	Presenters	Institution
Ocean Room 1	03A – SC – Widening Participation <i>Go Big! A Year 2 Digital Story Series for Career Discovery influence of highly engaged school-university partnerships in widening participation outreach</i>	James Terry & Mitch Crouch	University of Wollongong
Ocean Room 2	03B – RP – Enabling <i>Transformative learning: developing agency, independence and promoting a strong sense of self in teen mothers</i>	Lilliemay Cheung, Emma Kill & Janet Turley	University of the Sunshine Coast
AHIM Lecture Theatre	03C – RP- Transition <i>“It can be the littlest rock thrown and that’s what will topple me”: Portraits of single mothers displaying perseverance despite competing discourses</i>	Louise Mullaney, Trixie James, Katrina Johnson & Anne Braund	Central Queensland University
iAccelerate	03D – SC – Transition <i>Deliberate Design Strategies for LGBTQI+ Inclusion</i>	Riley Edwards & Maci Hamdorf	RMIT University
ITAMS Lecture Theatre	03E – SC – Employability <i>Exploring differences in RRR students’ orientation towards career</i>	Dawn Bennett & Elizabeth Knight	Monash University
SBRC Training Room	03F – SC – Partnership <i>Embedding a Student-Created Serious Game into Curriculum, to Promote Authentic Learning and Student Wellbeing</i>	Marguerite Westacott	University of the Sunshine Coast
Science Theatre	03G – SC - Staff <i>Towards inclusive academic promotion</i>	Harriet Jones	Macquarie University
233-G12	03H – SC - Enabling <i>Generation Z goes to University: Addressing the Generation Divide in Enabling Education</i>	Kristen Allen	University of Newcastle

O3a

Showcase Presentation

Widening Participation

Go Big! A Year 2 Digital Story Series for Career Discovery

James Terry & Mitch Crouch

University of Wollongong

.....
It is well documented that the earlier a disruption occurs in a child's life, the more likely they are to continue with their education. When considering how to describe aspiration to students, we find that it is often associated with a whimsical sense of dreaming about the future. A lot of kids have 'big dreams' about what they want to do as adults – a professional athlete, a teacher, an ambulance officer and so on— but no idea of what it takes to get there. Dreaming about the future is important, but without a plan, it often ends with just that: a dream. We need to diminish the disconnect between children dreaming and children doing (Schwartz, 2013).

In 2018, the Outreach & Pathways Unit at the University of Wollongong, in collaboration with the Early Start Discovery Space at UOW initiated the 'Go Big!' digital story series, aiming to provide students with an opportunity for career discovery, to raise social capital, understand their personal values, and foster authentic learning activities to enhance their knowledge of career pathways. The online digital story book is designed to enable aspirations, academic capacity and self-efficacy of students from underrepresented backgrounds towards higher education.

In this workshop you'll have the opportunity to learn about the evolution and development of the 'Go Big!' program including interdepartmental collaboration, use of digital resources for outreach, inclusion of NESA accredited professional development for teachers, and cracking the perennial challenge of delivering outreach programs on a budget.

O3b

Refereed Paper

Enabling

Transformative learning: developing agency, independence and promoting a strong sense of self in teen mothers

Lilliemay Cheung, Emma Kill & Janet Turley

University of the Sunshine Coast

.....
Adolescents who become pregnant during their secondary education experience a range of challenges that intersect and limit their opportunities to complete schooling and take up university places.

One approach to addressing this issue at an Australian regional university, is the Tertiary Preparation Pathway (TPP) an enabling program which has been delivered within the Supporting Teenagers with Education, Mothering, and Mentoring (STEMM) program, since 2008. The STEMM program offers teen mothers an opportunity to continue or re-engage with education during and beyond pregnancy. Adopting an intersectionality lens, interviews with adolescent mothers identified three key elements underpinning the success of the TPP/STEMM program: recognising the educational aspirations of teen mothers, developing agency and independence and promoting a strong sense of self.

The TPP/STEMM program celebrates a philosophy of Transformative Teaching and this paper aims to provide practical implications for educators wishing to establish or develop programs based on this philosophy.

This article was invited to be published in Student Success: Enabling Excellence through Equity Special Issue (Volume 11, Issue 1).

The full paper will be available in February 2020 at <https://studentsuccessjournal.org/>



Refereed Paper

Transition

“It can be the littlest rock thrown and that’s what will topple me”: Portraits of single mother’s displaying perseverance despite competing discourses

Louise Mullaney, Trixie James, Katrina Johnson & Anne Braund

Central Queensland University

This research paper will discuss the experiences of seven single mothers who embarked on an enabling course despite competing commitments. The goal of this research project was to identify what these women experience as they begin an educational journey, with the purpose to provide better student support in an enabling environment.

An online survey was emailed to female students who had been enrolled in an Australian enabling course and those who self-identified as single mothers were invited to participate in individual interviews. These interviews were conducted via video conferencing and were transcribed verbatim with pseudonyms used to protect the privacy of the participants.

This data was analysed using thematic analysis and presented via portraiture prose as a narrative snapshot of their experiences. The participants reported many positive experiences, particularly the ‘knock-on’ effect to their children’s study habits and an increase in their personal confidence levels. However, there were also a number of negative experiences shared that revolved around their children and extended family. However, despite the obstacles they faced, they were able to successfully complete their enabling course with individual stories that demonstrate the transformative nature of enabling courses.



Showcase Presentation

Transition

Deliberate Design Strategies for LGBTQI+ Inclusion

Riley Edwards & Maci Hamdorf

RMIT University

At RMIT, building a culture of inclusion and diversity for all staff and students is one of our key organisational values. In 2016, RMIT committed to the Diversity and Inclusion framework, including six action plans, with the Diverse Genders, Sexes and Sexualities (DGSS) Action Plan as a primary organisational strategy.

In 2018 RMIT University achieved ‘Gold Employer’ status in the Australian Workplace Equality Index (AWEI) to recognise our commitment to diversity and inclusion of diverse genders, sexes and sexualities. In the year since, RMIT has yet again been awarded ‘Gold Employer’ status as well as ‘Employer of the Year’ and an award for ‘Trans and Gender Diverse Inclusion’. The RMIT DGSS and Ally Networks have grown to connect over 250 individuals passionate about fostering a culture of inclusion.

Over the past year, the main objective has been to raise awareness, increase participation and achievements from our people and celebrate diversity through leadership, discussion and acknowledgements. A recent example of this involves our celebration of Pride Week, including several intersectional events and activities that are representative of our diverse student and staff community. Outcomes present the experiences of students and staff overcoming setbacks and navigating challenges through self-determination and strength. Our presentation will look at the deliberate design thinking steps including research, practice and networking to achieve specifically crafted outcomes in response to our values and university wide needs expressed through the DGSS survey. We will be looking at specific initiative, aligned with our areas of focus and where we chose to position ourselves within the University to match the commitment made to LGBTQI+ inclusion.

What is the take away?

- *Learn practical tips and strategies to strengthen your LGBTI Inclusion Agenda*
- *What to do to mobilise participation, networking and community engagement*
- *Investigate design thinking steps translating leading research and accreditation (Pride in Diversity) to practice.*



Showcase Presentation

Employability

Exploring differences in RRR students' orientation towards career

Dawn Bennett & Elizabeth Knight

Monash University

.....
The availability of career education and access to relevant and accurate careers information as and when it is needed is of critical importance for students making career and study choices. Access to information about educational opportunities and the labour market develop an understanding of the world of work and study. This in turn enables students to make informed choices about their development. Insufficient access to specialised career education within many regional, rural and remote areas contribute to persistent differences in the higher education participation rates of young people from these areas.

This presentation will share and discuss research conducted with over 6,000 higher education students who were enrolled at a large, urban university in Australia. The students self-assessed their abilities in a range of employability domains. The paper's focus is 'occupational literacy', which incorporates students' awareness of possible careers, their related career capabilities, the perceived relevance of their programs and the students' commitment to their chosen field of study. Data were analysed by year level, location and mode of study, gender, and broad discipline group. Comparisons were then made between rural, regional or remote (RRR) students and the general student population.

The study provided an opportunity to explore differences in the perceived abilities of RRR students and to compare students from other areas including domestic metropolitan students and international students. The research will make a unique contribution to understanding educational decision making and success for post-secondary RRR students in metropolitan and regional settings.



Showcase Presentation

Partnership

Embedding a Student-Created Serious Game into Curriculum, to Promote Authentic Learning and Student Wellbeing

Marguerite Westacott

University of the Sunshine Coast

.....
This presentation will showcase the rationale, design and student feedback of a collaborative project between a Bachelor of Serious Games student, enabling academics and student wellbeing staff of the University of the Sunshine Coast (USC). We will present the process, method and outcomes of embedding authentic learning and student wellbeing into the curriculum of an enabling and Diploma course; through game based learning. This presentation will introduce you to the student game designer and share the responses of students to the pilot introduction of the game from Semester 2 2019.

Students participate in the game as part of a constructively aligned curriculum (Biggs & Tang, 2011). Embedding the game into the curriculum, provides students with real world situations and ethical considerations, as they conduct a foundational exploration of their study and career paths in the helping professions (Mouaheb et al., 2012). The game has an educative, informative and problem-solving focus; and sits in a mental health, wellbeing and engagement framework informed by health promoting practice and student engagement (Baik et al., 2016).

Embedding a student mental health and wellbeing framework in the curriculum empowers students' help seeking behaviour by providing a comprehensive and proactive approach to enhancing wellbeing (Baik et al 2016). Additionally, it meets the needs of the demographics of USC students, who are well represented in mental health statistics for equity groups (Bratby 2017). Wellbeing has equal relevance to course content and the career aspirations of this cohort; as a tertiary student and a 'professional in training'.

Baik, C., Larcombe, W., Brooker A., Wyn, J., Allen, L., Brett, M., Field, R., & James, R. (2016). Australian Government Office for Learning and Teaching and the Melbourne Centre for the Study of Higher Education. Enhancing student wellbeing resources for university educators. Retrieved from https://melbourne-cshe.unimelb.edu.au/_data/assets/pdf_file/0006/2408604/MCSHE-Student-Wellbeing-Handbook-FINAL.pdf
Biggs, J. and Tang, C. (2011). *Teaching for quality learning at university*. Maidenhead: McGraw-Hill.
Bratby, K. (2017). University of the Sunshine Coast Gap Analysis: identifying any new policy, process or strategy initiatives.
Mouaheb, H., Fahli, A., Moussetad, M., & Eljamali, S. (2012). The serious game: what educational benefits? *Procedia - Social and Behavioral Sciences*, 46, 5502-5508. doi:10.1016/j.sbspro.2012.06.465



Showcase Presentation

Staff

Towards inclusive academic promotion

Harriet Jones

Macquarie University

.....
At Macquarie, our approach to D&I is to 'fix the system' – which means we are changing the policies, processes and cultures that enable and maintain inequality. Macquarie's new promotion process is one key example of this approach in action.

For many decades, academic promotion schemes at most universities assess performance against research, teaching & service, with research often given greater weight. There is evidence that this traditional promotion model favour some work (research) over others, with negative impacts for women and other underrepresented groups (Subbaya and Vithal, 2017). Macquarie introduced a new promotion model – the Boyer-Macquarie model in 2017. The new model is a strengths-based system that acknowledges and supports diverse and flexible career pathways. The model is based on Ernest Boyer's four areas of academic scholarship, Discovery, Integration, Teaching and Application (Boyer 1990), plus the additional pillar of Leadership & Citizenship. The result is that more emphasis is placed on values, conduct and inclusion.

There have been several positive outcomes from the new promotion process from a gender equity perspective, including:

- *Applications under the new model were -50% per-year higher than the previous 5-year average. Applications from women increased 75%*
- *On average under the new scheme, women apply at a rate similar to or slightly higher than the available pool.*
- *Analysis suggest there is little difference by gender in self-assessment scores within each promotion criteria.*
- *A comparison of scores pre- and post-interview suggest interviews marginally benefit women*
- *Feedback has generally been positive with no significant gender difference.*

Taken together, the data suggest the new promotion process recognises the diversity of skills and achievements of academic staff at Macquarie. We also believe the processes supports our aims to 'fix the system' to better support and enable diversity and inclusion.



Showcase Presentation

Enabling

Generation Z goes to University: Addressing the Generation Divide in Enabling Education

Kristen Allen

University of Newcastle

.....
Generation Z, or those born between the years of 1996 and 2012, currently represent 1.3 million Australians eligible to enter higher education (Taylor et al., 2009). While comprehensive research exists regarding the learning characteristics of past generations, research on Generation Z is only just emerging. For educators and policymakers, it is vital to understand the unique characteristics and educational challenges of this young adult cohort in order to both attract and retain students in higher education. In the enabling education context this need is arguably more pressing as in the current economic and political climate, the accumulation of human capital deriving from degree credentials is seen as a prime mover of economic growth (Galor, 2011). At the same time, the typically higher attrition rates in enabling programs threaten their viability and obstruct efforts to widen participation (Orth & Robinson, 2015). The potential implication is a whole generation of young adults from disadvantaged educational backgrounds who possess limited opportunities to access university.

According to recent research, a barrier to engaging Generation Z in education is the generation gap (McCrindle, 2009), with teaching and learning practices and campus environments designed for and by past generations (Seemiller & Grace, 2017). It is therefore essential for enabling educators to address this gap by adopting new, strengths-based approaches that harness the unique characteristics of the cohort. At the same time, enabling educators must continue to support students from a range of non-traditional backgrounds, and recognise that a wide range of students' personal contexts will potentially impact their engagement.

This presentation will outline research on the unique characteristics of Generation Z, including the effects of technology on learning preferences and styles. Examples will be provided of how enabling educators at UON have utilised this research to help engage 18-20-year-old students by utilising their strengths, and how this approach has affected outcomes such as student satisfaction. Given the unique characteristics of this emerging generation and the dearth of research on how best to engage them, Generation Z could become a new equity group unless institutions lead and adopt research on best practice that caters to this cohort.

Parallel Session 04
3:25pm - 3:55pm

04

Room	Parallel Session 04	Presenters	Institution
Ocean Room 1	04A – SC – Widening Participation <i>Enablers for growth of graduate capabilities through a university widening participation outreach program</i>	Maria Barrett	Queensland University of Technology
Ocean Room 2	04B – RP – Enabling <i>Addressing the characteristics and self-perceptions of regional enabling students: Supporting equity and success</i>	Stuart Levy & Michelle Briede	Federation University
AIIM Lecture Theatre	04C – RP– Transition <i>Stopping at every station: Design and delivery to support successful engagement</i>	Carolyn O’Dwyer, Naomi Dashwood & Jelena Medan	La Trobe University
iAccelerate	04D – SC – Transition <i>Delivering programs to pre-commencing students</i>	Wendy Firth & Stephanie Booth	University of Wollongong
ITAMS Lecture Theatre	04E – RP – Widening Participation <i>Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional, rural and remote students</i>	Sarah O’Shea, Kylie Austin, Olivia Groves & Jodi Lamanna	University of Wollongong
SBRC Training Room	04F – SC – Partnership <i>Collaborative action research on the teaching and learning of STEM courses: Academic reflections on scaffolding and student engagement</i>	Pek Foong Ng & Natasha Wilson	University of South Australia
Science Theatre	04G – SC – Staff <i>Collaboration and collective impact: Inclusion for staff and students with disability</i>	Lara Rafferty	RMIT University
233-G12	04H – SC - Enabling <i>Challenging Deficit Discourses: Enhancing teaching and learning in enabling education</i>	Kate Sheppard	James Cook University

04/a

Showcase Presentation
Widening Participation

Enablers for growth of graduate capabilities through a university widening participation outreach program

Maria Barrett

Queensland University of Technology

Anecdotal evidence indicates that undergraduate and postgraduate student ambassadors benefit from their participation in school outreach programs through development of valuable graduate capabilities and employability skills. Widening participation activities provide university students with extra-curricular experiences that can complement their university studies.

This paper showcases a widening participation school outreach program that has benefited the university students that participated in the program. The research was undertaken using a community of practice framework and case study methodology to determine the impact of the outreach program on the student ambassadors employed in the program. Semi-structured interviews of eight student ambassadors were undertaken to provide insight into the situated learning that occurred through the program in terms of development of professional capabilities, knowledge, and generic skills. Iterative coding of interview data was undertaken using NVivo, and resulting themes indicated a strong alignment to the university’s stated graduate capabilities. This was particularly evident through increased confidence in communication due to the multitude of presentation opportunities, enhanced leadership that came from taking responsibility for successful delivery of workshops, and teamwork skills that came from sharing duties and partnering with ambassadors. Of particular interest were the features identified in the program which enabled situated learning to occur; in particular, on-the-job training and feedback from peers, opportunities to observe others and embed learning into practice, and encouragement to step outside their comfort zone that arose from the supportive ‘safe space’ of the program community. This research provides evidence for the value of outreach programs to the university students involved in the programs, through the development of student graduate capabilities and employability skills. Furthermore, the identification of program features that act as enablers for growth of these capabilities and skills may assist in refining and informing the development of future outreach programs.



Refereed Paper

Enabling

Addressing the characteristics and self-perceptions of regional enabling students: Supporting equity and success

Stuart Levy & Michelle Briede

Federation University Australia

.....
Federation University Australia is steadily expanding its pathways for regional students through increasing participation in its enabling program (FAST) and new pathway offerings.

The students who utilise these have characteristics consistent with those reported nationally and enter a tailored program with four internally scaffolded subjects that provide a broadly conceived notion of academic literacy. Within these subjects students are introduced to the dominant conventions of higher education and provided with opportunities to acquire and refine the skills and practices necessary for effective engagement and success. Learning activities and requirements address the needs of these students, mindful of their characteristics, and are delivered in a coordinated manner to ensure a mutually-supported environment. Staff adopt teaching practices that maintain the integrity of an authentic university experience while providing support to extend the students' capacities.



Refereed Paper

Transition

Stopping at every station: Design and delivery to support successful engagement

Carolyn O'Dwyer, Naomi Dashwood & Jelena Medan

La Trobe University

.....
Student attrition represents high reputational, financial and opportunity cost to institutions, communities and individuals. Students enrolled in enabling programs are at significantly higher risk of attrition.

This paper reports on the first year of an enabling program which was redesigned to deliver subjects every 8 weeks on an online rolling carousel. The model allows students to vary study load or pause enrolment without penalty at short notice then resume when able. Initial tracking data indicates that a majority of students who stay engaged in the program enrol full-time and complete full-time. However, data also shows that a residual group of students draw on the options provided by the carousel model by varying enrolment across multiple study periods and gaining credit for work already undertaken when they reconnect.

Early results indicate that more flexible approaches to enrolment strategies could optimise educational opportunity and life outcomes for this vulnerable cohort.



Showcase Presentation

Transition

Delivering programs to pre-commencing students

Wendy Firth & Stephanie Booth

University of Wollongong

.....

There is a liminal space in higher education where students are crossing the threshold from a past learning experience to one where a new educational identity must be formed (Hack, 2018). While many students are at home here, for those from equity backgrounds, it may seem like a strange landscape. The possession of cultural and emotional capital provides certainty in this liminal space for many but those students who encounter a feeling of ambiguity may fall prey to alienation and eventually disengagement. The provision of a bridging program through this space provides a firm foundation beneath the feet of vulnerable students who may otherwise struggle to find their way forward with confidence. Utilising Invitational Theory and Learning by Design principles Faculty specific programs are being delivered to transitioning students, many of who have intersectional equity categories at the core of their identity.

Understanding student engagement, retention and attrition through the lens of invitational learning allows us to critically explore the way in which higher education is ‘affective’, producing intentional and unintentional emotional responses from learners (Haigh, 2011). Rather than utilising a learning and teaching philosophy where programmes are crammed full of top down knowledge, the premise of Invitational Theory is that students are at their most motivated and engaged when learning conditions are intentionally constructed to make them feel ‘invited’ to learn (Holmwood & Scales, 2018; Haigh, 2011). This theory is not new to education itself, though its application to the “rigid requirements of higher education institutions” is a relatively recent development (Gale & Parker, 2014). The beauty of Invitational Theory is in its astounding flexibility and resulting applicability to any setting. This session invites educators to explore how optimal invitational environments are intentionally created and sustained in any educational space such as is showcased in the Pre-commencement Bridging Programs delivered to UOW students forming their new HE identities.



Showcase Presentation

Widening Participation

Higher education careers advice for low SES students, including low SES Indigenous students and low SES regional, rural and remote students

Sarah O’Shea, Kylie Austin, Olivia Groves & Jodi Lamanna

University of Wollongong

.....

Funded through the National Centre for Student Equity in Higher Education (NCSEHE) Research Grants, this project is critically investigating best practise initiatives that relate to careers advice and successful approaches to productive industry engagement for low SES (including Aboriginal and Torres Strait Islander and regional, rural and remote) students.

This project is seeking to establish overriding principles that would guide careers advice provided to school and non-school leavers including the development of a ‘guide to partnerships’ with application across the sector to ensure consistent and meaningful careers advice. Commencing in 2019, this project has completed a comprehensive international literature review and desktop audit that has not only focused on the provision of careers advice that engages with the individual learner but more importantly, leverages the key influencers within a young person’s or adult potential student environment.

This presentation will share the findings from this project to date and will seek the input from equity practitioners to guide the future direction of the project.



Showcase Presentation

Partnership

Collaborative action research on the teaching and learning of STEM courses: Academic reflections on scaffolding and student engagement

Pek Foong Ng and Natasha Wilson

University of South Australia

.....
Both cognitive and non-cognitive factors affect academic achievement (Khalaila, 2015 p. 437). Exam anxiety is one factor known to negatively impact student performance, and this is further heightened in students with less efficient study skills (Culler and Holahan, 1980 p. 16). Students in enabling programs often share poor past experiences with education and as a result typically lack effective study strategies. Consequently, it is common to encounter students in enabling programs with higher levels of exam anxiety. This action research sought to provide students with strategies that could be used to combat exam anxiety, with a view to improve academic achievement. This study examines the use of mind mapping as an intervention strategy to scaffold learning and provide support to students in preparation of their examinations. This College-based initiative involved two academics teaching mathematics and physiology courses in an enabling program at UniSA College, University of South Australia. The College supports a mixed cohort of students from diverse backgrounds.

This intervention involved embedding mind mapping into the curriculum; students were taught how to create mind maps and informed of the potential benefits of using these as a study tool. The outcomes of this study demonstrated that mind mapping can be a useful revision strategy that provides a clear overview of the topics learned. It enables students to distinctly outline the learning outcomes and to better understand the skills and concepts that they needed to focus on within each topic area. Through mind mapping, students were able to identify and highlight the areas of difficulties presented in each course, prompting them to work on these challenges and also seek support. Mind mapping was particularly useful for students that did not already possess other effective study strategies. This presentation includes the reflections of the academics on their experience and shares the challenges and opportunities that have arisen from this collaborative action research.

Culler, R. E., & Holahan, C. J. (1980). Test anxiety and academic performance: The effects of study-related behaviors. *Journal of Educational Psychology*, 72(1), 16-20. Retrieved from <https://oae-ovid-com.access.library.unisa.edu.au/article/00004760-198002000-00002/HTML>
Khalaila, R. (2015). The relationship between academic self-concept, intrinsic motivation, test anxiety, and academic achievement among nursing students: Mediating and moderating effects. *Nurse Education Today*, 35(3), 432-438. Retrieved from <https://www.sciencedirect-com.access.library.unisa.edu.au/science/article/pii/S0260691714003487>



Showcase Presentation

Staff

Collaboration and collective impact: Inclusion for staff and students with disability

Lara Rafferty

RMIT University

.....
In 2016, the University published its latest Accessibility Action Plan that has been guiding our practices through to 2020. Our teams in Human Resources, Student Wellbeing and Inclusion, Property Services, Communications, IT and other key departments have collaborated to promote best practice strategies that aim to build the diversity of our student and staff profile and to ensure an inclusive and equitable experience and outcomes.

In recognition of our progress, this year we were thrilled to celebrate a significant achievement – in our third participation in the Australian Network on Disability’s Access and Inclusion Index we have again been recognised as one of the top five of the participating organisations. We have also seen the engagement score of our staff with disability, who require a workplace adjustment, close the gap by 30% compared to staff who do not require a work adjustment.

While noting that the ‘collective impact’ model as one applied to cross-organisational projects, the presentation will consider the features and applicability of this model for conceptualising, planning, and achieving university-wide change, with reference to two case studies on issues of whole-university practice, being workplace and learning adjustments and digital accessibility. This presentation will consider the role of diversity and inclusion practitioners as providing foundational support towards the achievement of the aspirations in the Accessibility Action Plan in a large, complex, and global university.

Challenging Deficit Discourses: Enhancing teaching and learning in enabling education

Kate Sheppard

James Cook University

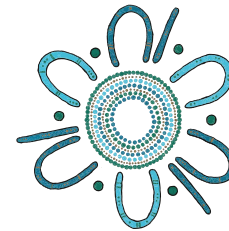
.....

Effective enabling education requires an understanding of the manner in which the teaching team's collective discursive practices can shape the learning environment. Widening participation and enabling education is a contested discursive space (Rizvi & Lingard, 2011; Southgate & Bennett, 2014). These discourses arise at interpersonal, classroom, and institutional levels, as well as within policy and research frameworks.

Some of the less helpful notions of widening participation arise within 'deficit discourses'. These discourses position students as lacking, inherently disadvantaged, or incomplete (O'Shea, Lysaght, Roberts, & Harwood, 2016). This discursive positioning begins in policy documents and extends to institutional discussions of how these students are burdensome. There are frustrations around student 'perceived capabilities, and an assumption that the role of enabling courses is to get students 'up to where they need to be.' Around widening participation there also exists a rescuer discourse. Fuelled by the best of intentions, this positioning asserts that students can be rescued, or fixed, by devoted teachers where teachers will move heaven and earth to rescue students from poverty or perceived social disadvantage (McKay & Devlin, 2016). However this positioning is just as dangerous and disempowering to students. In both discourses processes of 'othering' are present and explicated through unhelpful and divisionary notions of 'us' and 'them.'

Effective teaching in enabling education requires an understanding of these discourses, challenging those that are less helpful and ensuring positive positioning. This presentation explores how these discourses were confronted at a regional university with course structures and processes created to ensure that all members of the pathways community developed a shared language and purpose around enabling education. This allows all stakeholders to contribute towards positive positioning of both the course and student body by challenging unhelpful defamatory, derogatory, or deficit discourses and encouraging equity, inclusivity, and empowerment.

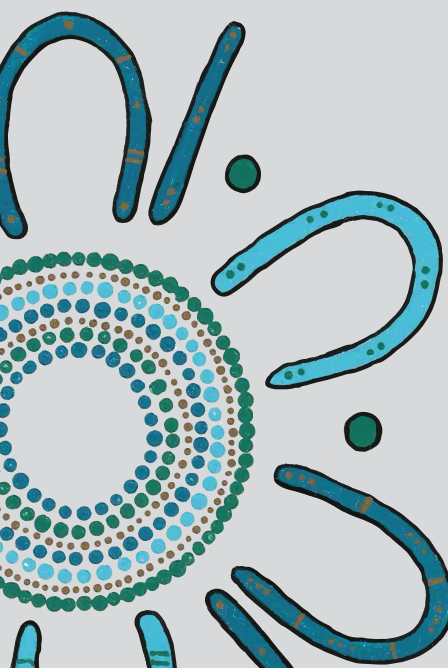
McKay, J., & Devlin, M. (2016). 'Low income doesn't mean stupid and destined for failure': challenging the deficit discourse around students from low SES backgrounds in higher education. *International Journal of Inclusive Education*, 20(4), 347-363. doi:10.1080/13603116.2015.1079273
O'Shea, S., Lysaght, P., Roberts, J., & Harwood, V. (2016). Shifting the blame in higher education - social inclusion and deficit discourses. *Higher Education Research & Development*, 35(2), 322-336. doi:10.1080/07294360.2015.1087388
Rizvi, F., & Lingard, B. (2011). *Social Equity and the Assemblage of Values in Australian Higher Education*. *Cambridge Journal of Education*, 41(1), 5-22. doi:10.1080/0305764X.2010.549459
Southgate, E., & Bennett, A. (2014). Excavating Widening Participation Policy in Australian Higher Education: Subject Positions, Representational Effects, Emotion. *Creative Approaches to Research*, 7(1), 21.



Tuesday



Keynote Presentation



01 Empowering Flight - Aboriginal and Torres Strait Islander knowledges, values and aspirations

Aboriginal and Torres Strait Islander peoples' presence in universities only gained momentum in the early 1980s. In this short time, we have evolved through multiple phases of success. To continue this trajectory, Aboriginal and Torres Strait Islander peoples need to be positioned as partners in the academy. Relationships with Aboriginal and Torres Strait Islander peoples and communities need to be truly reciprocal, recognising and reconciling the inter-generational impacts of colonisation whilst celebrating the oldest living culture in the world.

In the first-year report on their Indigenous Strategy 2017 – 2020, Universities Australia reported 'notable improvements' in Australian Indigenous higher education over the past ten years. Among the improvements: increased participation rates, implementation of internal policies, plans and programs relating to participation and attainment, and the appointment of PVCs and other senior leadership roles. These modest achievements should be celebrated, but a harsh reality looms over this success. Over a nine-year period the completion rate of Aboriginal and Torres Strait Islander students remains at 47%, Indigenous academics remain significantly under-represented in the sector, universities continue to be challenged in implementing sustainable approaches to embed Indigenous curriculum and remain reliant on government funding schemes rather than allocating institutional operating funds.

Dr Leanne Holt will reflect on her experiences within the Indigenous higher education sector to discuss the importance of a strength-based, holistic and whole-of-university approach towards outcomes and language that reflects and is informed by the realities and aspirations of Aboriginal and Torres Strait Islander peoples to achieve success in higher education.



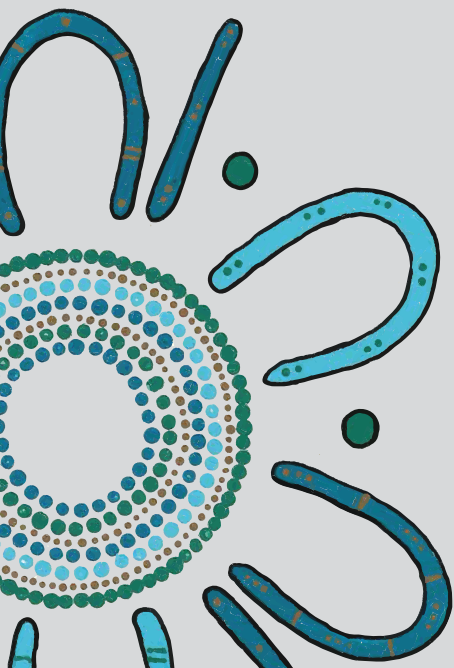
Dr Leanne Holt

Pro Vice-Chancellor (Indigenous Strategy), Macquarie University

Dr Leanne Holt is a Worimi woman with further connections to Biripai country and over twenty years of higher education experience. Leanne is the current Pro Vice-Chancellor (Indigenous Strategy) at Macquarie University. She is President, National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC), a member of Universities Australia Vice-Chancellor Plenary Committee, a member of the Department of Education's Equity, Research and Innovation Panel and a member of TEQSA Panel of Experts.

Leanne's research interests relate to Aboriginal and Torres Strait Islander higher education policy and governance, with her PhD tracing the development of Aboriginal education policy in Australia. Recently she has led the development of a report on implementing a 'Whole of University approach' for Aboriginal and Torres Strait Islander higher education as a part of a broader Accelerating Indigenous Higher Education report for the Department of Education. Leanne was previously at the University of Newcastle as co-Director of the Wollotuka Institute where she led Wollotuka to be the first university in Australia to achieve international accreditation through the World Indigenous Nations Higher Education Consortium (WINHEC).

Parallel Sessions



Parallel Session 05 9:50am - 10:20am

05

Room	Parallel Session 05	Presenters	Institution
Ocean Room 1	05A – SC – Widening Participation <i>WPO Theory of Change- how is it working as a longitudinal evaluation research framework?</i>	Samantha McMahon	University of Sydney
Ocean Room 2	05B – RP – Enabling <i>ANTS and POTS. Do they change lives? Students perceptions on the value of positive psychology concepts.</i>	Vikki Walters & Trixie James	Central Queensland University
AIIM Lecture Theatre	05C – SC – Transition <i>Making inclusive education routine practice</i>	Mary Dracup	Deakin University
AIIM Seminar Room	05D – SC – Transition <i>Success and Persistence Amongst Diverse Cohorts: A Data Dive</i>	Patrick Peacock	James Cook University
ITAMS Lecture Theatre	05E – SC – Widening Participation <i>Community influence on university aspirations: Does it take a village?</i>	Leanne Fray	University of Newcastle
SBRC Training Room	05F – SC – Refugee Symposium <i>How do university educators perceive Culturally and Linguistically Diverse Migrant and/or Refugee (CALDM/R) students' participation in and preparedness to leave higher education?</i>	Sally Baker	University of New South Wales
Science Theatre	05G – SC – Staff <i>On our radar: Supporting student and staff mental wellbeing in enabling education</i>	Nicole Crawford, Marguerite Westacott, Helen Scobie, Angela Jones, Kate Hansen & Juliette Subramaniam	Collaborative university showcase
233-G12	05H – SC – Enabling <i>Practice, Praxis and Possibility: The role of drama in enabling environments</i>	Carol Carter	University of Newcastle

05a

Showcase Presentation

Widening Participation

WPO Theory of Change- how is it working as a longitudinal evaluation research framework?

Samantha McMahon

University of Sydney

.....
At the 2017 EPHEA conference we presented a WPO Evaluation Framework as part of a special interest group on evaluation. This framework was developed in collaboration with Centre for Social Impact and named the WPO Theory of Change. This framework now underpins The University of Sydney's HEPPP funded 2018-2020 Longitudinal Evaluation Project. This is a comprehensive evaluation of the impact of an educational outreach program, which includes a suite of learning experiences, implemented in greater western Sydney.

To gather data measurable against the Theory of Change indicators this evaluation research used innovative qualitative methodologies including, program observation, focus groups, interviews, work sample analysis and visual methods in conjunction with quantitative analysis of school data and survey data. The research design tracks the theory of change throughout years 9 – 12 and the first year after high school.

This presentation reflects on the strengths, limitations and effectiveness of implementing of the WPO Theory of Change in the context of this evaluation research project. We will achieve this by reporting on an evaluation of one of the suite of activities delivered in 2019. In the absence of a HEPPP evaluation framework for all institutions to utilise we have sought to share a substantial piece of work in this area that could be adapted for and by other universities.

05b

Refereed Paper

Enabling

ANTS and POTS. Do they change lives? Students perceptions on the value of positive psychology concepts

Vikki Walters & Trixie James

Central Queensland University

.....
Positive psychology provides a different perspective to that of traditional psychology. There is a growing research base of scientific study to validate the significance of this psychological approach in people's lives. Enabling courses have an increased number of students utilising them as an alternative pathway to gain access to university. These courses have an important structural role in the development and up-skilling of students to assist with a positive transition into undergraduate studies.

The Skills for Tertiary Education Preparatory Studies (STEPS) course offers a unique unit of study which introduces students to Positive Psychology as a means for students to develop the psychological resilience required on the student learning journey. Positive Learning for University (PLU), takes students on a personal and academic journey where they learn about theories that underpin Positive Psychology and can apply strategies to themselves personally and to their role as students.

This paper looks at three concepts that students found most beneficial: positive thinking, signature strengths, and resilience and considers why these resonate with students.



Showcase Presentation

Transition

Making inclusive education routine practice

Mary Dracup

Deakin University

.....
This presentation describes the most recent initiatives in an evolving inclusive education institutional program at an Australian university. This program, led by the University's Diversity and Inclusion Unit, addresses the persistently lower success and retention rates of students from traditionally underrepresented groups in higher education (ACIL Allen Consulting 2017).

The HEPPP-funded project began in 2013 with a grass-roots inclusive curriculum approach, supporting 25 projects across the university. Evaluation of these projects in 2017 identified what worked to improve outcomes for equity group students, and systemic factors impacting on inclusive education at the University. With this evidence base, in 2018 the Unit adopted a top-down, institution-wide approach to support enablers and tackle barriers. Guided by a reference group of inclusive education champions at multiple levels across the University, the small Inclusive Education team set the goal of making inclusive education routine practice and meeting the TEQSA Standard of providing all students an equitable opportunity for academic success (TEQSA 2015, 2.2:1).

First we needed to define 'inclusive education' for our University. The team collaborated widely to develop Inclusive Education Principles covering major aspects of curriculum design and teaching practice. Supported by a resource-rich website developed as part of the program, the Principles have guided professional development and improvements to numerous faculty teaching and learning standards and manuals. They have also provided a base for enhancements to major teaching and learning policies and strategies. In 2019 the team targeted inclusive assessment, with extensive policy work and further research underway. Another initiative has been an Inclusive Education Community of Practice, providing a collegial forum for inclusive education champions through to novices to gain inspiration and ideas from guest experts, share good practices, and encourage and support each other.

ACIL Allen Consulting 2017, Evaluation of the Higher Education Participation and Partnerships Program, report to Department of Education and Training, Melbourne, retrieved 22 May 2018, <https://docs.education.gov.au/node/43911>.
TEQSA (Tertiary Education Quality & Standards Agency) 2015, Higher education standards framework (threshold standards) 2015, Department of Education and Training, Canberra, retrieved 23 January 2018, <https://www.legislation.gov.au/Details/F2015L01639>



Showcase Presentation

Transition

Success and Persistence Amongst Diverse Cohorts: A Data Dive

Patrick Peacock

James Cook University

.....
Enabling courses are renowned for attracting a diverse range of students across the range of equity groups. The James Cook University Diploma of Higher Education (DHE) course is an open access enabling program that provides a pathway to bachelor's level study in a broad range of subjects. The DHE is notably diverse when compared with other nationally available enabling courses, which generally display lower participation rate of students belonging to key equity groups (Pitman et al., 2016). As such, the DHE provides fertile ground for exploring and evaluating the impacts of belonging to discrete or intersectional equity categories. An examination of the program and participants with a focus on persistence and outcomes in enabling programs is presented, with a view to creating more targeted and efficacious instructional techniques and early interventions.

Typically the impacts of equity categories, such as women in non-traditional areas of study, are examined at a bachelor level, rather than in more general enabling courses. However, enabling students may be more vulnerable to, or may have been more exposed to, stereotyping around equity groups and discourses regarding "natural affinity" (or lack thereof) to various areas of study. This showcase presents a quantitative investigation of patterns of persistence and outcomes for various equity groups within the core suite of foundation subjects within the DHE. A particular emphasis is placed upon the impacts of gender stereotyping. For example, the performance of women in negatively-stereotyped subjects, but this is also contrasted with their performance in positively-stereotyped subjects. Women are classically negatively gender-stereotyped for mathematics and positively stereotyped for arts and languages (Steele & Ambady, 2005). The showcase is intended to provide an evidence base for discussion around the intersectionality of equity categories and their impacts on success and persistence in enabling spaces.

Pitman, T., Trinidad, S., Devlin, M., Harvey, A., Brett, M., & McKay, J. (2016). Pathways to higher education: The efficacy of enabling and sub-bachelor pathways for disadvantaged students. Curtin University: Perth, WA
Steele, J. R., & Ambady, N. (2005). "Math is Hard!" The effect of gender priming on women's attitudes. *Journal of Experimental Social Psychology, 42*(4), 428-436.



Showcase Presentation

Widening Participation

Community influence on university aspirations: Does it take a village?

Leanne Fray, Sally Patfield, Jenny Gore & Jess Harris

University of Newcastle

.....
In Australia, research relating to equitable participation in higher education has proliferated over the past decade. Aligning with the ‘widening participation’ agenda, the focus has been on the complex role of individual-level, familial, and school-based factors in shaping aspirations for university, alongside an emphasis on designated ‘target’ groups, particularly Indigenous Australians, students from low-socioeconomic backgrounds, and people living in regional and remote areas. However, relatively little empirical attention has been paid to the broader role of communities in influencing or increasing participation, thus largely ignoring the local context in which post-school aspirations are actually formed.

In the UK, local studies of student aspirations have shown notable differences between communities that belie broader patterns, signalling the importance of further investigation in this area. Drawing on Australian census data, surveys involving more than 8,000 school students, and interviews and focus groups with parents, teachers, students and key community members, this paper examines a range of contextual factors that shape aspirations for and pathways to higher education across eight different communities in New South Wales. First, we used exploratory factor analysis to determine the key factors, derived from census variables, that explain variation among the Local Government Areas (LGAs) represented in our sample. Next, diverse LGAs were identified for case studies designed to provide rich, detailed and contextualised descriptions of the ways in which communities influence participation in higher education.

Our analysis highlights the diverse emotional and material realities of students’ lives and how they shape students’ interest (or lack of interest) in university education. We argue that equity initiatives must move beyond a primary focus on individuals as members of particular equity groups to consider more localised, targeted strategies that take into account the influence of communities.



Student Showcase

Refugee Symposium

How do university educators perceive Culturally and Linguistically Diverse Migrant and/or Refugee (CALDM/R) students’ participation in and preparedness to leave higher education?

Sally Baker

University of New South Wales

.....
Meaningful work is fundamental to the successful resettlement of refugees, however it is widely documented that unemployment is a key issue culturally and linguistically diverse (CALD) migrants and refugees face (Hugo, 2011; Fozdar and Hartley, 2013). Despite strong consensus that new migrants and refugees want to work and meaningfully contribute to their new country (Losoncz, 2017), many refugees in particular are subject to discrimination and remain un- or under-employed (Ager and Strang, 2008; Losoncz, 2017).

With these facts in mind, it is crucial to further investigate the needs and experiences of these groups and the services provided by higher education institutions. There has been increased scholarly interest in this area including access to, and experiences of, higher education. The literature offers clear consensus that participating in higher education is often challenging for CALD students because of an absence of responsive and recognitive supports (Gately, 2015; Baker et al., 2018). However, there is silence in the literature with regard to the experiences, perceptions and practices of university educators with regard to teaching CALDM/R students, and very little is known about how this impacts on students’ preparation for their chosen professions once they have completed their degrees. We seek to develop better understandings of the challenges that university educators face, and make recommendations for further research, policy change and practice-based strategies to help CALDM/R achieve better outcomes once they have transitioned out of their studies.

In this presentation, we discuss the findings from an Australian-wide study that sought to explore university educators’ perceptions of the needs of CALDM/R students, and their preparedness for their current studies and their transitions out of higher education. In particular, we will focus on the lessons for equity practice in terms of providing more responsive supports to assist CALDM/R to succeed in their studies.



Showcase Presentation

Staff

On our radar: Supporting student and staff mental wellbeing in enabling education

Nicole Crawford, Marguerite Westacott, Helen Scobie, Angela Jones, Kate Hansen and Juliette Subramaniam

University of Tasmania, University of the Sunshine Coast, University of Newcastle, Murdoch University, University of Wollongong and Western Sydney University

.....
University students' mental health and psychological wellbeing are increasingly a concern of universities. In higher education institutions, we are on the cusp of cultural change with a shift from viewing the responsibility of student mental ill health solely with universities' counselling units to understanding it as "everyone's business" and as a "teaching and learning issue". Such a significant shift requires institution-wide, multi-layered approaches at the macro, meso and micro levels. This focus of this showcase presentation is on the type and nature of contributions that can be made at the micro and meso levels in the practice of teaching and support, in the context of pre-university enabling programs. Supporting student wellbeing is "on our radar" in enabling education, in response to the needs of enabling students, which are typically complex and diverse. Given the emotional labour demands experienced by enabling educators, supporting staff wellbeing is also "on our radar".

The presenters are members of the National Association of Enabling Educators of Australia (NAEEA) Special Interest Group (SIG) on Mental Health. They will draw from their experiences at the meso (e.g. course design) and micro (e.g. the design of teaching and learning materials for lectures and tutorials) levels in five enabling programs at five universities in Australia. The presenters will describe an initiative or strategy to support student and staff wellbeing. They range from the meso – embedding proactive mental health and wellbeing pedagogy – to the micro – implementing a growth-mindset approach through evidence-based research articles in an academic writing unit. They also included raising awareness amongst enabling educators of student mental health challenges; and utilising opportunities to embed wellbeing psycho education within generalist support introductions and within course content when opportunities arise.

These initiatives and strategies can be adapted for other enabling and foundation/bridging courses, and in other teaching and learning contexts, such as first-year in higher education.



Showcase Presentation

Enabling

Practice, Praxis and Possibility: The role of drama in enabling environments

Carol Carter

University of Newcastle

.....
This showcase highlights emerging findings from a collaborative research project that aims to investigate and share ways in which drama can support the learning and teaching of students in enabling spaces in different teaching and geographical locations. Currently the research draws on two different locations in Australia (Newcastle and Melbourne) and one in South Africa (Johannesburg). It is anticipated that the researchers will continue to conduct research in these locations and that the research will be extended to include other geographical locations. While research partnerships have existed across these locations for a number of years, the research project in its current form, was begun in 2018 and will continue until at least June 2020. The showcase is informed by this ongoing research project, as well as underpinned by cumulative research, axiological expertise and experience of drama pedagogy in the field of inclusion, enabling, widening participation and intercultural understanding. Teaching-informed research and research-informed teaching is drawn on to present previous effective practice, aspects of enabling and drama praxis and potential future possibilities.

The showcase will be presented in the form of a storytelling and ethnodramatic performance (arts-based research) that weaves together three case studies, interviews and learning and teaching experiences to examine the role of drama in enabling environments. The interview participants include students who have participated, both part-time and full-time, in enabling courses (Foundations in Education) in semester 1 (2018) and semester 2 (2019). Arts-based research makes use of artistic processes and forms in the participation and presentation of research. It engages with experiential meaning-making including attending to emotive and aesthetic experiences. Ethnodrama adapts and uses ethnographic data to create and present a performance. The ethnodrama, for this showcase, is designed as an evocative text that will also act as a stimulus for discussion with conference participants in relation practise, praxis and possibilities.

Parallel Session 06

10:50am - 11:20am

06

Room	Parallel Session 06	Presenters	Institution
Ocean Room 1	06A – SC – Widening Participation <i>Learning Labs: Connecting the community with the University through pre-access academic programs</i>	Sarah Smith & Janelle Cuzen	University of Wollongong
Ocean Room 2	06B – RP – Enabling <i>The “caring” teacher – value adding to Enabling education</i>	Karen Seary & Julie Willans	Central Queensland University
AIIM Lecture Theatre	06C – SC – Transition <i>Don’t just ‘plonk’ it in! Indigenising the curriculum in a positive psychology unit of study</i>	Trixie James, Vikki Walters & Bronwyn McFarlane	Central Queensland University
AIIM Seminar Room	06D – SC – Transition <i>Early alerts and student success at the University Of Wollongong</i>	David Fulcher & Margaret Wallace	University of Wollongong
ITAMS Lecture Theatre	06E – SC – Enabling <i>Art and Politics in Enabling Curricula</i>	Dino Murtic	University of South Australia
SBRC Training Room	06F – SC – Refugee Symposium <i>Students of refugee backgrounds in enabling pathway programs: Building capacities for successful transition</i>	Snjezana Bilic, Deirdre Tedmanson & Teresa Thai	University of South Australia
Science Theatre	06G – SC – Staff <i>Changing the approach to career discussions</i>	Jessica Watt	La Trobe University
233-G12	06H – SC – Enabling <i>Making the ‘cold’ knowledge ‘warm’ – the inclusion of a pre-commencement workshop in an enabling program to foster engagement and student identity</i>	Tanya Weiler	University of South Australia

06a

Showcase Presentation

Widening Participation

Learning Labs: Connecting the community with the University through pre-access academic programs

Sarah Smith & Janelle Cuzen

University of Wollongong

Learning Labs is a pre-access program operated by the Student Equity & Success team at the University of Wollongong in NSW.

Learning Labs is an academic enrichment program targeting school students from Year 1 to Year 10 that focuses on engagement, equity and excellence. One and two day workshops are delivered in the school holidays by a variety of teachers, academics and PhD students. The aim is to develop student’s passions and broaden their horizons outside of school to build the social capital in the Illawarra and surrounding regions.

Due to the huge catchment area of the University of Wollongong, Learning Labs is able to deliver workshops not only on the Wollongong campus but also in our regional campuses. This has allowed Learning Labs to widen the participation of our equity students and provide academically engaging opportunities while on campus. At the same time showcasing our campuses to families from our region with the aim to demonstrate that higher education is attainable.

A university is in a unique position to support potential future students as early as Year 1. Through the Learning Labs program, students have the opportunity to connect with like-minded peers and learn from enthusiastic educational leaders who are experts in their field. In the eight years of the programs conception, Learning Labs student participation has increased tenfold. The combination of a school student academic program supported by a University is a successful proven formula that associates a university with potential future students, as well as offering exciting educational opportunities for school children in their holidays.



Refereed Paper

Enabling

The “Caring” Teacher – Value Adding to Enabling Education

Karen Seary & Julie Willans

Central Queensland University

.....
The concept of pastoral care to effectively meet the personal, social and academic needs of students is a complex yet under-researched matter in higher education. Similarly under-researched and institutionally undervalued, is the pivotal role that the “caring” teacher fulfils in meeting the pastoral care needs of students in enabling courses.

Using an enabling course in a regional Australian university as the context, this paper outlines the concept of pastoral care and then discusses the characteristics of the “caring teacher”, so fundamental to enabling education. Using the student voice, the paper uses Motta and Bennett’s pedagogies of care (2018): care as recognition, care as dialogic relationality, and care as affective and embodied praxis as an analytic framework to demonstrate how students perceived “care” to be present in the enabling course in which they participated.

Findings indicate that supportive learning environments in which “caring” staff nurture their students can promote very positive interactions with their students, and ultimately, high student satisfaction.



Showcase Presentation

Transition

Don’t just ‘plonk’ it in! Indigenising the curriculum in a positive psychology unit of study

Trixie James, Vikki Walters and Bronwyn McFarlane

Central Queensland University

.....
Australian Indigenous knowledge and perspectives are an important aspect of Australian culture, and developing a deeper awareness through an adaptation of a unit of study is a vital factor in proactively broadening students’ worldviews and appreciation for cultures different to the western paradigm.

Positive Learning for University (PLU) is a unit of study offered by the Skills for Tertiary Education Preparatory Studies (STEPS) course which introduces students to the constructs of Positive Psychology and presents them with examples, strategies and concepts that can be implemented into their lives in order to make their educational journey more meaningful. When considering how to integrate Australian Indigenous perspectives into this unit, a number of factors were considered as it was important that this integration was not superficially inserted as a reactive response to the university’s commitment to indigenising the curriculum. In addition, it was also imperative that the cultural aspect was not just inserted as a superficial version of Aboriginality pedagogy and in-turn potentially diminishing the integrity of the unit. The overall goal for indigenising the curriculum in PLU was to assist students in understanding and appreciating multiple cultures through the lens of Australian Indigenous culture, in-turn, linking students back to their own cultural heritage. This has been done through weaving Australian Indigenous knowledge and ‘ways of doing’ into relevant concepts in PLU.



Showcase Presentation

Transition

Early alerts and student success at the University of Wollongong

David Fulcher & Margaret Wallace

University of Wollongong

.....
Learning Analytics at the University of Wollongong (UOW) has developed since it was first established in 2014. Now nine out of every ten commencing UOW undergraduates are enrolled in at least one unit of study with enriched Learning Analytics support. This provides information to inform decisions and actions to improve student success. Some aspects of Learning Analytics has a specific focus on a particular group of equity students. Recently this has involved predictive modelling trials in large undergraduate degrees with a high proportion of equity students. Using data generated as part of everyday teaching and learning practice, student outreach is performed in a non-stigmatising way. It is the student behaviours, such as class attendance, utilisation of digital learning opportunities, and assessment task performance rather than student characteristics that inform this approach. The underlying philosophy is on enhancing the learning experience of all students whilst recognising the particular vulnerabilities and challenges of students of equity groups in making a successful transition to university.

By describing current Learning Analytics initiatives and collaborative projects and posing trigger questions this presentation seeks to draw participants into a discussion that aims to address how initiatives such as Learning Analytics could be improved to better address the needs of all students. To what extent do such initiatives affect student motivation and interfere with the development of student independence and initiative? What should students do if suggestions arising from Learning Analytics are in conflict with their study goals? Can the potential adverse effects of Learning Analytics be adequately balanced by the university's ethical imperative to share information about the potential for poor academic outcomes with individual students themselves. Examining these issues will draw attention to likely barriers and discuss ways of enhancing the acceptance and uptake of such initiatives.



Showcase Presentation

Enabling

Art and politics in enabling curricula

Dino Murtic

University of South Australia

.....
Arts, Politics and Societies is a course that simultaneously uses the 'art' as a focus and tool, with the aim to set the scene for students' critical engagement with socio-political environment, both locally and globally. Its curriculum is developed in a way that fosters student's own understanding of the artistic engagement and political practices that closely related to their cultural and societal backgrounds.

The course incorporates personal and historical narratives, social engagement and philosophical interventions that have been influenced or initiated by artistic practices. Students, hence, do accumulate fundamental knowledge about the politics and society (and consequently about the self) through the investigation of specific art forms such as music, photography, comics, film, and new media. Ideally, the course is a canvas for students' self-exploration over the stances on contemporary local and global issues. Pragmatically, the course is a solid introduction in basic theoretical concepts related to socially engaged arts, politics and the notion of the Other. Fundamentally, the course further develops students' research, analytical and critical skills; the proficiencies that are always in deficit.



Showcase Presentation

Refugee Symposium

Students of refugee backgrounds in enabling pathway programs: Building capacities for successful transition

Snjezana Bilic, Deirdre Tedmanson & Teresa Thai

University of South Australia

.....
Over the last few decades Australian universities have received increasing numbers of students from refugee backgrounds and yet more needs to be done to adequately respond to the specific needs of this cohort of students (Fagan et al 2018). Current research and policy across the higher education sector tells us that there are significant gaps in service provision for students from refugee backgrounds (SfRBs). There is a critical need to develop programs and strategies to support SfRBs to participate meaningfully and achieve meaningful success in their studies. A 'one-size-fits-all' generic model of academic support is inadequate because it will not meet the specific and unique needs of such students (Naidoo and Sidhu, 2018). This paper reports on a project involving 59 Permanent Humanitarian Visa students studying at UniSA College.

SfRBs lives are impacted by intercultural, economic and professional misunderstandings and sometimes-widespread lack of opportunity. They experience lower levels of university access and lower employment outcomes in addition to unconscious bias and racism on campus (Onsando and Billett, 2009; Earnest et al. 2010). The system is complex to negotiate and there is a clear need for more people-rich supports that can provide personalised advice, guidance, and navigational help to enable informed and targeted decision-making. In light of this, the aim of the project is to build the capacity of SfRBs and cultural competencies necessary to transition and succeed in higher education. The presentation will report on project objectives and outcomes, challenges and recommendations for the university and the enabling sector.



Showcase Presentation

Staff

Changing the approach to career discussions

Jessica Watt

La Trobe University

.....
This session will demonstrate how the School Partnerships team at La Trobe University was informed, by research, to create for a suite of workshops that aims to change the language of career planning, not just for students, but teachers, parents and the wider community. In the age of information abundance, we receive new research, data and reports daily. As Equity Practitioners how do we translate this information into actionable, engaging workshops for the students we work with?

The partnerships team identified the need to put research into action from one such report, The New Work Order series from the Foundation for Young Australians, which highlighted the importance of skills in gaining employment. This sparked a thought as to whether students have the capability to self-reflect on the skills they have or admire in others, and if they have the language to be able to articulate these skills in a way that relates to their current education or future career plans.

This instigated a change in our approach of career discussions from one of career titles, to workshops that enable students to identify what they are good at currently. We provide supportive and scaffolded guidance to encourage students to explore opportunities to develop their skills and identify future career opportunities in which to utilize them. This is additionally supported by professional development for teachers and information for parents to ensure they understand the approach being taken and feel confident to support their students to identify their skills and link them to education and career opportunities.

A key outcome of the workshops is to change the language in which we talk about career pathways and the culture of what it takes to reach that goal. Rather than talking about a career title and the score required to get into that university course, students can identify the skills they currently have, those they'd like to develop and how these link to their future career goal.

With a focus on strengths and development, students leave feeling inspired, empowered and importantly, in control of their career choices and education pathway.

Showcase Presentation

Enabling

Making the ‘cold’ knowledge ‘warm’ – the inclusion of a pre-commencement workshop in an enabling program to foster engagement and student identity

Tanya Weiler

University of South Australia

This presentation uses the ‘Starting Strong’ workshop program at UniSA College as an effective embedded model to on-board students into the academic environment, thereby creating a ‘warm knowledge’ source for students to draw on to nourish their new university identity. Following Baker et al (2018) and the conceptualisation of ‘hot’ (familiar-informal), ‘warm’ (familiar-formal) and ‘cold’ (unfamiliar-formal) knowledges which draws on Ball (2002) and Slack et al (2014), ‘Starting Strong’ is designed to give students a ‘warm’ information source to draw upon before the semester begins.

Designed to improve student engagement and confidence and informed by a student engagement pedagogy engaging learners and tutors (Zepke 2017), ‘Starting Strong’ has had strong impact on UniSA College students’ perceived confidence about how to begin their university journey effectively, established clear expectations for them as adult learners, and built awareness around the College support system. For academic staff, it has resonated through ‘quick start’ relationship building, while nurturing students’ preparedness and engagement.

As Whanell and Whanell (2015) urge, initial weeks of study should give students a demonstration of the positive roles associated with a new student identity, alongside the opportunity to develop yet unknown aspects of this role. Considering the time needed to assume any change in identity, the earlier this process can occur, the more opportunity it provides students to enact this change. Arguably, this is even more challenging for students entering bridging and enabling programs, for whom the student identity has previously had a negative association. Following Zepke (2017), learner success is reinforced when learners invest in their own success and are supported in their engagement by teachers and institutions. Providing a workshop giving students access to information potentially previously accessed via a ‘cold’ format, ‘Starting Strong’ helps students establish a ‘warm’ knowledge source to assist them in navigating their new environment.

Parallel Session 07 11:30am - 12:00pm



Room	Parallel Session 07	Presenters	Institution
Ocean Room 1	07A – SC – Widening Participation <i>Increasing Higher Education Aspirations for marginalised students in a regional alternative school setting</i>	Danielle Gow	La Trobe University
Ocean Room 2	07B – RP – Enabling <i>“Monkey see, monkey do, that’s not going to actually teach you”: Becoming a self-directed learner in enabling mathematics units</i>	Gemma Mann & Julie Willans	Central Queensland University
AIIM Lecture Theatre	07C – SC – Transition <i>Online vs on-campus exams: Which is better?</i>	Tony Morison	University of Newcastle
AIIM Seminar Room	07D – SC – Transition <i>The Humanities Pathway Program at UNSW Law: A means to increase success in legal education for First Nations students</i>	Jeni Engel	University of New South Wales
ITAMS Lecture Theatre	07E – SC – Widening Participation <i>Aspire UWA Case Study: Participation in outreach programs supports confidence and awareness of opportunities for high school students</i>	Elisa McGowan & Lynette Vernon	University of Western Australia / NCSEH
SBRC Training Room	07F – SC – Refugee Symposium <i>The provision of support mechanisms for students of CALD backgrounds in enabling pathway programs</i>	Tamra Ulpen	University of South Australia
Science Theatre	07G – SC – Staff <i>Pasifika people of transgender experience in employment: Safety and personal resilience</i>	Seraphine Williams & Shiloh Groot	University of Auckland
233-G12	07H – SC – Enabling <i>Do enabling programs support equity? An analysis of current strategies in contemporary research</i>	Kristi Giselsson	James Cook University

07a

Showcase Presentation
Widening Participation

Increasing Higher Education Aspirations for marginalised students in a regional alternative school setting

Danielle Gow
La Trobe University

.....
It is often mainstream schools that are identified and linked with higher education providers meaning, it is those students who face barriers being accepted into mainstream settings that can be left out. These students may enter alternative education settings which are not linked with higher education, despite the many benefits of being exposed to the varied options for their future.

This session will explore the La Trobe University innovative partnership established with Berry St School, which caters for the diverse needs of disadvantaged youth who are at risk of dropping out of education. Because these students sit within the margins of secondary education they are often not exposed to programs targeted at mainstream education providers. Typically these students have low social capital which means they are not accessing such programs outside of the school setting either.

The partnership is aimed at rising aspirations for future education and careers. Working closely with the staff and students, activities are designed to be engaging and hands-on, exploring pathways and careers and increasing their capabilities for learning. The session will showcase example activities, along with current student and staff experiences. Staff participate in trauma informed training, which ensures they are equipped to successfully plan for and meet the complex needs of these students. A strategic approach includes having the same people working with the group for each sequential event. This reinforces building positive relationships which are essential for supporting and engaging students who have experienced complex trauma.

This collaborative partnership ensures these vulnerable and often overlooked young people are presented with the same opportunities and experiences as others within the traditional educational settings. Some students are already seeing there is a pathway to university available to them, they may otherwise not have considered.

07b

Refereed Paper
Enabling

“Monkey see, monkey do, that’s not going to actually teach you”: Becoming a self-directed learner in enabling mathematics units

Gemma Mann & Julie Willans
Central Queensland University

.....
Students from the STEPS course at CQUniversity were interviewed to explore the experiences of learning mathematics for students who are more likely to come from non-traditional educational backgrounds. This aimed to investigate how they learnt to become self-directed learners in preparation for undergraduate courses.

The results were analysed within the theoretical framework of andragogy, that is, adult learning. The data showed that students were able to learn how to become self-directed learners if the lecturers tailored the teaching to their needs with consideration for their state of mind, ability to plan their work, how adept they were becoming at doing the work, and helping them evaluate their own learning outcomes. In practice, these results give insights into how enabling mathematics lecturers can tailor activities to students to best meet their needs. This has potential to benefit enabling students in mathematics, and also in becoming self-directed learners in all their study.



Showcase Presentation

Transition

Online vs on-campus exams: Which is better?

Tony Morison

University of Newcastle

.....
With the proliferation of online university courses, online exams which students sit at home are becoming more common (Stack, 2015). Traditional on-campus paper-based exams are in decline (Cramp, Medlin, Lake & Sharp, 2019). This study looks at the pros and cons of online exams, from both the institution and student view.

While online exams can be problematic in terms of academic integrity, potential cheating and plagiarism (Ardid, Gomez-Tejedor, Meseguer-Duenas, Riera & Vidaurre, 2015), proctoring and text-matching software have largely overcome these security and integrity concerns (Al-Qdah & Aberneh, 2017). Student performance in both online and on-campus exams has been found to be similar (Rediff, 2015). Online exams are undoubtedly cheaper for institutions, with cost reductions including but not limited to; administration, printing, distribution, venue hire, invigilation and disposal (Burns, 2013).

Online exams are cheaper and more convenient for the majority of students as well. A survey of 58 student's perceptions after experiencing both online and on-campus exams revealed a strong preference for online exams (88%; n = 51). Students cited time off work, distance from campus, reliance on public transport, exam room discomfort and 'the eerie silence' as drawbacks to formal on-campus exams. Perceived advantages of online exams include alleviation of anxiety in a comfortable home environment, increased convenience and reduced travel and time pressures.

Some respondents (5%; n = 3) expressed a preference for on-campus exams, citing the less distracting environment, a desire for the 'structure and tradition' of formal exams, as well as potential technical issues such as poor internet connection at home.

In conclusion, recommendations for best practice in online exams include:

- Ensuring parity and equity between online and on-campus offerings (similar timing, provision of memory aid on-campus, moderation of grades (Cramp, Medlin, Lake & Sharp, 2019).
- Software to proctor and text-match exams, as well as technical provisions to ensure notification of line drop out and access issues (Al-Qdah & Aberneh, 2017).



Showcase Presentation

Transition

The Humanities Pathway Program at UNSW Law: A means to increase success in legal education for First Nations students

Jeni Engel

University of New South Wales

.....
Since 2009, in conjunction with Nura Gili and UNSW Learning Centre, UNSW Law has taught a 1-year enabling program for First Nations students to gain entry into the Combined Law degree program. This enabling program, known as the Humanities Pathway Program ('HPP'), has successfully seen over 30 First Nations students progress into the Combined Law degree. A clear majority of these First Nations students have gone on to graduate in Law or other degrees, or is on track to graduate. Since it welcomed its first students in 1971, UNSW Law has graduated over 110 First Nations students – the only Australian university as yet to achieve this milestone. The graduates who began their law studies in the HPP make an important contribution to this group.

This paper will begin by providing a contextual background to the development of the HPP, situating it within UNSW Law's foundational and present-day social justice commitments, most especially to training First Nations legal practitioners. It will outline the program structure of the HPP, highlighting how it has evolved over the decade of its existence. The paper will consider some of the principal pedagogical, institutional and other challenges to the success of the HPP, as well as the effectiveness of the responses made to address these. Further, this paper will present a statistical breakdown and commentary on intake into the HPP, transition into the Combined Law degree and completion of the Combined Law degree to date. Finally, this paper will examine ways to grow the HPP into the future so that it remains effective as a pathway into legal education for First Nations students.



Showcase Presentation

Widening Participation

Aspire UWA Case Study: Participation in outreach programs supports confidence and awareness of opportunities for high school students

Elisa McGowan & Lynette Vernon

University of Western Australia / National Centre for Student Equity in Higher Education

Equity groups remain underrepresented in higher education (Australia Department of Employment, Education and Training, 1990). Aspire UWA works with partner schools across Western Australia to support aspirations and widen participation in higher education for students from diverse equity backgrounds. Now in its tenth year, Aspire has built long term partnerships with schools and delivers immersive in-school and on-campus experiences from Year 7 through to Year 12. Using quantitative methodology, this paper will examine the relationship between socioeconomic status of students and motivations to attend University and awareness of University options after they have completed Aspire activities to see whether this relationship is moderated by first-in-family status or year level at high school. The Aspire UWA program can be retrospectively mapped to the Equity Initiatives Framework (Bennett et al. 2015), which was built upon the Critical Interventions Framework (Naylor, Baik & James 2013) and identifies effective equity initiatives along the higher education continuum.

A representative sample of 7226 year seven to year 12 students from metropolitan and regional schools across Western Australia responded to a written self-report survey after participating in an Aspire activity. Year level and being first-in-family moderated the link between socioeconomic status and awareness of pathways to university as well as to feelings of being more confident about attending university. That is, students in the higher grades or first-in-family who were from low socioeconomic status backgrounds felt more confident and were better informed about university pathways after the Aspire programs than students with parents that had attended university and from higher socioeconomic status backgrounds. Younger students from low socioeconomic backgrounds had lower levels of confidence and knowledge of pathways. These findings build upon recent research which demonstrated that long-term partnerships with schools with sustained interactions are an effective approach to widen participation in higher education (Zacharias, Mitchell, Raciti, Koshy, Li, Costello & Trinidad, 2018).

This showcase presentation will share the data and findings with colleagues across the sector, as well as contribute to the evidence base to support future developments of both the Aspire UWA program and of widening participation initiatives nationally.



Showcase Presentation

The provision of support mechanisms for students of CALD backgrounds in enabling pathway programs

Tamra Ulpen

University of South Australia College

Culturally and linguistically diverse (CALD) students, including students of refugee backgrounds (SRB), form a distinct equity group with significant representation in enabling programs. Many of these students face challenges not only with the development of academic language and literacy skills but also adjusting to a new academic environment. These challenges warrant the provision of support mechanisms to foster meaningful and positive educational experiences. While there are few studies that explore CALD student experiences and engagement in higher education (HE) (McInnis, 2003; Cassity and Gow, 2005; Earnest, Housen and Gillieatt, 2007; Woods, 2009; Onsando and Billett, 2009; Zufferey et al., 2013), research in the transitional pathway programs is relatively undocumented.

This paper reports on a research project that investigates the ‘social and academic services students of CALD and RB backgrounds need’. The purpose of this study is to explore how enabling educators can best support culturally and linguistically diverse (CALD) student’s social and academic engagement at university. In this study we investigated:

- *Factors that influence students from CALD (culturally and linguistically diverse) backgrounds to enrol and attend university pathways program*
- *The challenges that CALD students experience at university*
- *How CALD students experience the College in academic and social terms*
- *Factors that impact on CALD College students’ engagement. This will include exploring students’ relationships with staff and peers and whether they participate in extra-curricular activities at UniSA College.*
- *The social support activities College could provide to enrich CALD students university experience*

In this presentation we discuss the findings of the survey. The findings provide some insight into the participants’ previous educational experience in Australia, an their preference for social and academic services and support they need at university. Lastly, we provide recommendations regarding how the university enabling sector can better respond to the needs of students from CALD and refugee backgrounds.



Showcase Presentation

Staff

Pasifika people of transgender experience in employment: Safety and personal resilience

Seraphine E Williams & Shiloh Groot

University of Auckland

Pasifika people of transgender experience are exposed to multiple levels of systematic oppressors because of New Zealand's imperialist social structure. A system that created, and continues to reproduce, unsafe workplaces for people of transgender experience, resulting in precarious effects around job security, and a heavy reliance on their personal resilience to survive. Posing the question, how do we create safe and inclusive work environments for people of transgender experience?

To configure possible solutions, this research began by comprehending intersectional and Third-Place theory. Intersectional theory widened understanding of individual experience so to account for the various pressures attached to the diverse biographies that categorise people. While Third-Place theory provided grounds to understand the function of place-meaning as integral to place-based experience. To understand this within the context of New Zealand, the researcher utilised Talanoa (Pasifika indigenous interviewing method) and photo-elicitation to explore, narrate and illustrate the stories of five people who identified as Pasifika and transgender – Sonya, Teuila, Lena, Angie and Li. Data collection consisted of an initial biographical talanoa and workplace mapping exercise, followed by a two-week photography period, which was concluded with a Talanoa about their photographs. Data was analysed using an intersectional and Third-Place framework to understand how (1) social discourses and practices about Pasifika people of transgender experience, intersect, interact and inform systematic oppression; (2) how they experience safety within work environments; and (3) how their personal resilience can be enhanced at work. Their journeys highlight that the insistence of hetero/cissexist transphobic attitudes dominate organisational practices around safety, and inclusion, which needs to be dismantled, deconstructed, and recreated by those it immediately affects. In this case, Pasifika people of transgender experience.



Showcase Presentation

Enabling

Do enabling programs support equity? An analysis of current strategies in contemporary research

Kristi Giselsso

James Cook University

In 2013, Hodges et al, in a multi-institution report, surveyed factors contributing to attrition and retention in Australian enabling programs. The authors made certain recommendations, including: R4.5 That Australian enabling programs undertake to develop a Community of Practice in addressing student attrition, including a collaborative process of sharing and mutual discussion of retention enhancement strategies. R4.6 That Australian enabling programs devote resources, including seeking dedicated funding, to develop a more rigorous understanding of best practice in student retention in enabling programs.

Enabling programs in Australia are numerous and varied (Burke, 2016), and attract a diverse equity cohort (Pittman et al, 2016). We surveyed the extant literature, in the ensuing time since the Hodges report, seeking evidence of the strategies that contribute to the retention and success of equity students within enabling programs. Through applying the research question – How do Australian enabling programs support diverse equity groups? – our goal was to gain a more rigorous understanding of current best practice, with the hope of contributing to the further development of a Community of Practice/collaborative process of sharing and mutual discussion, as suggested by Hodges et al. Quantitative systematic literature review methodology was employed to review the literature published between 2014 – 2019, which included some comparison to the international scene.

The outcomes of the study present an overview of contemporary published research. Research outcomes will contribute to an understanding about what works, in what context, in supporting equity groups in enabling programs. Early indications suggest that non-traditional students require non-traditional approaches, which are most consistently demonstrated through a holistic approach to student learning.

Parallel Session 08

12:10pm - 12:40pm

Room	Parallel Session 08	Presenters	Institution
Ocean Room 1	08A – SC – Widening Participation <i>Making a difference to regional students' gap-year decision making</i>	Samantha McMahon	University of Sydney
Ocean Room 2	08B – RP – Enabling <i>Benchmarking three enabling programs: A collaborative approach</i>	Suzi Syme, Charmaine Davis & Chris Cook	Collaborative university presentation
AIIM Lecture Theatre	08C – RP – Transition <i>"Tabletop University: Gaming to gain college knowledge"</i>	Tricia Seifert, Constance Khupe & Samantha Avitaia	Collaborative international university presentation
AIIM Seminar Room	08D – SC – Transition <i>ANU First-Year Experience</i>	Sarah Walker	Australian National University
ITAMS Lecture Theatre	08E – SC – Widening Participation <i>Uni4You: A pre-access project engaging First-in-Family participants through community outreach</i>	Michele Oshan & Nicole Roser	University of Newcastle
SBRC Training Room	08F – SC – Refugee Symposium <i>People Seeking Asylum: Access to Higher Education and Support- A QUT Experience</i>	Ramziya Asanalishhoeva, Helene Micale & Darren McAuliffe	Queensland University of Technology
Science Theatre	08G – SC - Staff <i>Trans @ USC: Embedding Inclusive practices across our institution</i>	Marjorie Blowers, Sarah Glencross & Veronica Sanmarco	University of the Sunshine Coast
233-G12	08H – SC - Evaluation <i>Creating a 'bespoke' and holistic evaluation framework for student equity programs</i>	Sarah O'Shea, Steven Howard, Kylie Lipscombe, Kellie Buckley-Walker & Wendy Firth	University of Wollongong

08a

Showcase Presentation

Widening Participation

Making a difference to regional students' gap-year decision making

Samantha McMahon

University of Sydney

.....

Compared to their urban counterparts, regional students are far less likely to articulate their 'gap year' and commence their offer of a university placement. This presentation outlines a NSW Department of Education funded project addressing regional students' decisions on further study post-school. It responds to the research recommendations by Quinn et al. (2017) that universities need to be more proactive in supporting young people's decision making about taking and resolving gap years.

Through collaboration with academics and widening participation practitioners from three universities, and the NSWDoE and the Country Education Foundation, our aim is to develop and evaluate a non-branded digital communications strategy that responds to this need.

Our approach focuses on communications with two different cohorts: The first target cohort are students, and families of students, in Year 12 who are deciding whether, or not, to take a gap year. The second target cohort are high school graduates who have accepted and deferred a university placement and are 'already' on a gap year. The intention is for the resources and strategies produced by this project to be made publicly available and appropriate for use in any university outreach program. This presentation provides an overview of the research problem, our methodology and summarises our initial research findings.



Refereed Paper

Enabling

Benchmarking three enabling programs: A collaborative approach

Suzi Syme, Charmaine Davis & Chris Cook

Southern Cross University

.....
Collaborative approaches to benchmarking are well recognised, both internationally and in Australia, as providing the opportunity to share best practices, validate current practices and ensure quality and comparability of achievement standards (Scott, 2011; Sefcik 2018).

In this study, three Australian enabling programs agreed to a collegial, cross-institutional approach to benchmark key data from each of their programs including institutional data, learning outcomes, curriculum design and approach, assessments and assessment moderation in order to evaluate the comparability and effectiveness of their programs (Morgan & Taylor, 2012). A further aim was to contribute to national discussions on the effectiveness of enabling programs. Currently the Australian Quality Framework is under review and the place for enabling programs within it under discussion. In a political climate of uncertainty there is an imperative for demonstrating the successes of enabling programs (Australian Government, 2018), and the importance of a partnership approach among organisations to establishing national guidelines for enabling programs is paramount. While recent studies have highlighted the commonalities amongst the diversity of offerings of enabling education in Australia, (see Baker & Irwin, 2015; Hodges et al., 2013; Relf, 2017; Roche & Syme, 2017), to date, there has been no national benchmarking of learning outcomes, assessments and achievement standards.

The notable key findings from this study are that the achievement standards of each program are equivalent, performance measures against the outcomes are comparable, and that best practice can be shared and adapted to the benefit of students, staff and institutions alike.

Baker, S. & Irwin, I. (2015). Enabling typology. University of Newcastle. Retrieved from <http://enablingeducators.org/enablingtypology/> Department of the Attorney General. (2003). Higher Education Support Act 2003. Canberra: Australian Government Printing Service.
Hodges, B., Bedford, T., Hartley, C., Klinger, N., Murray, N., O'Rourke, J., & Schofield, N. (2013). Enabling retention: processes and strategies for improving student retention in university-based enabling programs. Final Report 2013. Office for Learning and Teaching. Retrieved from <http://www.olt.gov.au/resource-library?text=enabling+retention>
Morgan, C. & Taylor, J. A. (2012). Benchmarking as a catalyst for institutional change in student assessment, in K. Coleman & A. Flood (eds). *Marking time: leading and managing the development of assessment in higher education*. Common Ground, Champaign, IL. ISBN: 9781612291222
Relf, B., Hodges B, Shah M, O'Rourke J, Crawford N, Sharp S, & Barnes R. *Lighting the path(way): Articulating curriculum design principles for open access enabling programs*. Australian Government Office for Learning and Teaching, 117.
Roche, T. & Syme, S. (2018). Editorial: Emerging Trends and Future Directions of Enabling Education. *Student Success*, 9(1), i-iv. doi: 10.5204/ssj.v.9i1.42
Scott, R., (n. d.). *Benchmarking: A Literature Review*. Western Australia: Edith Cowan University.
Sefcik, L., Bedford, S., Czech, P., Smith, J., & Yorke, J. (2018). Embedding external referencing of standards into higher education: collaborative relationships

Refereed Paper

Transition

Tabletop University: Supporting higher education transition & success

Tricia Seifert, Constance Khupe & Samantha Avitaia

Monata State Univesity, University of the Witwatersrand & University of Wollongong

.....
The presenters will showcase the research-led development of a unique board and mobile gaming application that supports students' development of 'college knowledge', facilitating their access to and success in higher education. Collaborating across rural USA, Australia and South Africa, the speakers will reflect on the applicability and value of this approach in diverse settings.

Time management and balance are areas of considerable concern for students transitioning to postsecondary education. Drawing directly from high school students' questions and concerns, the Blueprints for Student Success research and student game development team in Montana USA created a board game, which invites players to manage their time across study, work and social connections, with the objective of earning the highest GPA and gaining social connections during their first college semester.

The workshop will provide experiential learning whilst hearing more about the development journey including: a 1000-mile road-trip around rural Montana schools testing game with students, using their feedback alongside that from teachers and counsellors; piloting with and gathering feedback from students in rural Australia and South Africa. Building on Dr Seifert's area of research in higher education and student success, the "Tabletop University" board game and developing mobile gaming application have been specifically designed for students pre-higher education. Gaming to gain college knowledge draws on the power of gaming for educational purposes. Students play. They fail. They play again, learn and advance in the game.

Having met at the International Symposium for Innovation in Rural Education in Montana in 2018, the presenters from Australia, USA and South Africa identified the connection to work in multiple locations under the 'widening participation' agenda; focused on increasing access and success for students from under-represented groups.

Attendees will have the opportunity to play the "Tabletop University" game, experiencing the solution being developed and tested whilst also seeking their feedback as practitioners. Participants will also reflect on the 'hidden curriculum' that exists in higher education, and their role in communicating this and empowering prospective and current students to navigate it.



Showcase Presentation

Transition

ANU First-Year Experience

Sarah Walker

Australian National University

.....
The new national admissions model ANU has implemented aims to increase students from regional, rural and low-SES areas. While this is a welcome change, these students are leaving their communities and support networks to come to ANU. These students have the academic potential to succeed at ANU, we need to ensure we provide a network to support them.

The First-Year Experience program (FYE) aims to create a sense of community and a new support network for these students to give them the best opportunity to achieve and succeed in their time at ANU so they can reach their full potential.

FYE will support registered students in an extended and structured transition process through a series of workshops, events and group discussions throughout the year to form a sense of community, grow their independence and improve their chance for success. A project group was established in October 2018 with membership including key services and students groups to research and develop the program ensuring it is based in strengths, informed by best practice and tailored for the ANU community.

The planned implementation includes launching the face-to-face program for 100 students, and an online hybrid-program for 450 students, in August 2019 with assessment of the program to be undertaken throughout for consideration in how the program is evolved and expanded.

At this session we will be able to provide information about the development of the program including the implementation of pre-arrival communication and a module to demystify the hidden curriculum of university and the creation of baseline historic data for evaluation purposes.



Showcase Presentation

Widening Participation

Uni4You: A pre-access project engaging First-in-Family participants through community outreach

Michele Oshan & Nicole Roser

The Family Action Centre, University of Newcastle

.....
The Uni4You Project is an innovative, unique, pre-access and widening participation strategy based at The Family Action Centre, University of Newcastle (UON). Since 2013, Uni4You has operated in communities where enrolment into higher education is historically under-represented. The project supports people from these communities to access and complete a UON Enabling Program, and transition to an undergraduate degree.

The literature and evidence base acknowledges that access without support is not opportunity. The Uni4You Project team, as family-centred, strength-based practitioners, create safe places to learn that can empower those who have traditionally not accessed tertiary study. In this presentation we will share our recent research involving conversations with past and current participants, 90% of whom were first in their immediate family, and often the first in their neighbourhoods.

The research findings provide rich insights into the lives and experiences of FiF students who often face additional complexities of navigating access to, and participating in, enabling programs. Some of these challenges may be a lived experience of low income, educational disadvantage, caring responsibilities in a single parent home, childhood trauma, disrupted family life, and/or associated health issues. We will also draw on the expertise of the group of Uni4You participants (past and current) who were involved in designing the research methodology:

"..That's what held me back: the metaphor of a Delicatessen.

You're a number only, no name, just someone in a queue waiting for service..."

This presentation will explore the foundations of engagement with FiF participants, the scaffolded support offered, and the personalised workshops and other activities offered within the participants' local communities.



Showcase Presentation

Refugee Symposium

People Seeking Asylum: Access to Higher Education and Support- A QUT Experience

Ramziya Asanalishoeva, Helene Micale & Darren McAuliffe

Queensland University of Technology

.....
This presentation outlines the QUT Asylum Seeker Tuition fee scholarships introduced in 2019 to support students who hold a Bridging Visa (BV), Temporary Protection Visa (TPV) and Safe Haven Enterprise Visa (SHEV). These Visa-holders are categorised as international students, and therefore not eligible for support to enter or undertake tertiary education. Without access to Commonwealth Supported university places or the HECS-HELP loan scheme this cohort of students are unable to pay their tuition fees.

Research indicates that government policies, ongoing trauma from past experiences, personal and family circumstances and separation have a huge impact not only on mental health but also act as a barrier for access and success within higher education in Australia (Hartley et al. 2018). Studies have also indicated that providing continuing pastoral support to ensure these students feel connected to, and supported by their university is as or more important than providing financial support (O'Rourke, 2011; Hirsch2016; Hirsch and Maylea, 2016; Hartley et al., 2018)

This presentation will outline a QUT experience and the process of establishing the scholarships, support systems put in place, stakeholder engagements, and the impact of the process on the students. In addition it will discuss some of the internal and external gaps that remain an obstacle to higher education for people seeking asylum in Australia.



Showcase Presentation

Refugee Symposium

Trans @ USC: Embedding Inclusive practices across our institution

Marjorie Blowers, Sarah Glencross & Veronica Sanmarco

University of the Sunshine Coast

.....
USC is committed to creating a work and study environment which values the rich diversity of its students and staff, facilitates equitable access and full participation for those from equity groups, and in which all members of the university community take personal responsibility for working to eliminate discriminatory practices. As an important part of this commitment, at the start of 2019, the USC Access and Diversity Team began implementing a suite of initiatives to enhance inclusion for transgender people. This work was informed by international research and examples of good practice, in particular, reference was made to the findings of the Trans.Edu Scotland empirical research project.

The initiatives have included work to provide education and raise awareness of LGBTQ+ terminology and inclusive language for all members of the USC community. A tiered training program combining face to face and online modules has been developed for students and is embedded within the student experience and student governance frameworks. Staff professional development opportunities have included a compulsory session for Executive about LGBTQ+ inclusivity. The university style guides have been updated to include the option of providing pronoun information, for example, in email signatures.

One of the key findings from the Trans.Edu project was that transgender students reported numerous issues in relation to navigating administrative processes. Because of this finding, one of the report's key recommendations was to develop a clear and simple process for staff and students to update their name and gender which should then cascade to all systems. A review of the USC systems found that when students updated their name and gender on USC Central, it did not cascade to other systems such as Blackboard. This had the potential to raise safety concerns and put students in the position of having to 'out' themselves on multiple occasions as they commenced each new semester. IT Services identified 67 applications or systems that needed to be modified and estimated it will take a total of 268 days' work to address these. The work has commenced, with priority being given to systems which have a direct safety implication for students.



Showcase Presentation

Evaluation

Creating a 'bespoke' and holistic evaluation framework for student equity programs

Sarah O'Shea, Steven Howard, Kylie Lipscombe, Kellie Buckley-Walker & Wendy Firth

University of Wollongong

.....

The need to embed valid, reliable, consistent and actionable evaluation practices across all HEPPP funded programs is becoming a key issue within the higher education (HE) equity field, particularly as funding sources become more stringent and competitive. This presentation outlines how a team from the University of Wollongong developed and implemented an Evaluation Framework for Equity Programs, which is designed to be applicable to all equity offerings operating under the whole-of-student and -lifecycle suite of programs.

The presentation will first outline the guiding evaluation principles and explain the process and rationale for this approach. Second, the presentation will discuss how the framework is being piloted in two distinct UOW HEPPP programs. Importantly, this project sought to develop an evaluation framework from the ground-up rather than imposing a framework upon an existing program. This approach has benefits for both those implementing the program and also those participating, allowing a seamless approach to evaluation that builds upon existing activities / approaches within the program.

This presentation will be particularly useful for those who are currently contemplating how HEPPP and related equity programs might be evaluated. Copies of UOW's evaluation framework will be available to attendees.

Parallel Session 09

1:25pm - 1:55pm



Room	Parallel Session 09	Presenters	Institution
Ocean Room 1	09A – SC – Widening Participation <i>Increasing Access and Participation for LSES Students through a Focus on VET to HE Pathways</i>	Kimberley Reyes	RMIT University
Ocean Room 2	09B – RP – Enabling <i>Uni Step Up: Reconceptualising Demonstration of Capability for Higher Education</i>	Nicola Cull, Jake Hardiman, Aidan Stephenson, Melanie Seal Moradi, Jamie Fenech & Ryan Collins	Australian Catholic University
AIIM Lecture Theatre	09C – SC – Transition <i>“Out Mentoring” - Fostering LGBTIQ leadership and supporting new students through the mentoring program</i>	Katrina Alexander	Southern Cross University
AIIM Seminar Room	09D – SC – Transition <i>Aiding engagement through the support of past and present students</i>	Peter Power	University of Newcastle
ITAMS Lecture Theatre	09E – SC – Widening Participation <i>Beyond one-size fits all: Development and success of Fairway Career Connect program for Fairway UWA students</i>	Umneea Khan, Tristan Fidler & Chris Buck	University of Western Australia
SBRC Training Room	09F – SC – Refugee Symposium <i>Soup and sustenance: reaching out to build a sustainable CALD Community of Practice</i>	Paula Johnson & Morag Porteous	University of Tasmania
Science Theatre	09G – SC – Staff <i>NAEEA initiatives</i>		
233-G12	09H – SC – Evaluation <i>Who are we listening to? Whose voices are heard and contribute to processes of evaluating higher education equity programs</i>	Selina Darney	University of Newcastle



Showcase Presentation

Widening Participation

Increasing Access and Participation for LSES Students through a Focus on VET to HE Pathways

Kimberly Reyes

RMIT University

.....
Articulation between the vocational and educational training (VET) and higher education sectors has come to represent an important alternative pathway to higher education (HE) in Australia, particularly for disadvantaged groups (Bradley, Noonan, Nugent & Scales, 2008; Kemp & Norton, 2014; Pitman, Trinidad, Devlin, Harvey, Brett, & McKay, 2015). However, empirical research contends that the majority of VET pathways students come from middle and high socio-economic (SES) backgrounds, and that low SES students are concentrated in lower-level VET qualifications that don't directly lead to higher education (Griffin, 2014; Wheelahan, 2009). Further, VET pathways students overall (regardless of SES) may confront a complicated transition to HE in which they must navigate unfamiliar teaching and learning environments as well as opaque credit transfer arrangements (Barber et al., 2015; Griffin, 2014; Moodie, Wheelahan, Fredman, & Bexley, 2015; Watson, 2008).

As a dual sector institution, RMIT is uniquely positioned to make the VET to HE pathway a stronger mechanism to achieve equity. This presentation will describe our exploratory approach to increasing access and participation of students from low socio-economic (LSES) backgrounds through the lens of VET pathways. We will begin with a description of the two main assumptions of our approach: a) that we must increase the participation of low SES students in higher level VET qualifications (Wheelahan, 2009); and b) that we must reduce the 'transfer shock' during the transition to higher education for all VET pathways students (Tickell & Smyrniotis, 2004).

With regard to outreach, our I Belong team will discuss how RMIT is working to normalize and promote VET pathways through the Schools Network Access Program (SNAP), our partnership program with LSES secondary schools. With regard to transition, the presentation will discuss RMIT's approach to supporting students through the transition from VET to HE, including targeted offerings of additional academic support and the establishment of a peer networking community for students who entered their bachelor programs from a VET pathway.

We will conclude with an examination of the impact of these practices and invite attendees to discuss the strengths and limitations of our exploratory approach drawing on their own knowledge and expertise.



Refereed Paper

Enabling

Uni Step Up: Reconceptualising Demonstration of Capability for Higher Education

Nicola Cull, Jake Hardman, Aiden Stephenson, Melanie Seal Moradi, Jamie Fenech & Ryan Collins

Australian Catholic University

.....
The presentation is based on the first-hand experiences of Widening Participation practitioners involved in the design and delivery of a pre-entry HE access program, Uni Step Up (USU), offered to year 11 & 12 school students in low socio-economic communities. The presentation will provide an overview of the program and explore challenges associated with satisfying the conflicting objectives and success measures of key stakeholders, in addition to navigating the structural complexities of a national institution.

Participation in the program is based on recognition of students' learning potential combined with their interest in the study area (health sciences, business, education, law) rather than academic achievement. USU is offered to students living in regional and rural areas, and urban areas. Inclusive pedagogy is central to the program design drawing on student's strengths and knowledges, whilst recognising difference and the multiple complex barriers to participation to Higher Education (HE).

USU provides an opportunity for students to develop their learning potential and demonstrate their capability of undertaking HE, offering an alternative to the reliance of ATAR/OP for access to HE. Students undertake one undergraduate unit of study whilst completing their senior schooling that will allow them to claim credit if they enrol in a corresponding degree. The units are first year, first semester offerings to assist the student transition by lightening the fulltime study load by 25%. Students experience university style learning in a low risk and supportive environment that nurtures aspirations and increases confidence for HE. Students develop HE academic skills, cultural competencies, and a sense of familiarity and belonging in the HE environment, which assists students to think about HE as a viable and attainable option.

Throughout its lifecycle the Uni Step Up program has undergone several refinements and improvements. However, challenges still exist in relation to satisfying differing State based Curriculum and Assessment Authorities, facilitating the articulation of students in to undergraduate courses, and quantifying successful outcomes for stakeholders that can have conflicting priorities. The one thing that is for certain, the Uni Step Up program has illustrated the importance of embedding a Widening Participation agenda across all areas of the institution.



Showcase Presentation

Transition

‘Out Mentoring’ - Fostering LGBTIQ leadership and supporting new students through the mentoring program

Katrina Alexander

Southern Cross University

.....
The UniMentor program at Southern Cross University trains senior student volunteers to support commencing undergraduate students on the three main campuses and online, the focus being to support equity groups. The program promotes the understanding of diversity through its training package for mentors and through information provided in the matching platform, based in Backboard. Program data collects statistics on the participation of equity groups.

The LGBTIQ community, or those from diverse genders and sexualities, though not officially recognised as an equity group, fall under this general category. These students face additional difficulties in starting their university life, including high levels of secondary education disadvantage.

The UniMentor Program has included the option for students to self-identify by choosing LGBTIQ in a confidential survey conducted at each session. Mentors are also able to choose to self-identify at either gay, lesbian, bisexual, transgender, intersex or queer in their individual mentor profile, which is made available to commencing students in the process of selecting a mentor.

This presentation will focus on the perspective of an out transgender student mentor, the co-presenter, as well as aspirations for the future of the program in this realm.



Showcase Presentation

Transition

Aiding engagement through the support of past and present students

Peter Power

University of Newcastle

.....
Research indicates that a successful method of providing assistance to enabling students is through peer support (Macqueen, 2018). Anecdotal evidence, however, suggests that universities may not be using this valuable and readily available resource effectively to provide this support. In other words, existing students and enabling-student alumni, could be better utilised as a support for students.

A major concern within the enabling university sector is student engagement, as evidence points towards a correlation between a lack of engagement and an early dropout rate (Hodges et al, 2013). The reason for this lack of engagement is difficult to determine as the students have already departed. However, many enabling students enter enabling education having had negative experiences with their education in the past and cite interactions with teachers as being a key contributor (Hodges et al, 2013). Utilising past enabling students who can vouch for the integrity of enabling teachers may help to overcome negative student perceptions (Macqueen, 2018). In practise, existing students can be seen as a friendly, or non-threatening face to ask questions of and a reason to regularly meet (Yuan and Kim, 2018). Meanwhile, alumni can provide advice based on their experiences that will be received as potentially less biased than information from a Programme Convenor or Course Coordinator.

Ultimately if universities can provide a seemingly ‘risk-free’ way for students to seek advice and ask for help, and to do this early in the semester (Hodges et al, 2013), the more likely that student is to receive one of the myriad of assistance opportunities the university provides that students are either not aware of or are too frightened to seek out (Hodges et al, 2013).



Showcase Presentation

Widening Participation

Beyond one-size fits all: Development and success of Fairway Career Connect program for Fairway UWA students

Umneea Khan, Tristan Fidler & Chris Buck

University of Western Australia

.....
Tertiary students from low socio-economic backgrounds face a wide array of challenges. They are more likely to drop out of university (Department of Education and Training, 2017), have limited aspirations (Bowden & Doughney, 2010), lack confidence (Gleiman, 2015) and require extended careers support than other students (Doyle, 2011). There is a general belief amongst students that a university degree guarantees their career of choice, however, university students need more than just a degree to be successful at landing a job. For low socio-economic students, this challenge is more complex and therefore requires early intervention.

Fairway UWA, an access and support program at The University of Western Australia (UWA) offers a holistic model of support to students from low socio-economic backgrounds completing their studies at UWA. All Fairway UWA students face financial hardship, more than 40% are First in the Family (FiF), 75% are from Culturally and Linguistically Diverse (CALD) backgrounds. However, despite these challenges, Fairway UWA has an outstanding retention rate of above 90% for university students. The Fairway Career Connect Program, developed in collaboration with the UWA Careers Centre, has been significant in supporting retention and positive graduate outcomes for Fairway students.

This presentation is a case study of the Fairway Career Connect Program, traces its development from conception, and discusses interventions and strategies developed to support students to overcome their challenges to improve graduate outcomes. The presentation will also report on the courses studied by Fairway students at UWA, their graduate pathways and factors contributing to student success.



Showcase Presentation

Refugee Symposium

Soup and sustenance: reaching out to build a sustainable CALD Community of Practice

Paula Johnson and Morag Porteous

University of Tasmania

.....
Being aware of the requirements of study and receiving tailored pathway advice is a critical factor in culturally and linguistically diverse (CALD) students' experiences. At the University of Tasmania (UTAS), the CALD Guidance and Support Community of Practice (CoP) was established to build a network with other education providers and community partners, increasing students' access to personalised and appropriate advice about their education options.

The CoP meets quarterly and provides a better understanding of constantly changing institutional requirements, and the way these affect CALD students. We share food, which brings warmth during the winter months and builds and strengthens our relationships. Our meetings are also a springboard for collaborative projects and allow us to share and celebrate successes. Key amongst these are:

- *Increased use of a tool which provides students with advice on their English language preparedness and pathway options*
- *Production of a series of videos featuring CALD students giving their perspectives on how to successfully negotiate university study*
- *Expansion of Taster Days which provide a preview of university life and are responsive to student needs*
- *Redevelopment of scholarships for study at the UTAS English Language Centre (ELC), and a clearer process for CALD students to access the ELC and transition to the next stage of their studies*

The success of all these projects was enabled by the fostering of shared ownership of the CoP. Leadership of the group has rotated through UTAS, the Migrant Resource Centre Tasmania (MRC), and is currently with TasTAFE, resulting in increased membership, broader representation and a sustainable community of practice. The CALD Guidance and Support CoP continues to be a positive environment for sharing conversations. If members do not know how to assist a student with the next step in their educational pathway, they now know how to find someone who does, empowering everyone to give the most relevant advice to their students.



Showcase Presentation

Staff

NAEEA initiatives

NAEEA executive

.....
The NAEEA Executives have involved in a number of exciting initiatives to promote the enabling and pathways education in Australia. During this presentation you will get to hear from the executives about some of these initiatives, and also meet you NAEEA Executives in person.



Showcase Presentation

Evaluation

Who are we listening to? Whose voices are heard and contribute to processes of evaluating higher education equity programs

Selina Darney

University of Newcastle

.....
The Children’s University (CU) program is designed to leverage local knowledge to create opportunities for ‘excellent’ community spaces of learning for children and their families. The program aims to recognise and reframe the possibilities of and for education across learning communities when not constrained by curriculum and the boundaries of the school gate.

Programs of widening participation outreach are increasingly under pressure to demonstrate impact on the ‘hardest to reach’ communities, across the education sector and within the contexts of implementation. Children’s University programs in Australasia have typically been evaluated using measures of attendance and changes in standardised testing outcomes. Appropriate methods and frameworks used to evaluate widening participation programs are however highly contested. A question this paper poses is: what is appropriate for whom, and under what circumstances?

Children’s University Newcastle is positioned within the Centre of Excellence for Equity in Higher Education at the University of Newcastle and is engaging closely with Fraser’s (1996) social justice framework of recognition, redistribution and representation. Alongside Fraser’s work we have embraced and implemented the innovative ‘Pedagogical methodology’ (PM) (Burke and Lumb, 2018) into our praxis-based approach to outreach. This approach is enabling the evaluative lens to be reframed with our various learning communities. By drawing on frameworks informed by and embedded in programmatic fields of practice this process is facilitating and generating ongoing reflection and reconceptualisation of CU in close connection with participant groups.

Foregrounding questions of value, this paper explores the re conceptualisation of structures within and around the traditions associated with formal e-valuation processes. Recognising the value in contextualised participation with our learning communities, PM guided our approaches throughout the evaluation process, from facilitating meeting spaces (location, timing, associated histories of place) through to research team composition (the impact, value adding, value recognition given to all participants). The aim is to enable different voices across community groups to help shape and contribute to each step of the evaluation process and the future development of the program within their local contexts. Broadening who is involved in processes of e-valuation has broadened the practice of equity and widening participation.

Parallel Session 10
2:05pm - 2:35pm



Room	Parallel Session 10	Presenters	Institution
Ocean Room 1	10A – SC – Widening Participation <i>Industry engagement in the STEM (Science, Technology, Engineering and Mathematics) outreach space</i>	Sara Sheather	Queensland University of Technology
Ocean Room 2	10B – SC – Enabling <i>Developing critical thinking skills in pre-tertiary students through the implementation of a critical reflection journal</i>	Trixie James, Frank Armstrong & Karina Johnston	Central Queensland University
AIIM Lecture Theatre	10C – SC – Transition <i>'Belonging, Being, Becoming': Exploring the Value of a Statement of Law Student Ideals</i>	Trish Mundy, Karina Murray, John Littrich & Kate Tubridy	University of Wollongong
AIIM Seminar Room	10D – SC – Transition <i>Creating Symbiotic Classrooms: Building community and eroding stereotypes</i>	Sian Bennett, Karin Strehlow, Brad Wall, Simon Walters & Sarah Farell	Murdoch University
ITAMS Lecture Theatre	10E – SC – Widening Participation <i>Supporting students' futures: A free, online professional development course for Australian teachers and careers advisers focusing on educational and occupational aspirations</i>	Leanne Fray, Sally Patfield, Jenny Gore, Elena Prieto & Jess Harris	University of Newcastle
SBRC Training Room	10F – SC – Refugee Symposium <i>Collaboration supporting holistic access and success for people seeking asylum</i>	Lara Rafferty	RMIT University
Science Theatre	10G – SC - Staff <i>Staff Networks: Harnessing the Power of Lived Experience</i>	Penelope Pitcairn	University of Sydney
233-G12	10H – SC - Evaluation <i>HEPPP accountability and the ethics of evaluation</i>	Rhyall Gordon	University of Newcastle



Showcase Presentation

Widening Participation

Industry engagement in the STEM (Science, Technology, Engineering and Mathematics) outreach space

Sara Sheather

Queensland University of Technology

.....
The QUT Science and Engineering Faculty's HEPPP-funded Widening Participation Program (SEF WP) was established in 2012, building on the existing Extreme Science van delivery model of in-school science hands-on learning experiences.

In the time since the establishment of the program the requests for SEF WP services have changed significantly due to the growing government focus on STEM studies and careers, changes to the Australian science and digital technologies curricula and the profiling of our target schools as STEM leaders in their communities.

With demand always outstripping the supply of engagement activities that we are able to provide through HEPPP funds, our program has sought additional funding sources over the past 24 months from industry engagement and philanthropy. We also recognize that in such a rapidly evolving sector students from under represented backgrounds are often further removed from the ability to network with relevant industry professionals and that these partnerships often bear more fruit than just funding.

This presentation intends to examine the benefits and difficulties of engaging with industry and seeking philanthropy to sustain and broaden our WP program. We will present resources and strategies which we have found useful in our endeavors as well as explore difficulties particular to the STEM space. We will discuss creating outcomes that meet the partnership needs but more importantly are of benefit to the students reached.



Showcase Presentation

Enabling

Developing critical thinking skills in pre-tertiary students through the implementation of a critical reflection journal

Trixie James, Frank Armstong & Karina Johnston

Central Queensland University

Halpern (1998) suggests that many adults fail to think critically in many situations and this is supported by Gelder (2005) who concludes that many also lack basic reasoning skills. This notion is a concern for adults who are entering university through an enabling program, as they often present with lower level academic skills and do not understand what it means to be a critical thinker and how to apply these skills. Critical thinking is a skillset that is an implicit expectation for university students, yet often, it is not an academic skillset that is explicitly taught.

This showcase presentation will highlight the findings from a pilot study that trialled a Critical Reflection Journal to a cohort of enabling students. A standardised test was administered pre and post term to gauge the student's pre-entry level of critical competency and ascertain if there was improvement over the term. During the term, students were required to critically reflect on the concepts taught in one unit of study using the Review, Connect, Extend, Apply (RCEA) (James, 2015) as an instructional guide to critical reflection. Students reviewed and reflected on the content that was taught through the week, made connections to their own world and lived experiences, extended their knowledge through further research and then consciously considered how they could apply that knowledge to their personal context. The initial results have been instrumental in expanding this study to a broader cohort of students and will continue to be trialled as a critical self-reflection approach for educators. What has been evident is that the students who did fill out the journal demonstrated an increase in their ability to think critically and consequently wrote more reflectively.

This showcase will present the Critical Reflection Journal, explain the theory behind its creation, and allow participants an opportunity to consider the applicability for their own units of study.



Showcase Presentation

Transition

'Belonging, Being, Becoming': Exploring the Value of a Statement of Law Student Ideals

Trish Mundy, Karina Murray, John Littrich & Kate Tubridy

University of Wollongong

Positive professional identity development and law student wellbeing have been key concerns among legal educators for at least the last decade or more. Since 2002, the School of Law at University of Wollongong (UOW) has been refining its first year program to provide a more integrated curriculum and evidence based transition pedagogy for first year law students as a means of attending to critical transition and wellbeing issues. In 2017, some members of the first year teaching team within the School of Law, embarked upon an 'experiment' designed to engage students in thinking more purposefully about their professional and ethical identity as commencing law students. It did this through the introduction of a Law Student Pledge for the incoming first year cohort. Introduced as part of Orientation week activities, the Pledge was designed as an important symbolic message to students that their career as a legal professional starts from the day they begin their law studies. It invited them to commit to core values, attitudes and practices that are seen as important to developing a positive legal professional identity and meeting the standards expected of them as future lawyers. Students were invited to show their commitment by signing this Pledge in their first weeks of law school. Reinforcement of the pledge occurred in subsequent follow up with students across the year, with particular linkage made to the legal ethics and professional responsibility subject studied in second semester of first year. In 2018 the Pledge was redesigned as the Law Student Statement of Ideals with a more explicit focus on wellbeing, social justice values and connection to, and respect for, others. It sought to reflect the values of UOW Law and the expectations of beginning professionals embarking on the study of law.

This presentation, through the lens of Wilcox's 'occupational dimensions' framework of 'Belonging, Being, Becoming', explores the ways in which a Statement of Ideals offers a useful vehicle to enhance positive professional identity and wellbeing in the context of a broader transition/wellbeing strategy. In particular, it finds that the Statement fosters: an enhanced sense of belonging and connection to peers, law school and law studies; a reflective, confident law student who is mindful of their own wellbeing and a professional commitment to social justice and the courage to question.



Showcase Presentation

Transition

Creating Symbiotic Classrooms

Sian Bennett, Karin Strehlow, Brad Wall, Sarah Farrell, & Simon Walters

Murdoch University

.....
In traditional professional student placements, involving government or private sector organisations, a hierarchy between the 'student-professional' and the 'client' is frequently inherent. This maintains a particular type of distance between groups, and, when working with Aboriginal and Torres Strait Islander (ATSI) communities, this distance can potentially re-inscribe existing biases between the two groups. Our aim was to create a combined classroom that facilitates dialogue between these two groups.

We have embedded two professional student placements – for social work (Masters) and sports science (Undergraduate) – within an Aboriginal and Torres Strait Islander Enabling Program curriculum. The dialogue between the 'student-professional' and the 'client' occurs on the basis of their shared student identity, flattening the professional/client hierarchy and promoting participation predicated on learning from others. Situated this way, we create a symbiotic relationship where both parties possess knowledge that the other lacks and responsibility to learn from one another.

Student-placements provide ATSI students with supportive interaction from near-graduation students in service-industry programs. ATSI students also benefit from exposure to previously unconsidered study options in a way that allows them to imagine themselves in a particular profession. There is a demonstratable increase in ATSI student interest in science and professional degrees since implementation. Professional-placement students, managing their student identity with their impending professional identity, are presented with the opportunity to 'walk in the shoes' of fellow students who happen to be Aboriginal, rather than simply view them as people with problems needing solutions. Placement students work towards developing their professional skills with Aboriginal people, and this is also inspiring post-graduation choices to continue working with Aboriginal communities. The personal relationships developed between the student groups actively work to dismantle stereotyped expectations held by either group toward the other over the semester.

We contend that there is no better way to do cultural diversity training than to have groups work alongside one another symbiotically.



Showcase Presentation

Widening Participation

Supporting students' futures: A free, online professional development course for Australian teachers and careers advisers focusing on educational and occupational aspirations

Leanne Fray, Sally Patfield, Jenny Gore, Elena Prieto & Jess Harris

University of Newcastle

.....
Teachers are often unaware of the extent to which and ways in which they influence students' post-school aspirations. While all teachers study equity issues as part of accredited teacher education programs, specific study of aspiration formation and teachers' role in nurturing aspirations and preparing students for higher education is typically not addressed in any depth. Although there are many university outreach activities, including visits, excursions, and mentoring, designed to encourage participation of students in higher education, the everyday role of school teachers has been relatively overlooked as an equity intervention.

This presentation reports on the creation and evaluation of a free, online course developed to provide a national approach to teacher professional learning, aiming at building teachers' capacity to support students on the path to higher education and increase access for under-represented groups. Commissioned by the Australian Government Department of Education and Training, the course was informed by a national survey of teachers, which showed that teachers both recognised that they have a role to play and wanted more information on aspirations. Building on these findings, a 10-hour online course, titled Aspirations: Supporting Students' Futures, was pilot tested with 63 teachers across each Australian state and territory, and across all schooling sectors (government, Catholic, and independent). Designed to support primary and secondary school teachers, including preservice teachers, the course integrates key concepts relating to student aspirations with illustrations from our extensive program of research, supplemented by a learning journal and access to an online community of practice. Those who took part in the pilot evaluation told us: 1) the course was easy to use, valuable and assisted in building their understanding of student aspirations; 2) they planned to incorporate what they learnt into their teaching and school plans; 3) the course addressed a long overlooked, core part of teaching; 4) they had developed concrete strategies to inform and nurture student aspirations; and; 5) the course empowered teachers to have conversations with students about their aspirations. The presentation will raise awareness of the course and open discussion about its value to university-based equity practitioners.



Showcase Presentation

Refugee Symposium

Collaboration supporting holistic access and success for people seeking asylum

Lara Rafferty

RMIT University

.....

While the University has for many years enrolled and supported refugee and asylum seeker students, we acknowledged the need to do more to address the primary barriers to access for people seeking asylum, including the requirement to pay international student fees (Hartley, 2018). Drawing on international good practice and the advocacy of Australian community organisations, government, and other tertiary education institutions, in 2018 we implemented a holistic program of access and support.

While acknowledging the Victorian government 'Asylum Seeker VET' program providing subsidised access to a limited number of VE programs for this cohort, we went beyond this to extend fee waivers to all VE and undergraduate programs. Further, in 2018 we collaborated with the Victorian Asylum Seeker Resource Centre (ASRC) to prepare a briefing paper containing analysis of our strengths, our current provisions, and international best practice, to inform recommendations, and to support implementation (Nayton, 2018).

These all informed the development of the holistic package of access and support, aiming to:

- *assist prospective students to more easily find program and scholarship information and apply;*
- *provide pathways and program advice along with early-stage English language assessment to facilitate informed choice;*
- *facilitate access, retention and success through fee waiver places in a range of disciplines from vocational to higher education, with living costs scholarships, transport funding, laptops, hardship payments, and student services;*
- *support employability development and graduate employment through targeted services and 'first call' on jobs on campus;*
- *collaborate with researchers, people seeking asylum, other tertiary education providers and community sector partners to identify and solve systemic issues.*

The presentation will outline the development, implementation and outcomes of the holistic model of access and support, drawing on a 'collective impact' framework to support collaboration both within our university and with other institutions to achieve improved provision and outcomes.

Hartley, L., Fleay, C., Baker, S., Burke, R., & Field, R. (2018). People seeking asylum in Australia: Access and support in higher education. Retrieved from Perth, Western Australia: https://www.ncsehe.edu.au/wp-content/uploads/2018/11/Hartley_PeopleSeekingAsylum.pdf



Showcase Presentation

Staff

Staff Networks: Harnessing the Power of Lived Experience

Penelope Pitcairn

University of Sydney

.....

In this presentation we will showcase how we create staff engagement and empowerment through staff networks. We will unpack establishing and supporting staff networks from a diversity practitioner perspective and discuss the key factors that provide a foundation for a strong and successful network.

We will explore the breadth of diversity groups supported by staff networks and examine a maturity model approach for plotting the journey to establish a staff network. We will compare more established staff networks, such as the Ally Network and gender focused networks, with emerging networks. Opportunities to address intersectionality by encouraging cross-network collaboration will be explored.



Showcase Presentation

Evaluation

HEPPP accountability and the ethics of evaluation

Rhyall Gordon

University of Newcastle

Australia is at an important moment in its history of equity practice in higher education. Universities are increasingly being expected to undertake particular forms of evaluating the impact of the use of equity-related funds, situated within a narrow notion of accountability. How equity practitioners evaluate and account for their practices and projects makes evident a particular construct of the concept of equity. Furthermore, this construct of equity will be underpinned by a set of ethics.

In this paper, we argue for the importance of problematising, unpacking and foregrounding the different constructs of equity, and their correlative ethics, in approaches to evaluation. Through such an approach, questions around for example who HEPPP (Higher Education Participation and Partnership Program) projects are accountable to, and how, are brought to the fore. To make this argument, we trace the historical and contemporary context of Australian equity policy and the approaches to evaluation undertaken. We draw out the different understandings of equity in these approaches and highlight the ethics that underpin them. Building on this historical and contemporary context, we discuss the University of Newcastle’s (UON) across-institution HEPP evaluation as an approach that is underpinned by a commitment to participation and praxis. We draw on some of the tools we have used to problematise the concept of equity as an entry point into thinking through and designing evaluations. This evaluation approach is anchored in the University of Newcastle’s Social Justice and Equity Framework with an ethical commitment of accountability to the participants of equity programs.

Parallel Session 11

2:45pm - 3:15pm



Room	Parallel Session 11	Presenters	Institution
Ocean Room 1	11A – SC – Widening Participation <i>Career Role Models: Incorporating Community in University School Outreach Program Delivery</i>	Simone Balzer & Victoria Drury	Southern Cross University
Ocean Room 2	11B – SC – Enabling <i>Out and About: The Experience of Trans Students in an Enabling Program</i>	Bron Bateman	Central Murdoch University
AIIM Lecture Theatre	11C – SC – Transition <i>Insights on Inclusivity: Interdisciplinary Research on Student Equity</i>	Tierney Marey	University of New South Wales
AIIM Seminar Room	11D – SC – Transition <i>Interpreting the mature-age nurse student experience through a multidimensional lens of student capital</i>	Lesley Andrew	Edith Cowan University
ITAMS Lecture Theatre	11E – SC – Widening Participation <i>“We don’t do that around here”: addressing deficit discourses by working collaboratively in communities</i>	Michele Oshan & Nicole Roser	University of Newcastle
SBRC Training Room	11F – SC – Refugee Symposium <i>University Preparedness for Students from Refugee Backgrounds</i>	Sonal Singh	University of Technology Sydney
Science Theatre	11G – SC – Staff <i>We have come a long way, but there is still a long way to go</i>	Terri Mears	University of Sydney
233-G12	11H – SC – Evaluation <i>Enabling Excellence through Evaluation: Evaluation 101 for Widening Participation Practitioners</i>	Alison Green	Queensland University of Technology

11a

Showcase Presentation

Widening Participation

Career Role Models: Incorporating Community in University School Outreach Program Delivery

Simone Balzer & Victoria Drury

Southern Cross University

The Stellar Role Model Careers Days aim to showcase the wide range of careers available in the local Clarence Valley Region. Drawing on career theory about the value of role models in assisting with career planning and the principles of Outreach Program Delivery, the events work to address some of the barriers in accessing higher education and addressing misconceptions about regional careers.

Southern Cross University's School and Community Outreach Program partner with a number of local and government organisations and TAFE NSW to deliver an event in each Clarence Valley Program Partner School. Students have the opportunity to meet and ask questions of people in their region who work in professions from Engineering to Midwifery as they rotate in small groups. Students learn about the post-school options available in their region; the link between school, university and careers and make valuable connections with organisations which they can undertake work experience and find future employment. The event is in its fifth year of delivery and continues to attract new presenters and organisations building on the number of careers and pathways showcased within the local region.

Student feedback has demonstrated that participation in the events increase their knowledge around careers available to them locally, the pathways to careers they are interested in and steps they may need to take to start their careers.

Presentation components will include:

- *Discussion around how community partnerships can add value to Outreach Program Activities*
- *How the event fits into wider Southern Cross University Outreach Activities*
- *Building relationships and maintaining organisation 'buy-in'*
- *Program Delivery*
- *Example feedback and highlighted outcomes*
- *Future directions – parent engagement*

11b

Showcase Presentation

Transition

Out and About: The Experience of Trans Students in an Enabling Program

Bron Bateman

Murdoch University

Transgender (trans) students are becoming more visible on university campuses. However, research shows that even with this increase in visibility, in Australia, three out of four young transgendered people have experienced depression and anxiety; four out of five have engaged in self-harm, and almost half have attempted suicide (Strauss et al. 2017, 10). In 2017, the Australian Human Rights Commission statistics highlighted that people of diverse genders and sexualities are overrepresented as targets of sexual harassment on Australian university campuses.

While there is an awareness on these campuses of the existence of LGBTIQ (Lesbian, Gay, Transgender, Intersex, Queer or Questioning, and Asexual) students and some of the issues facing them, these students can still commonly experience homophobia, transphobia and heterosexism. These students are also represented in Australian enabling programs, which offer a second chance for tertiary education for students who, for a variety of reasons, have not followed the more traditional pathway from secondary schooling directly into higher education. This includes students from diverse sexualities, genders, and socio-economic and first-in-family status, who find that access to undergraduate study can be difficult to achieve. Anecdotal evidence would suggest that despite individual universities' policies of inclusivity, and diversity, a somewhat hostile climate exists on campuses for transgender students. Additionally, enabling program academics and managers often lack resources and education on transgender issues. The aim of this research is to ascertain whether the OnTrack enabling program, from Murdoch University in Western Australia, is responsive in content, delivery and learning outcomes to adequately support these students.*

This project is centred on a small cohort of trans students in the OnTrack enabling program and showcases a qualitative study examining the experiences of pre-university enabling students who self-identify as transgender. The methodology includes semi-structured interviews of the cohort, with a thematic analysis conducted on their responses. Preliminary outcomes of this data highlight the importance of the OnTrack curriculum reflecting the needs of the diversity of its cohort.



Showcase Presentation

Transition

Insights on Inclusivity: Interdisciplinary Research on Student Equity

Tierney Marey

University of New South Wales

.....

Equity in higher education has a long history of practice and scholarship in Australia. However, there are some notable omissions in the equity literature. Firstly, despite strong inquiry in the UK context (Zimdars, Sullivan & Heath, 2009; Bolliver, 2013; McLellan, Pettigrew & Sperlner, 2016), there is a relative dearth of literature addressing equity policy and practice in elite Australian institutions. This underrepresentation is likely linked to the fact that the most competitive Australian institutions the Group of Eight (Go8) are the least likely to admit students from low socioeconomic backgrounds (Palmer et al., 2011). Secondly, despite consistent calls for students to consider studying STEM subjects, there is relatively little that attends to the experiences of ‘equity’ students studying in the Sciences.

This presentation will speak at the nexus of these two underexplored aspects of equity in Australian higher education. We will speak to the findings of an interdisciplinary collaboration between an equity practitioner, a member of the faculty senior leadership, and an equity researcher, which sought to explore students’ intersectional experiences of transition and engagement within the Science faculty at the University of New South Wales (UNSW). The Faculty of Science at UNSW is home to 6,000 students spread across nine schools in the Go8 institution. Both UNSW broadly and the Faculty of Science have public commitments to equity, diversity and inclusion with embedded staff and initiatives to support these goals. This project seeks to examine and evaluate the climate of the Faculty from the students’ perspectives, with specific regards to equity practice and policy.

Our mixed-methods project set out to examine the ways in which the faculty enables students with intersectional identities to develop a sense of belonging and capacity to succeed via an online survey and focus group interviews. Our presentation will offer our interpretation of the data collected to offer insight into the current equity climate within the faculty, which we hope will be used to inform policies and practices, and provide a benchmark for future years and other Go8 STEM faculties.



Showcase Presentation

Transition

Interpreting the mature-age nurse student experience through a multidimensional lens of student capital

Lesley Andrew

Edith Cowan University

.....

Mature-age women are increasingly entering Australian nurse education (Department of Education and Training, 2015). In the face of national nursing workforce shortages, the successful graduation of these students is imperative (Health Workforce Australia, 2012). This presentation will describe research into the experiences of 28 mature-age women undergraduate nurse students at a Western Australian university. It will demonstrate that, in interpreting these experiences through a multidimensional lens of student capital, a holistic, meaningful understanding can be developed, which reveals and celebrates a range of student qualities, strengths and resources essential to their continuation and achievement.

The research design was qualitative, guided by Gadamer’s hermeneutic philosophy and informed by feminist research principles. All participants commenced aged 20 or above, the mean age being 34 years. Each took part in one or more in-depth interviews during the second and third year of their degree. Applying Gadamer’s hermeneutic circle to the analysis process, themes were created to authentically reflect the women’s experiences. The multidimensional student capital framework used to interpret these themes expanded on Bourdieu’s model of cultural, social and economic capital (1986), and incorporated further dimensions described by O’Shea (2016a; 2016b) and Yosso (2005) in their work with non-traditional students.

Of key importance was the finding that these women began university with rich reserves of aspirational and navigational student capital. These proved vital to their transition into the university environment, often compensating in situations where insufficient or incongruous reserves of cultural and social capital disadvantaged them. Experiential capital was a further important resource supporting the women’s engagement, especially within the clinical nurse setting. In contrast, familial capital, sourced from students’ parents, intimate partners and children, was limited and inconsistent. This proved detrimental to the women’s capacity to engage, achieve and continue in their degree.

The findings clearly identified how the women’s lived reality: their history, gender, personal experience and family relationships, influenced their reserves of student capital, and with this, their position of vulnerability and strength throughout their degree. Insights from this approach offer a platform of evidence on which to develop effective and authentic teaching and learning and retention strategies.



Showcase Presentation

Widening Participation

“We don’t do that around here” - addressing deficit discourses by working collaboratively in communities

Michele Oshan & Nicole Roser

University of Newcastle

.....
The Family Action Centre, University of Newcastle (UON), established the Uni4You Project to support people who have generally never considered university studies as a possibility. Uni4You provides information sessions, preparatory workshops, peer-learning support groups and case management, both in local communities, and also at the Ourimbah, Callaghan and Upper Hunter UON campuses. These activities support participants as they make informed decisions about lifelong-learning, journey through an enabling program at UON (on-campus and on-line), and transition to an undergraduate program.

Participants in Uni4You come from communities that are historically under-represented in higher education, who often may also have a lived experience of low income, educational disadvantage and disruption, caring responsibilities in a single parent home, childhood trauma, complex family life, and/or associated health issues. They are often the first in their families, and their neighbourhoods, to consider higher education.

The presentation will be based on the experiences of the Uni4You team and their partnerships within community. In addition, we will draw on the findings from recent research which adopted an approach based on co-design and co-production, creating a partnership between researchers and practitioners working at the Family Action Centre, and also recognising the expertise of the Uni4You participants (past and current).

Specifically, the presentation will explore findings in relation to the conversations with community practitioners from health, family and child services, education, and indigenous organisations.

The conversations with these practitioners, 40% of whom had worked in community alongside the project since it commenced in 2013, and 50% of whom had witnessed the journeys of FIF participants in their local areas, provided insights into:

- 1. How participants can best be supported (at an individual, family and community level) to succeed in University enabling programs and other lifelong learning; and,*
- 2. The ripple effect of community-based widening participation programs (such as Uni4You) on individuals, their families, their neighbourhoods, and the people that support them in community.*



Showcase Presentation

Refugee Symposium

University Preparedness for Students from Refugee Backgrounds

Sonal Singh

University of Technology Sydney

.....
In Australia, the largest proportion of humanitarian visa applications is predominately from applicants in the age group 15–19 years. It is therefore of critical importance that universities explore strategies and programs to facilitate a smoother transition to higher education for students from refugee backgrounds. The LEAP – University Preparedness (LEAP – UP) program is built on the success of the LEAP – Macquarie Mentoring (Refugee Mentoring) Program, a mentoring program for Year 10 -12 high school students from refugee backgrounds to explore and navigate future education and career pathways with the support of university volunteer student mentors. The LEAP – UP program adds a further level to the LEAP – Macquarie Mentoring program, increasing participation and success in higher education by students from refugee backgrounds through the development of an evidence-based enabling program tailored to the specific needs of this cohort.

This presentation reports on the findings of a needs assessment study undertaken with students from refugee backgrounds studying at Macquarie University, Australia and mentees involved in the LEAP – Macquarie Mentoring (Refugee Mentoring) program. A mixed-method approach including pre- and post-transition anonymous surveys using a combination of Likert scale and open-ended questions were carried out with the students to understand attitudes, behaviour, motivation and aspiration towards higher education, as well as to assess the barriers and challenges faced by students from refugee backgrounds to access and succeed in higher education. The interpretive findings are discussed through these themes: engagement, academic preparedness, university preparedness and capacity building. The author concludes with recommendations on how universities can better respond to the needs of students from refugee backgrounds through university preparatory programs. The paper contributes to higher education discourse on a contested and topical issue.



Showcase Presentation

Staff

We have come a long way, but there is still a long way to go

Terri Mears

University of Sydney

.....

The University of Sydney is committed to providing an accessible and inclusive living, teaching, learning and working environment for students, staff and visitors with disability. The Disability Action Plan (DAP) provides a plan of action to deliver this commitment and is designed to eliminate discrimination in an active way to improve access and inclusion at the University. In 2017 the University established a project reference group with the purpose of evaluating the current DAP 2013-2018 and to develop the next DAP. This project reference group consisted of students, staff and an external disability advocacy group.

In 2018, an evaluation was conducted to measure the impact and efficacy of the University's 2013-2018 DAP and to inform the development of the next DAP. The evaluation used a mixed methods design and underwent ethical review by the University of Sydney Human Research Ethics Committee.

All staff and students at the University were invited to participate in the evaluation. The evaluation tools consisted of electronic surveys, focus groups and a review of the DAP governance reporting processes. The staff and student survey tools used to develop the 2013-2018 DAP formed the basis of the questions for the 2018 surveys, many questions were retained to enable comparison over time and to measure the impact of the DAP 2013-2018.

This paper will discuss the outcomes of the evaluation and the progress made at the University to improve access and inclusion for people with disability including the:

- Significant improvement in the culture of inclusion for staff and students with disability at the University.
- Increase in accessible teaching floor area.
- Significant improvement in the accessibility of the work environment.
- Significant improvement in the support provided to students with disability.



Showcase Presentation

Evaluation

Enabling Excellence through Evaluation: Evaluation 101 for Widening Participation Practitioners

Alison Green

Queensland University of Technology

.....

In a climate of increasing competition for limited higher education funding, Widening Participation (WP) practitioners need to be able to demonstrate their program's value and impact to a range of audiences. WP practitioners also need to ensure that the public funding provided for their initiatives is well spent. This involves monitoring scope and scale, measuring outcomes, making adjustments, and if necessary redirecting efforts so that activities demonstrate value for money.

While WP practitioners are often skilled in program design and delivery, engaging with young people, and partnership development they do not always possess well developed evaluation skills. The need for evaluation capacity building amongst Australian higher education equity practitioners, so that more rigorous WP program evaluations can be conducted, has been noted by a number of equity experts (for example Bennett, et al., 2015; Downing, 2017; Zacharias, 2019).

This presentation will outline effective evaluation strategies that can be used for both program improvement and evaluating the program's impact, using examples of how these strategies have been applied to QUT's widening participation outreach program. These approaches include program logic analysis (including theory of change); effective survey design and analysis; strategic use of case studies; longitudinal tracking and cohort analysis.

This presentation will assist widening participation outreach practitioners to enhance their equity evaluation capabilities. It will provide useful information that practitioners who wish to improve their evaluation skills can apply in their own contexts and will be particularly valuable for practitioners with little or no evaluation experience.

Wednesday



Keynote Presentation



01 Rethinking Equity in High Participation Tertiary Systems

Each year more than half the school leavers in Australia enter university or vocational education and training. Higher level post-school qualifications, including Bachelor degrees, are essential for the majority of work roles now being created. Additionally, tertiary education and access to lifelong learning have been agreed by the United Nations to be essential goals for sustainable development. But as tertiary systems grow who is getting access to what? Who is being included and who excluded? How are differences between institutions and their missions, curriculum choices and qualification offerings being experienced by students?

This presentation will explore the continuing issues of equity in high participation systems where differences in public financing and institutional missions can impact institutional status, resources available and the framing of equity policies and practices. Looking specifically at Australia, the presentation will explore how institutional differences affect those students identified in current equity groups and also those on the boundary of inclusion, such as students from migrant families and those from refugee backgrounds. Taking a neo-institutional theory approach, the presentation will offer suggestions for how practitioners can best analyse their own contexts in order to rethink equity and develop excellence



Professor Susan Webb
Monash University

Until late 2010 Sue Webb was Professor of Continuing Education and Director of the Institute for Lifelong Learning at the University of Sheffield, UK. She is known internationally for her research and leadership in the field of adult education and lifelong learning where she has published, lectured and provided external advice to a number of universities in the UK and in New Zealand. Specifically, she has researched the policy effects and practices related to widening access and participation of disadvantaged students in the field of lifelong learning and further and higher education in the UK. This research has been variously funded by UK government organisations and education funding agencies. Her theoretical contribution has been to develop insights into the concepts of learning identities and careers as a way of understanding risk choice and agency in decision-making and learner transitions between school, college, university and employment. Through this her work has contributed to policy development at institutional, and national and European level where she has been employed as an expert in relation to European Union research on migration, language learning and ICT. She has also held strategic leadership roles in Lifelong Learning and Widening Participation for the University of Sheffield and between 2006-2010 directed work for the Lifelong Learning Network Higher Futures to ensure regional development, institutional change and increased vocational learner progression through partnership working between 10 further education colleges and 2 higher education institutions. Professor Webb's research has been widely published in the academic arena and in various books and resources aimed at practitioners, as well as researchers.

Parallel Sessions



Parallel Session 12

9:50am - 10:20am

Room	Parallel Session 12	Presenters	Institution
Ocean Room 1	12A – SC – Widening Participation <i>Widening Participation: The Journey in Designing New Pathway Courses at Charles Sturt University</i>	Amita Krautloher & Sandra Fisher	Charles Sturt University
Ocean Room 2	12B – SC – Enabling <i>Academic Integrity in enabling pathway programs: expanding the policy, supporting the students</i>	Snjezana Bilic, Anthea Fudge & Tamara Ulpin	University of South Australia
AIIM Lecture Theatre	12C – SC – Transition <i>From Inspiration to Graduation</i>	Sam Feeney	University of Otago
Science Planetarium	12D – SC – Transition <i>The invisible cohort: remote students' engagement and success in higher education</i>	Louise Pollard	Notre Dame University
ITAMS Lecture Theatre	12E – SC – Widening Participation <i>University of Otago's Socioeconomic Equity Project</i>	Ange Spears, Ana Rangi & Zoe Bristowe	University of Otago
SBRC Training Room	12F – SC – Refugee Symposium <i>Promoting refugee-background students' access to higher education in southern Aotearoa New Zealand</i>	Vivienne Anderson	University of Otago
Science Theatre	12G – SC - Staff <i>Science in Australia Gender Equity (SAGE)</i>	Tamzen Armer	SAGE
233-G12	12H – SC - Evaluation <i>Negotiating the nexus of research and practice for equity in Australian Higher Education</i>	Matt Bunn	University of Newcastle

12a

Showcase Presentation

Widening Participation

Widening Participation: The Journey in Designing New Pathway Courses at Charles Sturt University

Amita Krautloher & Sandra Fisher

Charles Sturt University

.....

The current pathway program offered by Charles Sturt University (CSU) is a Diploma of General Studies, offered in partnership with TAFE NSW and Wodonga TAFE, which provides an alternative entry for students into CSU degrees. The program has been successful, yet, unable to grow owing to several constraints. In view of these challenges and with the aim of widening participation of under-represented and disadvantaged student groups in higher education, the Diploma of General Studies has been modified and a new, non-qualification pathway course has been developed to be offered from 2020. CSU has a large regional footprint that includes a high percentage of students from diverse backgrounds such as low socio-economic background, first in family, diverse genders, Aboriginal and Torres Strait islander peoples, and culturally and linguistically diverse students (CALD).

This presentation will outline the journey of modifying the Diploma of General Studies and designing the new CSU Pathway Course. The objective was to ensure that CSU was offering flexibility in their pathway programs to provide greater opportunities for under-represented and disadvantaged students to enter university study and to prepare them for academic success. The design process factored in five key aspects; diverse student backgrounds and student expectations of a pathway course; preparation for diverse degrees; knowledge, skills and attitudes for university study and for lifelong learning, enhancing students' chances of success in higher education and beyond; the alignment of the new courses with CSU's Graduate learning Outcomes (GLOs) and strategic objectives; and an appropriate evaluation framework to assess the effectiveness of the new courses.

12b

Showcase Presentation

Enabling

Academic Integrity in enabling pathway programs: expanding the policy, supporting the students

Snjezana Bilic, Anthea Fudge & Tamara Ulpin

UniSA College

.....

UniSA College students come from various cultural and language groups with 90% of the cohort representing the first in family to attend university (UniSA BI 2017). A number of students have had negative past schooling experiences choosing to leave early. Hence, an attempt to re-engage with study amongst new university systems and discourse can be intimidating. Therefore, one of the challenges of supporting non-traditional students experiencing limitations in language proficiency and academic literacies includes teaching academic integrity (AI) practices. Students enter the College with little experience of academic reading, summarising, referencing, and paraphrasing, and confusion arises when 'helping' a peer with their assignment is not encouraged. For these reasons, the integrity of our students' work can be compromised and result in inadvertent academic misconduct. Subsequently, the College AIO team has implemented a range of support mechanisms to foster a transparent and educative culture of AI.

Practices employed include (1) changing the interview format from individual to group consultation, (2) the provision of academic skills workshops, (3) the development of a video showcasing a roleplay with two College alumni explaining the AI process (4) changing language in AI letters – demystifying the process and stigma surrounding it and (5) connecting students with university support services. In this paper we address how the development of these supportive resources to enhance student learning has influenced significant reduction of academic integrity breaches at the College and in student's undergraduate studies.



Showcase Presentation

Transition

From Inspiration to Graduation

Sam Feeney

University of Otago

.....

In 2010, the Māori Health Workforce Development Unit (MHWDU) was established at the University of Otago. This Unit was established as part of a partnership between New Zealand’s Ministry of Health and the University of Otago, and aimed to significantly grow the number of Māori entering and successfully completing pathways into and through health science and health professional study at the University of Otago. The achievement of equity including in Māori student representation, academic success and course completion are all important, as is the positive experience of Māori students and their whānau (families).

Over the past decade the MHWDU has developed and now delivers a range of programmes including: programmes aimed at secondary school students aiming to support science engagement and recruitment; a culturally responsive transition foundation programme (Tū Kahika); an intensive support programme for Māori students in their first year of University in health sciences (Te Whakapuāwai); and a programme supporting the successful achievement and completion of degree study in particular health professional programme study (Tū Kahika).

This talk will describe the 10 year journey of the MHWDU and its impact on addressing inequity, supporting positive outcomes for Māori students studying health at Otago. We will describe key outcomes over time, critical success factors and our plans and vision for the next decade of the MHWDU and its programmes. We conclude that proactive leadership and enabling policy alongside strengths-based culturally responsive, evidence informed programmes have led to remarkable outcomes among Māori tertiary learners.



Showcase Presentation

Transition

The invisible cohort: remote students’ engagement and success in higher education

Louise Pollard

The University of Notre Dame Australia

.....

All students in Australia, regardless of where they live, should be encouraged to pursue their educational goals. However, a child born in remote Australia is only one third as likely to go to university as a child born in a major city (Cassells et al., 2017). Moreover, of those who attend university, the completion rates are lower (60 per cent) than their regional (69.6 per cent) and metropolitan (75 per cent) peers (Department of Education and Training, 2018).

The research conducted through Louise Pollard’s 2017 Equity Fellowship (National Centre for Student Equity in Higher Education) confirms that remote students are not just a component of a larger regional cohort, but are a distinct group in themselves. Moreover, remote students often have unique knowledge, capabilities and perspectives that are a valuable part of a wider Australian culture.

Through this intensive national Fellowship that was funded by the Australian Government, Department of Education, the following principles have been developed that identify the key strategy required to effectively support remote students to achieve university success:

1. *Know your students: recognising diversity across the student cohort*
2. *Support for students across the student life cycle*
3. *Collaborate: in the classroom, across institutions, and in the community*
4. *Celebrate and value remote Australia: in the classroom and through co-curricular activities*
5. *Recognise the challenges associated with geographical isolation through university and Government policy*
6. *Provide financial support to those who need it, when they need it*

While the principles were specifically identified as being effective at supporting remote student university success, if implemented, there would be benefits for the whole student population.

University of Otago's Socioeconomic Equity Project

Ange Spears, Ana Rangi & Zoe Bristowe

University of Otago

The University of Otago's Mirror on Society policy is designed to ensure academic equity for students from under-represented groups. Otago's new Socioeconomic Equity (EQ) Project specifically aims to support students from low socioeconomic backgrounds (school deciles 1-3) to progress into health professional programmes, and ultimately into the health workforce. It recognises the awareness and understanding these students have of health needs in diverse communities, and their potential to make a significant positive difference.

Goals:

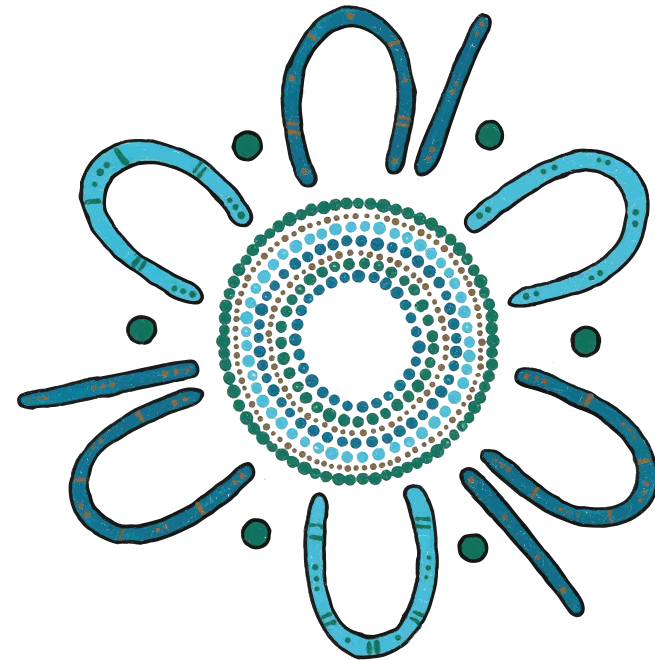
- Increase the recruitment, retention and achievement of students from lower socioeconomic backgrounds in Health Sciences study at Otago
- Provide academic guidance and pastoral support that encompasses evidence-informed, holistic and strengths-focused approaches
- Conduct research and broaden understandings of best practice to achieve equity goals in health and education

Domestic students who attended a decile 1-3 secondary school in Years 11, 12 and 13, may be eligible for the Socioeconomic support programme (EQ Project).

The support programme includes:

- Study skills mentoring, tutorials and workshops
- 1-on-1 academic advice
- Health Sciences degree planning
- Team building events and activities
- Pastoral support

This project is operationally unique in Aotearoa/New Zealand and has potentially significant implications for further equity projects in restricted entry programmes. As emerging equity practitioners, presenting at the EPHEA conference will allow us to share our pioneering project and current positive outcomes, network, gain awareness of other equity practices/initiatives, and apply informed design to ongoing monitoring and evaluation. In doing so, we aim to raise the profile of equity support and promote the project widely and effectively.





Showcase Presentation

Staff

Science in Australia Gender Equity (SAGE)

Tamzen Armer

SAGE

.....

SAGE (Science in Australia Gender Equity) is Australia's national program to improve gender equity and diversity in STEMM in the higher education and research sector. SAGE is currently piloting the Athena SWAN accreditation framework, owned and operated by the Equality Challenge Unit (UK), a unit of Advance HE. Athena SWAN has an international reputation for creating a gender inclusive workplace, with accredited institutions demonstrating a competitive edge in attracting the best scientists.

The SAGE initiative centres on three integral elements:

- a) Piloting the Athena SWAN accreditation framework in Australia and supporting higher education and research sector institutions to engage successfully with the program.*
- b) Raising awareness of gender equity and diversity issues in STEMM within the higher education and research sector and more broadly within the community.*
- c) Collaborating with like-minded institutions to promote and support initiatives aimed at encouraging women, trans and gender diverse people to participate in STEMM to address systemic barriers to equity.*

This presentation aims to provide those with little to no knowledge of SAGE and Athena SWAN with an introduction to the program, including some of the initiatives member institutions are implementing as part of the process.



Showcase Presentation

Evaluation

Negotiating the nexus of research and practice for equity in Australian Higher Education

Matthew Bunn

University of Newcastle

.....

This paper considers how new forms of interaction between research and practice can enable equity in relation to higher education. We, the authors, have been mentors and co-convenors of a national program designed to support the development of writing for equity practitioners across Australia. Recently, we have been working with program participants on an upcoming special issue of the journal International Studies in Widening Participation. In this paper, we reflect on some of the major themes that have arisen from these experiences.

Academia often appears impenetrable. Yet this hides the history that has produced academia, and research, in its current form. Indeed, as numerous areas of research show, academia is built on an exclusionary basis that has regularly overlooked the prejudices and assumptions underpinning writing. Yet, while it is important to critically interrogate academia and big 'R' research, we must also be careful that this is done with some sensitivity to the impacts this could bring. In the rise of 'post-truth' politics, vigorous and constant attacks are made on academic expertise and the importance of research. This is most obviously seen in assaults on the credibility of climate science.

Research hence provides a credible threat to 'post-truths' in its ability to unpick and reveal conditions of the world, and offer meaningful alternatives that often inconveniently reveal the origins of social problems in systems of power and privilege. In widening participation and equity work, we must continue to find ways to continue to produce praxis, the forging of a common path between research and practice, while keeping in mind the crucial role of knowledge, and expertise within the academy.

Parallel Session 13

10:50am - 11:20am

13

Room	Parallel Session 13	Presenters	Institution
Ocean Room 1	13A – SC – Widening Participation <i>STEM+X Bootcamp - Insights into peer to peer outreach activities</i>	Tom Bambrick	University of Wollongong
Ocean Room 2	13B – SC – Widening Participation <i>Mogo and Mudji Book Project</i>	Jaimey Facchin & Adam Gowan	University of Wollongong
AIIM Lecture Theatre	13C – SC – Transition <i>Exploring the effectiveness of a first-year transition initiative, The Zone, through a Community of Inquiry framework</i>	Mary McGovern & Russell Crank	University of Southern Queensland
Science Planetarium	13D – SC – Transition <i>2019–20 NCSEHE Research and Equity Fellows</i>	Sue Trinidad, Sarah OShea, Nicole Crawford & Katelyn Barney	National Centre for Student Equity in Higher Education
ITAMS Lecture Theatre	13E – SC – Widening Participation <i>Not the Impossible Dream: personalising learning experiences without increasing your workload or being a tech whiz</i>	Paula Johnson & Nell Rundle	University of Tasmania / Dept of Police, Fire & Emergency Management Tasmania
SBRC Training Room	13F – SC – Refugee Symposium <i>Gaining trust: An autoethnographic study of working with culturally and linguistically diverse (CALD) students in research</i>	Jenny McDougall	Central Queensland University
Science Theatre	13G – SC - Staff <i>Preventing violence against women: the role of equity and diversity offices</i>	Renee Hamilton & Joanna Brislane	Universities Australia & Our Watch
233-G12	13H – SC - Partnerships <i>Improving practice through collaborative research with care leavers in HE</i>	Emily Fuller	University of Newcastle

13a

Showcase Presentation

Widening Participation

STEM+X Bootcamp - Insights into peer to peer outreach activities

Tom Bambrick

University of Wollongong

.....

The STEM+X Outreach Program builds upon the outreach work undertaken by STEM practitioners at UOW by developing and fostering collaborative partnerships to enable the aspirations, awareness and attainment of primary and high school students from underrepresented backgrounds in higher education within the University of Wollongong's communities. The program aims to facilitate development of our students' disciplinary knowledge and skills in the area of STEM as well as fostering students to combine these knowledge and skills with areas of passion, creativity, interest and purpose.

This presentation, co-delivered by an equity practitioner in the HE space and a High School teacher, will examine the co-design of the program between the University and local High School, the results of the pilot program and insights into how the program has achieved impact, including how key aspects of the program design could be transferred to other outreach and equity activities to enhance their impact.

Mogo and Mudji Book Project

Jaimey Facchin and Adam Gowan

University of Wollongong

.....

Pride in culture plays a vital role in shaping people's ambitions and choices and the Mogo and Mudji Project was designed to build further connections between the local Aboriginal Community and UOW Batemans Bay. UOW Batemans Bay partnered with Mogo Public School, which has 90% Aboriginal student enrolment, and Mogo Local Aboriginal Land Council in a series of educational activities including field trips to significant sites, educational workshops, and cultural awareness activities. By continuing to develop and encourage aspirations and awareness of local Indigenous culture, the project aimed to keep the Walbanja heritage alive by passing on Indigenous knowledges from one generation to another. These knowledges took the form of speaking and teaching language, respect of environmental and cultural materials and story, and artistic forms and practice. The process of teaching and learning these knowledges anchors the cultural value kin-based relationships in the land. Building this social capital also has the potential to enhance the environmental values of the local area through fostering greater respect for local places significant to the Aboriginal community which in turn promotes a stewardship ethic toward respect for, and preservation of the environment.

The project produced two resources (story books) which have now been distributed to schools, local libraries, information centres, Local Aboriginal Land Councils and National Parks. The Australian Curriculum, Assessment and Reporting Authority (ACARA) have contacted UOW seeking permission to make the books into an interactive online resource, which can be used by students Australia wide. In 2019, the project has expanded to include five new Primary Schools.

Exploring the effectiveness of a first-year transition initiative, The Zone, through a Community of Inquiry framework

Mary McGovern & Russell Crank

University of Southern Queensland

.....

All universities are challenged by the need to support students during their many 'firsts', along with the focus on maintaining retention and reducing attrition rates. The Zone is a first-year transition initiative of the University of Southern Queensland's, Tertiary Preparation Program (TPP). Widening Participation initiatives, such as the TPP, engages diverse students with a variety of life experiences and abilities. The Zone is one approach to supporting TPP students and is finding success through engaging and empowering students in their transition into higher education.

A range of evidence-based practices and learning experiences have been incorporated into the design of The Zone, and its delivery via the University's online learning platform facilitates student transitions into both higher education and their online study environment. Academic Advisors manage The Zone and provide tiered levels of support. The Zone initially guides students through to an enrolment process allowing informed, self-determined decisions about individual student study pathways and loads. Secondly, The Zone facilitates a phased approach to the students' first semester of study, with each stage further developing their academic self-identity and self-efficacy. Students simultaneously engage with The Zone and the requirements of their first semester's study. The effectiveness of The Zone will be explored through a Community of Inquiry (CoI) framework. CoI was selected for its intentional design for online modes of delivery and its ability to promote discourse in exploring Teacher, Social and Cognitive Presence. Data is collected at pivotal times, identifying typical issues and allows advisors to tailor further support, for individual and groups, by direct intervention or support from university services.

As the project expands a greater variety of learning experiences will occur to encourage higher levels of engagement and self-reflection in their learning community and also facilitate a deeper sense of belonging and personal growth. Preliminary findings suggest The Zone positively contributes to successful transitions through engaging with Academic Advisors, enabling informed self-enrolment, improving self-reflective practices and creating a sense of connectedness, thus setting the student up for success.

2019–20 NCSEHE Research and Equity Fellows

Sue Trinidad, Sarah O’Shea, Nicole Crawford & Katelyn Barney

National Centre for Student Equity in Higher Education

The National Centre for Student Equity in Higher Education (NCSEHE) supports Research and Equity Fellows to conduct high-impact studies advancing student equity policy, research and practice. The work of seven previous NCSEHE Fellows has demonstrated sustained national and international impact. Three more emerging leaders are conducting their projects during 2019/20.

2019 Research Fellow Professor Sarah O’Shea (University of Wollongong)

‘Mind the Gap!’ Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree
Throughout 2019, Professor Sarah O’Shea has been undertaking a Research Fellowship on post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree. The project is being conducted in collaboration with the Centre for Higher Education Equity and Diversity Research (CHEEDR) at La Trobe University.

2019/20 Equity Fellow Dr Nicole Crawford (University of Tasmania)

Enhancing student success: Supporting the mental wellbeing of mature age, regional and remote university students
Dr Nicole Crawford’s Equity Fellowship is investigating student-centred, proactive approaches to supporting the mental wellbeing of mature age regional and remote university students in Australia.
This project puts a particular emphasis on individuals’ strengths and the challenges that impact on their mental wellbeing, given the detrimental effect of psychological distress on university students’ capacity to learn and do well in their studies.

2019/20 Equity Fellow Dr Katelyn Barney (University of Queensland)

Building a stronger evidence base to support effective outreach strategies for Aboriginal and Torres Strait Islander students: Increasing impact and university participation
Dr Katelyn Barney’s Equity Fellowship meets sector-wide recommendations to further document and evaluate the impacts of intensive outreach camp programs specifically for Aboriginal and Torres Strait Islander students.
Findings from the research will establish strategies that can be adopted by all universities across Australia to support the transition of Aboriginal and Torres Strait Islander students into higher education.

Not the Impossible Dream: personalising learning experiences without increasing your workload or being a tech whiz

Paula Johnson & Nell Rundle

University of Tasmania / Department of Police, Fire & Emergency Management Tasmania

Providing students with a tailored learning experience and individualised feedback from their lecturer or tutor, improves learning outcomes (Varda, 2012), but can have a major impact on workload, especially in large classes. With teaching workloads typically encroaching on allotted time for the other requirements of an academic’s employment (Jensen & Morgan, 2009), finding a tool that could meet the needs of diverse student cohorts, while not creating an unrealistic workload for their teachers, is highly desirable. An opportunity arises with Learning Management Systems (LMS) now an integral part of the delivery of university courses in Australia (Browne et al., 2006), and the good news is that simultaneous customisation of learning for multiple students is more readily achievable with the use of this type of technology (Bowen, 2012).

Our study sought to determine whether using the Intelligent Agents tool within the Desire2Learn LMS could have a positive impact on student learning, engagement and perceptions of support within a unit of study (Academic Writing) delivered into the Pre-degree Programs at the University of Tasmania. We wrote automated, individualised messages (AIMs) which respond to specific student activity within the LMS and then direct the student to relevant resources, and we also used surveys embedded into the LMS at the start and end of semester to gauge students’ perceptions, intentions and actions related to these AIMs.

Initial findings are positive, with 50% of respondents reporting that receiving the AIMs increased or greatly increased their engagement, 60% feeling positive or very positive about receiving them, 57% feeling more supported and that the AIMs had a positive impact on their learning, and 93% agreeing or strongly agreeing that the resources they accessed were useful.

While not a solution to all issues related to providing diverse and individualised learning experiences, the use of AIMs is a simple, time-efficient mechanism that can make a difference.

Gaining trust: An autoethnographic study of working with culturally and linguistically diverse (CALD) students in research

Jenny McDougall

Central Queensland University

The plight of culturally and linguistically diverse (CALD) students is a growing area of research in enabling education and in higher education more broadly. While many useful insights have emerged from various methodological standpoints, little attention has been given to the research process itself and the particular sensitivities needed when working with participants from CALD backgrounds.

In this paper, data are generated through two of the authors' collaborative autoethnographic accounts. We share our experiences as researchers, working on a small-scale study involving a group of CALD students who sought to gain entry to Central Queensland University via the STEPS enabling program. Guided by the principles of Participatory Action Research (PAR), we interviewed 21 students, some of whom were enrolled in STEPS and others who had progressed to their undergraduate studies. Two of these students came from refugee backgrounds.

As we recruited for and conducted one-on-one and focus group interviews, we became aware of how vulnerable some students felt in this process. While we had planned for the interviews to be recorded video-conferences, only some agreed to this format. Our style of interviewing had to be adjusted to ensure our meaning was as clear as possible, while offering ongoing encouragement. We attempted to give participants a say in the research process by providing copies of their interview transcripts for review, but this had unintended negative consequences as some were embarrassed by their poor English. In order to gain students' trust, we had to constantly review our methods and adjust accordingly. Since the power imbalance between the researcher and the researched can be particularly acute when working with participants from CALD backgrounds, we recommend that special considerations are given. It is only when these students feel safe enough to express their views without fear of judgment that the equity objectives of research in this space can be truly realised.

Preventing violence against women: the role of equity and diversity offices

Renee Hamilton & Joanna Brisbane

Universities Australia & Our Watch

As part of Respect. Now. Always. – the sector-wide initiative to address sexual violence in university communities – Universities Australia has partnered with Our Watch, Australia's national foundation to prevent violence against women and their children. This partnership will produce a whole-of-institution approach to preventing violence against women in and through Australian universities. As Our Watch has identified in 'Change the Story', the key driver of sexual violence and other forms of violence against women is the social context of gender inequality.

The whole-of-institution model will ask universities to critically examine their policies, practices and programs across a number of domains, and the model will also include an online module for students on respectful relationships. In 2019 and 2020, four universities are working with UA and Our Watch to pilot this whole-of-institution model: La Trobe University, Monash University, Western Sydney University and Southern Cross University. The model will be provided to the sector in early 2021.

In this workshop, UA and Our Watch will discuss key levers for universities to promote gender equality and create new norms. In conjunction with conference delegates, we will identify how equity and diversity offices can play a role in promoting gender equality within the institution and thereby contribute powerfully to preventing violence against women.

Showcase Presentation

Partnerships

Improving practice through collaborative research with care leavers in HE

Emily Fuller

University of Newcastle

Research suggests that as few as 3% of Australians who have been in out-of-home care (OOHC) go on to attend university. This is in stark contrast to the approximately 37% of Australians who have completed a bachelor's degree by age 34. The Live, Learn, Grow (LLG) program at the Centre of Excellence for Equity in Higher Education (CEEHE) works closely with the local OOHC sector to support children and young people in care, as well as those working with them, to find out about higher education and the pathways and supports available, as well as supporting adults with a care experience to access and engage in university study. Over 80% of care-leaving students supported by the LLG program reported that none of the significant people in their lives, including caseworkers, had talked to them about university as a possible option for them post-care.

UON's Centre of Excellence for Equity in Higher Education (CEEHE) conducted research to further explore the unique experiences of young people in care, particularly in relation to OOHC. This presentation will discuss the project, which aimed to add to the existing knowledge about the experiences of care leavers in higher education, and to help to improve Widening Participation practice, as well as collaboration with the OOHC sector. We worked with a group of university students who had recently left OOHC to co-design and carry out a series of participatory research workshops.

Through engagement in the research, students identified a goal of sharing what they had discussed with children and young people currently in care, as well as the OOHC sector staff working with them, to help facilitate discussions around possible options for further education, and smoother transitions into higher education for care leavers. The presentation will discuss the outcomes from this research, as well as the progress of a series of student-designed and -led workshops with the local OOHC sector.

Parallel Session 14

11:30am - 12:00pm

14

Room	Parallel Session 14	Presenters	Institution
Ocean Room 1	14A – SC – Widening Participation <i>Empowering the real influencers by rethinking our approach to WP for parents – implications for program designers from research, practice and wondering aloud</i>	Kate Flynn	Queensland University of Technology
Ocean Room 2	14B – SC – Enabling <i>Assessment Rubrics: What's Important to Enabling Students?</i>	Peter Geerlings	Murdoch University
AIIM Lecture Theatre	14C – SC – Widening Participation <i>Discovering and Helping Dyslexia</i>	Regina Richards	So CA Tri-Counties Branch of the International Dyslexia Association
Science Planetarium	14D – SC – Transition <i>2019–20 NCSEHE Research and Equity Fellows (cont.)</i>	Sue Trinidad, Sarah OShea, Nicole Crawford & Katelyn Barney	National Centre for Student Equity in Higher Education
ITAMS Lecture Theatre	14E – SC – Widening Participation <i>FutureME: A multifocal approach to raising students' study and career aspirations</i>	Melissa Lowe & Nathan Coffey	Deakin University
SBRC Training Room	14F – SC – Enabling <i>Practical tertiary learning strategies to enhance student engagement and satisfaction in an online foundational course</i>	Marie Abi Abdallah & Dino Murtic	University of South Australia
Science Theatre	14G – SC – Staff <i>Effective Role Modelling: What they see</i>	Emily Sloan	Monash University
233-G12	14H – SC – Partnerships <i>Democratising the Curriculum: Engaging students through student-led content</i>	Paul Chojenta	University of Newcastle

Empowering the real influencers by rethinking our approach to WP for parents – implications for program designers from research, practice and wondering aloud

Kate Flynn

Queensland University of Technology

“I want more parent/child activities so we can find out together.” (Parent interview)

The most effective widening participation outreach programs are those which disrupt deficit notions, are tailored to local needs, and involve community-wide capacity-building (Behrendt et al., 2012; Gale, 2011; Stewart 2010). National and international research consistently identifies parents as the most important influencer of students’ post-school education and career choices. Australian researchers Gemici et al. (2014) confirms parents as the most important influencer for the decision of 15 year olds to go to university, while Russell-Bennett et al. (2016) upholds parents as the ‘number one agent of change’ across Aboriginal and Torres Strait Islander peoples, low SES, culturally and linguistically diverse (CALD) and disability cohorts.

However, the 2017 Federal government HEPPP evaluation found that only 23% of all pre-access HEPPP programs provides information for parents (ACIL Allen, 2017) – which means the majority don’t engage purposefully with our most influential allies in widening participation. Further, it could be argued, widening participation’s focus on students as individual agents of change is built largely on the false notion of the hyper-individual (Bunn and Lumb, 2019) – despite the fact that research and practice tell us that tertiary study and career choices are not made by one person alone but rather are made with significant others, over time and in social and educational contexts that tend to reproduce advantage and disadvantage. Given that universities do not directly influence students’ post-school decisions the sector needs to engage more meaningfully with those who do.

In 2018, QUT piloted a ‘parents as a primary WP audience’ approach – this presentation will discuss what we learnt. Our strategy focussed on establishing ‘shared value’ using the self-identified motivations of parents (‘help me support my child’s choices; feel confident; develop my child as a person; direct my child’) (Russell-Bennett et al. 2016) to develop targeted, differentiated programs and strategies designed and delivered specifically for parents by using the commonalities across the group; rather than broad cohort demographics which are a convenient but imprecise way to design engaging, impactful strategies. Participants will be encouraged to reflect on how they might ‘reimagine’ their parental engagement activities to empower the real influencers, and consider how their widening participation activities might be enhanced by meaningful engagement with parents.

Assessment Rubrics: What’s Important to Enabling Students?

Peter Geerlings

Murdoch University

Students entering enabling programs tend to have a lower writing proficiency than traditional undergraduate entrants following diminished educational opportunity; often due to personal and socio-cultural influences. To develop their writing skills in preparation for undergraduate study, information, direction and feedback needs to be clear and appropriate for student-needs. Assessment rubrics are a learning tool commonly used for this purpose, but there is limited knowledge of how students use rubrics; both as a source of feedback and to inform and prepare students for future assessments. There is also an absence of research asking enabling students what they would find most useful in an assessment rubric for these purposes. The aims of this study were to: 1/ learn how enabling students use existing assessment rubrics to guide their essay writing before they submit an assessment, and as a source of feedback, 2/ seek input from enabling students to design a new assessment rubric they believe is most appropriate for their needs, and 3/ compare how enabling students used the new assessment rubrics to guide their essay writing before they submit an assessment, and as a source of feedback.

The study focussed on students enrolled in two separate enabling programs at Murdoch University; OnTrack (enrols the largest number of students per year), and K-Track (for Aboriginal and Torres Strait Island students). Participants were invited to complete an anonymous, online questionnaire asking their perspective on the purpose of their essay assessment rubric, and how they used it in practice. An independent student focus group from each enabling program created a new rubric which was implemented during the subsequent semester, and the original questionnaire was re-administered to compare responses from the first questionnaire.

Although each of the focus groups from K-Track and OnTrack were conducted independently there was substantial similarity between the two student-designed rubrics, and survey results showed that students also used this rubric differently both before submitting their essay for grading, and as a source of feedback. The format and language of the student-designed rubrics will also be of interest and useful to enabling-educators who are creating similar assessment instruments.

Project 2018/040 approved by Human Research Ethics Committee, Murdoch University

Discovering and Helping Dyslexia

Regina Richards

So CA Tri-Counties Branch of the International Dyslexia Association

.....

Dyslexia is a language-based learning difference that was first discovered in the 1880's, but it remains a mystery for many. In 1925, Samuel T. Orton determined that this was a syndrome unrelated to brain damage that made learning to read difficult. Because of this, the original name of the International Dyslexia Association was The Orton Society. With today's neuroimaging, many details of dyslexia have been thoroughly discussed. Dyslexia is surrounded by myths that have not stood the test of science, for example, "dyslexics see words backwards". Research indicates that between 10% and 20% of students have dyslexia.

This session will present a brief history of dyslexia, including how and when it often develops. A summary of some of the proven methodologies that have been successful with dyslexic students will be discussed and demonstrated. These have been summarized as Structured Literacy™ and include strategies that are explicit, systematic, and multisensory. It involves, among other issues, teaching children phonemic awareness as well as the entire structures of words and word part meanings. With this knowledge, children with dyslexia become more included and involved in the learning that takes place in the classroom. They also feel better about themselves because they have developed reading skills. Many well-known intervention programs and methods fall under the umbrella of Structured Literacy™, but many also do not. Understanding and teaching this information will result in a learning outcome for these children that leads to greater classroom success as well as greater general lifetime success. This is, after all, what we all want for the students in our care.

2019–20 NCSEHE Research and Equity Fellows

Sue Trinidad, Sarah O'Shea, Nicole Crawford & Katelyn Barney

National Centre for Student Equity in Higher Education

.....

The National Centre for Student Equity in Higher Education (NCSEHE) supports Research and Equity Fellows to conduct high-impact studies advancing student equity policy, research and practice. The work of seven previous NCSEHE Fellows has demonstrated sustained national and international impact. Three more emerging leaders are conducting their projects during 2019/20.

2019 Research Fellow Professor Sarah O'Shea (University of Wollongong)

'Mind the Gap!' Exploring the post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree
Throughout 2019, Professor Sarah O'Shea has been undertaking a Research Fellowship on post-graduation outcomes and employment mobility of individuals who are first in their family to complete a university degree. The project is being conducted in collaboration with the Centre for Higher Education Equity and Diversity Research (CHEEDR) at La Trobe University.

2019/20 Equity Fellow Dr Nicole Crawford (University of Tasmania)

Enhancing student success: Supporting the mental wellbeing of mature age, regional and remote university students
Dr Nicole Crawford's Equity Fellowship is investigating student-centred, proactive approaches to supporting the mental wellbeing of mature age regional and remote university students in Australia.
This project puts a particular emphasis on individuals' strengths and the challenges that impact on their mental wellbeing, given the detrimental effect of psychological distress on university students' capacity to learn and do well in their studies.

2019/20 Equity Fellow Dr Katelyn Barney (University of Queensland)

Building a stronger evidence base to support effective outreach strategies for Aboriginal and Torres Strait Islander students: Increasing impact and university participation
Dr Katelyn Barney's Equity Fellowship meets sector-wide recommendations to further document and evaluate the impacts of intensive outreach camp programs specifically for Aboriginal and Torres Strait Islander students.
Findings from the research will establish strategies that can be adopted by all universities across Australia to support the transition of Aboriginal and Torres Strait Islander students into higher education.

FutureME: A multifocal approach to raising students' study and career aspirations

Melissa Lowe & Nathan Coffey

Deakin University

Raising aspiration and engagement of students from low-SES backgrounds for post-secondary education has been a major focus of the Deakin Engagement and Access Program. FutureME, a Deakin University HEPPP-funded initiative piloted in 2018, designed in conjunction with the Foundation for Young Australians (FYA) research.

FutureME, a three day immersion program, informs year 9 students about short and longer-term employment trends, based on; the increasing obsolescence of many jobs, due to boom-bust economic cycles, automation, artificial intelligence, complexities around climate change and global sustainability. The rationale for engaging with year 9 students is because they are about to make critical decisions that will define their future. These are based on their own confidence and include subject selections that may narrow their options for future or tertiary studies.

FutureME connects year 9 students with Deakin student mentors, many of whom are alumni of partner schools. Day one immerses students in FYA research and teaches critical skills for navigating the future world of work. On day two, students attend Deakin campuses in small groups to familiarise them to university spaces, apply new skills and through student-lead conversations, hear the personal career narratives of volunteer Deakin staff. Participants then come together to share perspectives, discuss their experiences, and provide feedback for program revision and renewal. Day three includes hands-on activities where students practice their critical skills, have opportunities for reflection, which together enable them to envisage themselves in the future world of work.

In terms of impact, FutureME has been an outstanding success. Students observed that their perspective of their futures, including study options and potential careers had markedly changed after engaging in FutureME. For mentors, the program provided valuable leadership training and experience, and a sense of pride and accomplishment in 'paying their experience forward'. Many Deakin staff indicated that they empathised with the students and gained an appreciation of the considerable diversity of school and life circumstances. Finally, teachers reported they saw their students grow in maturity and appeared more engaged in their studies following their engagement in FutureME.

Practical tertiary learning strategies to enhance student engagement and satisfaction in an online foundational course

Marie Abi Abdallah & Dino Murtic

University of South Australia

Tertiary Learning Strategies is a course provided by University of South Australia (UniSA) to Open University Australia (OUA). This unit is part of the Business Pathway and it is delivered over 4 study periods of 13 weeks each. Each week, students are presented with materials and activities to build their skills and knowledge relevant to study at university. At the start, students work on time management and organising their study as an independent university student; then they use the library and internet resources to do research, read academic Journals, learn about referencing and writing according to academic conventions.

The course's content is aligned with the existing pedagogical framework and the different theories of learning such as behaviorism, cognitivism, constructivism and connectivism. The aim of this unit is to provide students with an introductory course to tertiary learning and with an opportunity to create a valued online learning experience. The unit has received an award from OUA for encouraging excellence in the engagement of students studying online and it was ranked in OUA's Top Performing Units by Student Satisfaction. The data from OUA will be presented about the success of this unit.

The main contest is how the content is delivered to meet the diverse needs of students; what are the practical strategies implemented to enhance student engagement and support their communication with each other and their educators in the current digital age. The presentation will discuss the challenges, innovations and successes of this online course over the past 3 years and re-emphasise the importance of human connection in an online environment.



Showcase Presentation

Enabling

Effective Role Modelling: What they see

Emily Sloan

Monash University

.....
“They can’t be what they can’t see” - it’s become a very popular slogan, but it’s not the whole story. Role Modelling can be a useful tool to increase participation - but only when it’s effective, purposeful and authentic. Ineffective Role Modelling can actually alienate and disengage the target audience, acting as a further barrier to participation and decreasing self-belief and interest in the promoted topic. Authentic sharing of vulnerabilities along the journey can feel challenging for everyone, but it’s an important part of the process.

There’s evidence that effective Role Modelling can counteract negative stereotypes; increase self-confidence; create feelings of belonging and inclusion and provide opportunities for empowering mimicry. This is particularly important for groups that lack appropriate Role Models in everyday life - like the 40% of girls in the USA who report not knowing anyone (male or female) with a career in Science, Technology, Engineering and Maths (STEM).

In this Showcase Presentation, you will learn the ‘how’ and ‘why’ of effective Role Modelling through the lens of increasing the participation of girls in STEM. Drawing together research and best practice from North America and Europe, this practical session will help you to ensure your Role Models are effective and actively bringing about positive change, rather than creating further barriers to engagement. To do this, effective Role Models must be open to personal storytelling, (including sharing vulnerabilities and challenges); they must acknowledge (and bust!) popular stereotypes; use appropriate language and provide an opportunity for genuine engagement (play!).

A sample worksheet will be shared to help you craft effective ‘Role Model stories’ and helpful online resources will be shared.



Showcase Presentation

Partnerships

Democratising the Curriculum: Engaging students through student-led content

Paul Chojenta

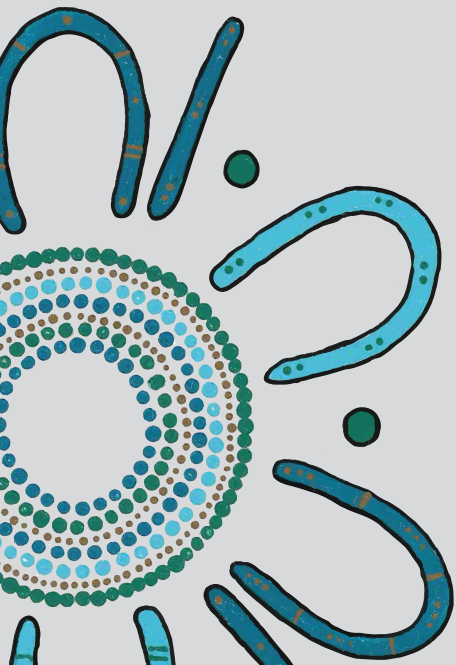
University of Newcastle

.....
This presentation will demonstrate the use of online tools to allow students in an enabling education course to help choose the content they will be engaging with in class. Finding content, be it literature, music, film, television or news, that is relatable and relevant to the student cohort can be a critical aspect of maintaining engagement. Yet, it is becoming increasingly difficult, as the diversity and accessibility of content has broadened dramatically, to find common ground amongst a group of students. Simple demographics; focused on age, gender and socio-economic status, have become poor guides in an increasingly fragmented, taste-driven world.

In 2019, the Media & Communication course in the University of Newcastle’s Newstep Program introduced a new strategy to encourage students to engage in course content, and with news media more generally. When the course had previously attempted to encourage students to engage with news media, students had indicated that they accessed an extremely wide variety of media outlets, and rarely had a shared view of news ‘relevance’ with their peers. So, for the 2019 offering, using tools in the Online Course Management System, students were asked to post what they believed was the most important news story of the week. The cohort was then asked to vote on the posted stories, with the ‘winning’ story becoming the focus of that week’s tutorial (and a minor assessment). Thus, students provided a shared understanding of the week’s news, and shared basis for tutorial discussion.

The results of this approach have been encouraging. Analysis of online usage statistics suggests that students have embraced their role in guiding content, with strong engagement in the process. Feedback from teaching staff has also noted increased student participation in tutorials. Student feedback results, which had previously noted problems with attempts to encourage engagement with news media, now indicate a positive attitude towards the content being discussed in class. This suggests that this approach could be similarly utilised in other humanities courses to guide content choice and increase engagement.

Workshop Presentations



Workshop Presentations

1:45pm - 3:45pm

<i>Room</i>	<i>Workshop Presentation</i>	<i>Presenters</i>
Ocean Room 1	<i>International Perspectives and Approaches to Supporting and Retaining First in Family Students</i>	Sarah O'Shea
Ocean Room 2	<i>Equity and Employability in Higher Education</i>	Dawn Bennett
223.112	<i>Embedding Indigenous Approaches and Pedagogies into Enabling Teaching Practice</i>	Sharlene Leroy Dyer
223.115	<i>Unconscious Bias – Activities to use with Staff in Support of De-biasing</i>	Cathie Walsh
223.116	<i>Taking a personalised and academic life cycle approach to understanding and responding to Equality Diversity and Inclusion issues in higher education</i>	Tamsin Hinton-Smith

01

International Perspectives and Approaches to Supporting and Retaining First in Family Students

Students who are the first in their family to come to university comprise over 50% of the Australian university population (Spiegler & Bednarek, 2013). This is a cohort that is highly intersected by a diversity of equity categorisations and as a result, are recognised as being more at-risk of early departure from the HE setting.

This workshop has a dual fold purpose: it will first report on recent trends, initiatives and research that focuses on supporting this cohort on a global basis drawing on work in the US, Canada and the UK. Based on this broader context, current approaches in Australia will be shared and importantly, the ways in which these strategies might be adapted or considered in the context of participants' own institutions critically interrogated. Overall, the objective of this workshop is to explore how HE institutions can broadly consider the FiF cohort and how these students might be engaged in a productive and positive manner in order to ensure better academic outcomes.

The workshop would interest those working within the outreach or widening participation field as well staff who have direct contact with diverse student populations.



Professor Sarah O'Shea
University of Wollongong

.....
Professor Sarah O'Shea has spent over twenty years working to effect change within the higher education (HE) sector through research that focuses on the access and participation of students from identified equity groups. Her institutional and nationally funded research studies advance understanding of how under-represented student cohorts enact success within university, navigate transition into this environment, manage competing identities and negotiate aspirations for self and others. This work is highly regarded for applying diverse conceptual and theoretical lenses to tertiary participation, which incorporate theories of social class, identity work, gender studies and poverty.

02

Equity and Employability in Higher Education

The development of employability is a shared concern for teachers, students and institutional leaders. This workshop engages attendees in an approach with which employability can be embedded in the existing curriculum without any extra time, resources or expertise. The approach positions employability development as the cognitive and social development of students as capable and informed individuals, professionals and social citizens. With a focus on ABILITY and equitable outcomes for all students, the workshop will first engage participants in a personalised self-assessment profile and the resources and strategies with which to embed employABILITY thinking. Participants will then work together to devise strategies for meeting the needs of specific equity cohorts. These will be trialled throughout 2020 with the intention of reporting back at the following EPHEA conference.

The workshop will suit equity practitioners, teachers, program leaders, curricular designers, senior managers and careers advisors. No prior expertise or experience of employability development or career development learning is required. For more information, please visit <http://developingemployability.edu.au/> or visit the student site at <https://student.developingemployability.edu.au/>

The NCSEHE website item is now here: <https://www.ncsehe.edu.au/event/ephea-conference-2019-special-interest-group-equity-and-employability-in-higher-education/>



Dawn Bennett
National Centre for Student Equity in Higher Education

.....
Dawn Bennett is Professor of Higher Education with Curtin University in Perth, Australia. Her research focus is the development of employability within higher education, including identity development and the nature of graduate work. A National Senior Australian Learning and Teaching Fellow and Principal Fellow of the Higher Education Academy in the United Kingdom, Dawn serves numerous editorial boards and convenes the Australian Learning and Teaching Fellows' national network. She serves on the board of directors for ISME and Music Australia, and as a commissioner with the ISME Commission for Education of the Professional Musician. Publications are listed at Academia.edu.

03

Embedding Indigenous Approaches and Pedagogies into Enabling Teaching Practice

The workshop will outline Indigenous pedagogical principles and approaches and I ask attendees to reflect on the principles and approaches they have in their courses.

They would write them down and then talk to a partner or small group to see how they can connect with the principles you discussed. They would then come back to the whole group to discuss what they found illuminating and challenging in that activity and then I can offer suggestions for moving forward with those challenges.



Dr Sharlene Leroy-Dyer
University of Newcastle

Dr Sharlene Leroy-Dyer is a Guringai, Gadigal, Dhurag, Wiradjuri woman, who is the Program Convenor of the Yapug Program, the University of Newcastle’s enabling program for Aboriginal and Torres Strait Islander peoples. Sharlene was the first Aboriginal person to obtain a PhD in Management from the University of Newcastle. Sharlene also has a Graduate Certificate in Indigenous Research and Leadership from the University of Melbourne (UoM), and Bachelor of Business (Hons) from University of Newcastle (UoN).

Sharlene’s research interests centre around closing the gap on Indigenous disadvantage in education and employment. Sharlene convenes the Indigenous Enabling Special Interest Group within the National Association of Enabling Educators of Australia. Sharlene’s recent research collaborations include, mapping of enabling practices at the University of Newcastle, conceptualising enabling pedagogies, and improving Indigenous participation, retention and success in Australia business-related higher education. This research reaches across the five discipline areas of Management, Enabling Education, STEM, Education and Aboriginal Studies. Sharlene’s current research centres around Aboriginal enabling pedagogies, Aboriginal knowledges, decolonising pedagogies in Australia.

04

Unconscious Bias – Activities to use with Staff in Support of De-biasing

By definition, we are unaware of unconscious biases. They occur when we make fast judgements, are tired or under pressure. Unconscious beliefs about various groups of people are a product of our life experiences and one of the ways we attempt to organise a complex world. However, when we make decisions about our people – staff or students – based on these unconscious or implicit biases they can produce errors, which are not harmless, fair nor inconsequential.

Many universities now give considerable attention to raising awareness about unconscious bias but without skills to back them up little may change, even for the most motivated.

The aim of this workshop is to share practical interventions, moving past awareness raising to personal and team strategies that can assist in mitigating bias.



Cathie Walsh
University of Auckland

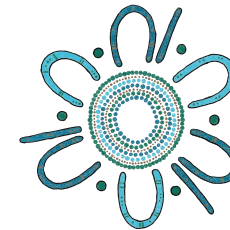
Cathie Walsh is the Staff Equity Manager at the University of Auckland. She has a background in psychology and has worked for many years in education, health and law primarily in the areas of equity and social justice.

05

Taking a personalised and academic life cycle approach to understanding and responding to Equality Diversity and Inclusion issues in higher education

This workshop takes an academic life cycle approach to considering the challenges faced by different groups of vulnerable students in higher education. Participants will work in small groups to consider how groups such as Black, Asian and Minority Ethnic (BAME) students, care leavers, young carers, single parents, and students with mental health issues may be affected by different challenges at particular crunch points in the academic year and degree life cycle model built around the ideal of a 'bachelor boy' student (Edwards 1993). This will include considering how different groups may be affected at key points in the academic year such as transition to university, breaks or holidays, end of year, exams and graduation. This work draws together and builds on insights from my own work around HE participation over 15 years, including in particular research around single parents, care leavers, and students of Roma heritage as the most marginalised ethnic minority in Europe. This research focus is drawn together with my wider professional experience as an Equality Diversity and Inclusion (EDI) lead within my institution and also leading Teaching and Learning professional development with a focus on inclusivity for staff in my own University and working internationally including recently in Nigeria and Cambodia.

Together we will think about what practical changes we might need to make as individuals, institutions and a sector, in acknowledgement of the specific equality and diversity needs we identify. Finally, we will collectively audit which of these identified issues and approaches are really specific to our small group discussions around particular groups and moments, and which of these actually have more in common in informing wider principles under a wider umbrella of inclusive practice.



Tamsin Hinton-Smith
University of Sussex

Tamsin Hinton-Smith is a Senior Lecturer in Higher Education at the University of Sussex in the UK. Her background is as a sociologist of gender and education, and she is a former Co-Director of the Sussex Centre for Gender Studies and current Deputy Director of the Centre for Teaching and Learning Research. Tamsin's central research interests include around higher education participation by 'non-traditional' students, and experiences of (un)belonging and marginalisations. Tamsin's work has included around university students who are lone and teenage parents; care leavers; from Gypsy, Roma or Traveller (GRT) backgrounds; and young people living in areas where higher education participation is low. Tamsin commenced university as a single teenage parent herself. Recent sole and co-authored articles include Higher education outreach: examining key challenges for academics. (2019), Roma women's higher education participation: whose responsibility? (2018), The 'success' of looked after children in Higher Education in England: near peer coaching, 'small steps' and future thinking. (2018), and Negotiating the risk of debt-financed higher education: the experience of lone parent students. (2016).

