National Association of Enabling Educators of Australia Conference 2013

Flexibility: Pathways to Participation

27-29 November 2013, Melbourne
Australian Catholic University, Melbourne Campus
www.naeeaconference.com.au

CONFERENCE WORKBOOK

Contents

The Australian Catholic University and the National Association of Enabling Educators of Australia would like to welcome you to this professional conference.

This is an opportunity to network with enabling education colleagues from across the Australian and New Zealand higher education sectors. This conference follows from the 2012 conference hosted in Auckland by the Foundation and Bridging Educators of New Zealand and the previous Australian conference 1st International Australasian Conference on Enabling Access to Higher Education, held in Adelaide in 2011.

Whether as a presenter or as an interested attendee the conference promises to be a great opportunity to further advance the shared goals of enabling educators and practitioners.

Welcome to the Australian Catholic University Melbourne Campus and we hope you enjoy the inaugural, NAEEA Conference.

teachers of
TAFE pathway
courses

academics

teachers
of university
transition
courses

teachers
of university
enabling
courses

Conference Program

WEDNESDAY 27th November

TIME	ACTIVITY & VENUE
08.30-9.00	Registration, Coffee, Tea & Refreshment *FOYER: Daniel Mannix Building*
9.00-9.20	**Welcome – Professor Anne Cummins** Welcome to country *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
9.20-10.20	**Keynote Speaker: Professor Richard James** Pro Vice-Chancellor – Equity and Student Engagement Melbourne University *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
10.20-10.50	**Professor Greg Craven** Vice Chancellor ACU *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
10:50-11.10	Morning Tea *FOYER: Daniel Mannix Building*

11.15-11.45

	Access and Success *115 Victoria Parade Building*		Curriculum and Pedagogy *115 Victoria Parade Building*		
	Room 2.52B	Room 2.46	Room 2.48	Room 2.49	Room 2.50
	Gary Orth (SPK) **Clare Robinson** Do potentially successful students in tertiary enabling programs have any common characteristics that underpin resilience and persistence? If so, how can this information help future enabling students?	**Karen Seary (SPK)** **Julie Willans** A regional university's experience of offering more flexibility in an Enabling program	**Cherie Te Rore** An evaluation of Kaupapa Maori Art Curriculum for Whanau Participants, Gisborne New Zealand	**Melissa Nunn** Widening Participation through a Learner Progression Framework	**David Powter** Lectures and tutorials: Lessons for engaging enabling students and the potential benefits

11.45-12.15

	Support and Retention *115 Victoria Parade Building*			Access and Success *115 Victoria Parade Building*		
	Room 2.52B	Room 2.52A	Room 2.46	Room 2.48	Room 2.49	Room 2.50
	Helen Redfern (SPK) **Gay Lyell** **Ann Majkut** 'Building Skills for Social Work' Program Initiative – A collaboration between Social Work and Academic Skills	**Suzanne Dooley (SPK)** **Erin Blackwood** **Tenae Jones** Academic Skills Initiatives at ACU Ballarat which enhance support and retention for commencing undergraduate students	**George Morrison** Enabling Connections and Persistence in a Distributed Learning Community	**Rosalie Bunn** 'I wanted to prove I had a brain and give my life a purpose': Preliminary analysis of survey responses of former students on their lives before, during and after completing the Open Foundation Program at the University of Newcastle	**Cheryl Bookallil** Flexibility in Enabling education: the equity/ efficiency trade-off	**Anna Bennett** The non-traditional student within the higher education marketplace: an analysis of student expectations of Enabling university programs

12.15-12.45

	Technology *115 Victoria Parade Building*		Wider Issues *115 Victoria Parade Building*			
	Room 2.52A		Room 2.48	Room 2.49	Room 2.50	Room 1.43
	Joyleen Christensen When knowledge 'clicks': Facilitating a flexible classroom through the use of in-class technology		**Pamela Delly** Pathways, diversity and academic skills: Bourdieu and second year VET articulants	**Kate Judith (SPK)** **David Bull** The opportunities and challenges for enabling education: implementing Open Educational Practices (OEP)	**Robert Ephraums (SPK)** **Hina Khan** Needs-based mentoring: A dynamic approach to engaging students from refugee backgrounds	**Tasman Bedford** Initial approaches to studying by open access university students: implications for program curriculum and delivery

TIME	ACTIVITY & VENUE
12.50-1.50	LUNCH *Roof Top Garden: Daniel Mannix Building – Level 6*
1.50 -2.30	**David Bull** Presentation: Launch of the National Association of Enabling Educators of Australia (NAEEA Inc.) *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
2.30-3.10	**Mr David DeCarvalho** Head of Division – Higher Education Division, Department of Industry, Climate Change, Science, Research and Tertiary Education **Presentation: Commonwealth Support for Enabling Education** *Philippa Brazil Lecture Theatre: Daniel Mannix Building*

3.15-3.45

	Access and Success *115 Victoria Parade Building*			Curriculum and Pedagogy *115 Victoria Parade Building*		Wider Issues *115 Victoria Parade Building*
	Room 2.52B	Room 2.52A	Room 2.46	Room 2.49	Room 2.50	Room 1.43
	Tasman Bedford (SPK) **Gary Orth** Overcoming the educational disadvantage of people without internet access: a series of research projects under trial in a correctional centre	**Maria El-Chami (SPK)** **Medwenna Buckland** **Michelle Black** Leap into Learning: embedding information literacy to enable success	**Catherine Burgess (SPK)** **Bronwyn Relf** A Flexible Response: Monitoring and researching the performance of Enabling Students in first year Undergraduate Nursing	**Jennifer Stokes (SPK)** **Tamra Cocks** **Sarah Hattam** 'I grew as a person': the role of critical pedagogy in enabling programs	**Annika Westrenius** Integrating management theory and academic skills to empower enabling students: a practical approach	**Lynn Jarvis (SPK)** **Mike Harris** **Paula Johnson** A Pipe Dream? Cost-effective Support for Enabling Students Studying Online

TIME	ACTIVITY & VENUE
3.45-4.05	Summary of the day – what's happening in Melbourne? *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
4.15-5.00	NAEEA Inaugural AGM

THURSDAY 28th November

TIME	ACTIVITY & VENUE
9.00-9.30	**Keynote Speaker: Professor Anne Cummins** Deputy Vice Chancellor (Students, Learning and Teaching), Australian Catholic University **Presentation: Student Success: A Whole of University Approach** *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
9.30-11.00	**Student Panel** *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
11.00-11.20	Morning Tea *FOYER: Daniel Mannix Building*

11.25-11.55	**Curriculum and Pedagogy** *115 Victoria Parade Building*			**Support and Retention** *115 Victoria Parade Building*			
	Room 2.52B	*Room 2.52A*	*Room 2.46*	*Room 2.48*	*Room 2.49*	*Room 2.50*	*Room 1.43*
	Marina Penglase Building Flexible Knowledge in Mathematics	**Bettina Schwenger** A flexible and supported approach for exploring new pedagogies and curricula – educators enquire through action research	**Nick Todd (SPK) Tim Dalby Tas Bedford** Study-related profiles of open access diploma award students: an ongoing research study	**Julie Penno (SPK) Anne Kerridge** Is there room for everybody?	**Trixie James** Successfully transitioning to university: The influence of self-efficacy	**Barry Hodges (SPK) Tasman Bedford Jane Hartley** Student retention and attrition in university-based enabling programs	**Lynn Jarvis (SPK) Mike Harris Paula Johnson** A Pipe Dream? Cost-effective Support for Enabling Students Studying Online

12.00-12.30	**Access and Success** *115 Victoria Parade Building*		**Support and Retention** *115 Victoria Parade Building*			
	Room 2.52B	*Room 2.52A*	*Room 2.48*	*Room 2.49*	*Room 2.50*	*Room 1.43*
	Mary Manderson From 'Nothing to Masters' the experiences of students in Bridging and Foundation Education	**Catherine O'Donnell (SPK) Julienne Tanner Michael Russo** Programs Promoting Access to Higher Education	**Elizabeth Goode** Encouraging student engagement and participation: can an online orientation help?	**Jennifer Stokes (SPK) Bianca Price** Giving back: developing a mentor program for Foundation Studies students in an Australian university college	**Seamus Fagan** Is there a 'best way' to provide support to enabling students and can there ever be 'too much' support?	**Marguerite Westacott (SPK) Kelly Chambers** Embedding career development into computer literacy in a bridging course: Creating flexible learning and teaching environments

12.35-1.05	**Wider Issues** *115 Victoria Parade Building*		**Access and Success** *115 Victoria Parade Building*			
	Room 2.52B	*Room 2.52A*	*Room 2.48*	*Room 2.49*	*Room 2.50*	*Room 1.43*
	Debra Turley (SPK) Stephen Dowdy Lalita McHenry Moving beyond aspiration to achievement	**Mahsood Shah** Correlation or Causality: Raising Equity Aspirations in the Emergence of Quality Agenda	**Karyn Thomson** Why a conversation	**Helen Butler (SPK) Anne-Maree Dawson** Partnerships for pathways to teaching: The Catholic Teacher Education Consortium	**Nicole Crawford** Practical and Profound: the benefits of the University Preparation Program at UTAS	**Jessamyn Clarke** Transformative Learning Development as a Basis for Maximising the Impact of Critical Thinking as a Core Element of Enabling Curricula

1.10 -2.10	LUNCH *Roof Top Garden: Daniel Mannix Building, Level 6*
2.10-3.10	**Keynote Speaker: Professor Eleanor Ramsay** Honorary Professor, Inglis Clark Centre for Civil Society, University of Tasmania, and Adjunct Professor, Hawke Research Institute, University of South Australia. **Presentation: The Coming of Age of Enabling Education in Australian Higher Education: New Threats, Familiar Challenges, Provocative Opportunities or just Another Tantalizing Hallucination?** *Philippa Brazil Lecture Theatre: Daniel Mannix Building*

3.15-3.45	**Support and Retention** *115 Victoria Parade Building*	**Technology** *115 Victoria Parade Building*	**Wider Issues** *115 Victoria Parade Building*	**Access and Success** *115 Victoria Parade Building*			
	Room 2.52B	*Room 2.52A*	*Room 2.46*	*Room 2.48*	*Room 2.49*	*Room 2.50*	*Room 1.43*
	Elizabeth Labone (SPK) Amy Chapman Supporting and retaining students from low SES backgrounds: A multi-site case study of institutional support	**Paul Chojenta** Using 'apps' to complement and enhance learning in foundation education	**Josephine May (SPK) Rosalie Bunn** 1974-1976: the seeds of flexibility in pathways to tertiary participation at University of Newcastle, NSW	**Ann Edwards (SPK) Brigitte Wolfe** Against the odds: the use of narrative and imagery to support successful outcomes for Aboriginal and Torres Strait Islander people in enabling programs	**Stephen Boyle(SPK) ABM Abdullah** Identifying Factors that Motivate Re-engagement with Education	**Donna Heemi (SPK) Morag Bremner Sharon Smithies** Connecting a Community: Education and Community Building in the Auburn Community of Schools	**Trixie James (SPK) Herna Conradie Robyn Saint** Testing the Testing

3.45-4.45	**Enabling Retention: Launch of the Final Report** Office of Learning and Teaching– Enabling Retention Project *Philippa Brazil Lecture Theatre: Daniel Mannix Building*
6.30-10.00	Conference Dinner *The Boulevard Restaurant: 121 Studley Road, Kew*

FRIDAY 29th November

| TIME	ACTIVITY & VENUE					
9.00-10.00	**Keynote Speaker: Professor Bronwyn Fredericks** Pro Vice-Chancellor (Indigenous Engagement), Central Queensland University *Philippa Brazil Lecture Theatre: Daniel Mannix Building*					
10.05-10.35	**Curriculum and Pedagogy** *115 Victoria Parade Building*			**Wider Issues** *115 Victoria Parade Building*		**Access and Success** *115 Victoria Parade Building*
	Room 2.52B	*Room 2.52A*	*Room 2.46*	*Room 2.48*	*Room 2.49*	*Room 2.50*
	Jaime Hunt (SPK) **Joyleen Christensen** Views from the top: Academic staff views on engaging students in learning	**Michelle Black** Investigating literacy cultural capital, academic achievement and socio-economic status among first year students at ACU	**Anna Bennett (SPK)** **Seamus Fagan** Beyond self-doubt: techniques to counter the 'imposter-syndrome'	**Evonne Irwin (SPK)** **Kim Gray** Pathways to Social Inclusion: The Participation of Refugee Students in Higher Education	**Ibtihal Samarayi** 'This wheelchair will be worth a lot of money by the end of this course!' (Student comment upon splashing paint on his wheelchair): Creating space for students with disabilities through Art Therapy in Enabling Programs	**Dominic Fitzsimmons** It's not what you know, it's who you know: some thoughts about why students begin on their pathway and why they stay
10.40-11.05	Morning Tea *FOYER: Daniel Mannix Building*					
11.05-11.35	**Interactive Session** Panel Session on Graduate Attributes *Philippa Brazil Lecture Theatre: Daniel Mannix Building*					
11.35-11.55	**Discussion and Evaluations** NAEEA Panel commentary on the two days… participants invited to speak… *Philippa Brazil Lecture Theatre: Daniel Mannix Building*					
11.55-12.15	Summary, Appreciations, Future conference, Farewells – NAEEA *Philippa Brazil Lecture Theatre: Daniel Mannix Building*					

Conference Dinner

Thursday, 28th November, 6.30pm – 10.00pm

Price $110.00 per person

The Boulevard Restaurant, 121 Studley Road, Kew

The Boulevard Restaurant & Functions is situated in the bushland of Kew with spectacular views, just minutes from Melbourne's CBD. The Boulevard Restaurant & Functions features floor to ceiling windows and a relaxing outdoor deck area with superb views of the Melbourne skyline. Join us for a remarkable evening event. Tickets are available when registering online or can be purchased from the Registration Desk.
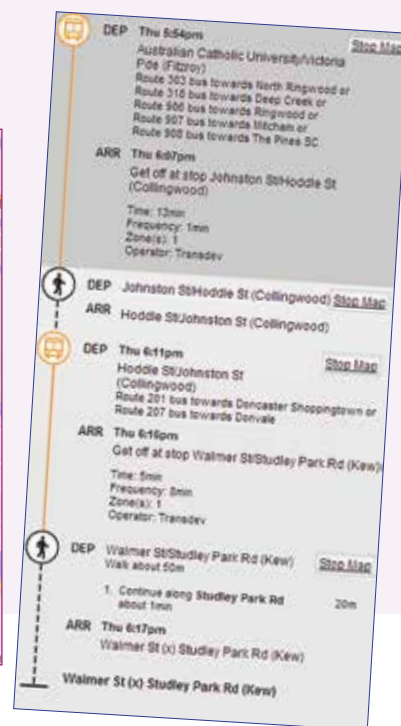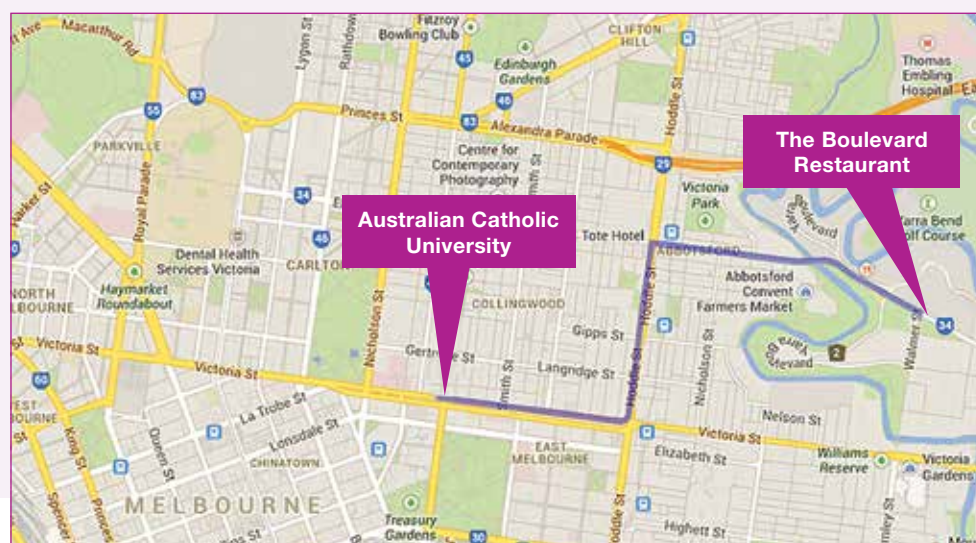
General Information

Registration desk opening hours

The registration desk will be located in the foyer of the Daniel Mannix Building on the Ground Floor. The desk will be open as follows:

Tuesday, 26 November	4:00pm – 6:00pm
Wednesday, 27 November	8:30am – 4:30pm
Thursday, 28 November	8:30am – 5:00pm
Friday, 29 November	8:30am – 12:30pm

Mobile phones

As a courtesy to speakers and other delegates, please ensure all mobile phones are switched off during conference sessions.

Dress code

The standard of dress for the conference and all social functions is smart casual.

Cancellation and refunds

Please note that no refunds will be issued by the Conference Office for any social functions and/or registrations.

Liability

In the event of circumstances beyond the control of the National Association of Enabling Educators Conference and/or the Conference Office, no responsibility will be accepted for any losses incurred.

Name Badges

Name badges should be worn at all times during the Conference, as they are required for entry to the sessions and the trade area. Your name badge can be found in your registration envelope.

Conference dinner tickets

Tickets to the Conference Dinner can be found in your name badge holder. Tickets are required for entry to the Dinner so please take care not to lose these.

Special dietary requirements

Delegates with special dietary requirements who have advised the Conference Office via their registration form MUST make themselves known to the serving staff at all refreshment breaks and functions. Delegates who have not previously advised of special dietary requirements should advise the staff at the Registration Desk immediately so that arrangements can be made.

Parking

Parking is available in the multi-storey car park at the rear of 115 Victoria Parade during semester time.

The carpark is open 7 days a week, Monday to Friday from 7:00am - 9:00pm and Saturday/Sunday from 8:00am - 6:00pm.

The charge is a maximum of $10.00 per day (after four hours). This is payable via a ticket machine.

Limited street parking is available close to the University, but these areas are heavily patrolled, so stick to the time limit or expect a ticket!

There are two disabled parking spaces available in the front car park. Please contact Reception on (03) 9953 3000 if you would like to discuss disabled parking requirements.

Evaluation

Please help us to improve our program by completing the Evaluation Form that will be provided on Wednesday morning and return it to the Registration Desk by the end of morning tea on Friday.

Keynote Speakers

Wednesday, 27 November: 9:20am – 10:20am

PROFESSOR RICHARD JAMES
Pro-Vice Chancellor (Equity and Student Engagement), Melbourne University

Richard James is Pro Vice-Chancellor (Equity and Student Engagement) and a Professor of Higher Education at the University of Melbourne. For seven years he was Director of the Centre for the Study of Higher Education, Australia's leading centre for policy research in higher education. His research program spans access and equity, the transition to university, student finances, student engagement, quality assurance and academic standards. He has published widely on the effects of social class on higher education aspirations and participation. He is a regular public commentator on higher education policy. He is a member of the inaugural Higher Education Standards Panel, which is establishing the standards for the regulation of universities and other higher education providers.

Thursday, 28 November: 9:00am – 9:30am

PROFESSOR ANNE CUMMINS
Deputy Vice-Chancellor (Students, Learning and Teaching), Australian Catholic University

Professor Cummins has national responsibility for the University's Learning and Teaching Centre, Office of Student Success, Student Engagement Services including Equity Pathways, Centre for Indigenous Education and Research and Libraries. Her portfolio also includes oversight of a number of University committees and related policy development and implementation.

"My role involves leadership in support of students in engagement with all aspects of University life, facilitating students in attainment of the Graduate Attributes and progressing to employment in their chosen professions," says Professor Cummins. "This is achieved through enacting the University Mission with an emphasis on the promotion of quality learning and teaching and quality relationships and services for students throughout their undergraduate or post graduate programs."

Professor Cummins has a longstanding commitment to equity and access in education and child and young peoples' services. She has extensive experience on advisory and company boards and has consulted widely in the education and human services sectors. Professor Cummins is currently a Director of Marist Youth Care, a member of the St Ignatius Riverview Council (NSW) and is a director of Sydney College of Divinity.

Thursday, 28 November: 2:10pm – 3:10pm

PROFESSOR ELEANOR RAMSAY
Honorary Professor, Inglis Clark Centre for Civil Society, University of Tasmania, and Adjunct Professor, Hawke Research Institute, University of South Australia

Professor Eleanor Ramsay has worked in education most of her career, initially as a teacher, in this country and others, as a feminist activist in the SA teachers' union, as an equity change agent in the schooling systems of SA and Queensland positions, as the chair or member of a range of government boards and expert advisory bodies at the state and national levels, as a researcher, a consultant, and for almost a decade as the pro vice chancellor responsible for equity at the University of SA. Much of this work has been at the forefront of social, educational, industrial and policy change aimed at the achievement of greater equality of educational opportunities and outcomes, as well gender equity in our public and private lives, emphases also reflected in her research, publications and consultancies. Now an Honorary Professor in the Inglis Clark Centre for Civil Society at the University of Tasmania, Professor Ramsay is active in the public policy and community awareness arenas aimed at increasing educational opportunities and raising the educational attainments in that State, most especially in those communities living with inter-generational under-education and poverty. Professor Ramsay was awarded a Centenary Medal for her contribution to education and an honorary doctorate for her work in educational equity.

Friday, 29 November: 9:00am – 10:00am

PROFESSOR BRONWYN FREDERICKS
Pro Vice-Chancellor (Indigenous Engagement), Central Queensland University

Professor Bronwyn Fredericks is a Murri Australian woman from South-east Queensland (Ipswich/ Brisbane region), Australia. She is the Pro Vice-Chancellor of Indigenous Engagement and the BHP Billiton Mitsubishi Alliance Chair in Indigenous Engagement at CQUniversity Australia. In 2012, she became CQ University's President of Academic Board and in doing so, became the first Aboriginal Australian to hold such a role in an Australian university. Bronwyn has numerous qualifications in education and health and has been a past recipient of a National Health and Medical Research Council Postdoctoral Fellowship and an Australian Endeavour Award.

Guest Speakers

Wednesday, 27 November: 10:20am – 10:50am

PROFESSOR GREG CRAVEN
Vice Chancellor, Australian Catholic University (ACU)

Professor Greg Craven is a lawyer and academic, and has been Vice-Chancellor of Australian Catholic University (ACU) since February 2008. An expert in public law, Professor Craven has published numerous journal articles and four books including Conversations with the Constitution (University of New South Wales Press, 2004). A regular contributor to public debate, he is a columnist for the Australian Financial Review. Professor Craven is also Vice-President of the Australian Higher Education Industrial Association (AHEIA) Executive Committee, and Chair of the Universities Australia Standing Committee on the Tertiary Education Quality and Standards Agency (TEQSA). Universities Australia is the peak body representing Australian universities. Prior to his appointment at ACU, Professor Craven served as Deputy Vice-Chancellor (Strategy & Planning) at Curtin University of Technology in Western Australia, where he also held the position of Professor of Government and Constitutional Law, having previously served as Executive Director of the John Curtin Institute of Public Policy. Professor Craven was Foundation Dean and Professor of Law at the University of Notre Dame Australia, and Reader in Law at the University of Melbourne. He also served as Crown Counsel to the Victorian Government from 1992 to 1995.

Wednesday, 27 November: 2:30pm – 3:10pm

MR DAVID DECARVALHO, Head of Division - Higher Education Division, Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

David joined DIICCSRTE as Head of Division in October 2011. The Higher Education Division is responsible for administering public funding and develops and administers higher education policy and programs. The work of the division contributes to the development and maintenance of a strong, diverse higher education system and to Australia's social and economic need for a highly educated population and skilled labour force David has previously held the positions of Assistant Secretary, Health and Ageing Agency Advice Unit, and First Assistant Secretary, Social Policy Division, in the Department of Finance and Deregulation (DoFD). Prior to joining the Australian Public Service David worked in education and the community sector. He served as Chief Executive Officer to the National Catholic Education Commission (1998-2003) and was a member of the ACER Board and the Centerlink Board of Management. He has a Bachelor of Arts (Hons) and a Diploma of Education from the University of Melbourne and a Bachelor of Theology from the Melbourne College of Divinity. He also has obtained a Masters of Public Law and an Executive Masters in Public Administration from the Australian National University.

Featured Session

Wednesday, 27 November: 1:50pm – 2:30pm

LAUNCH OF THE NATIONAL ASSOCIATION OF ENABLING EDUCATORS OF AUSTRALIA (NAEEA INC.)

DAVID BULL (CHAIRPERSON)

The National Association of Enabling Educators of Australia (NAEEA) will be officially launched at the conference. This session will provide some background to the establishment of the Association. The aims, objectives and purpose will be outlined and the types and benefits of membership explained. The Association's website will also be showcased. Acknowledgement of the contribution of the founding Executive will be made and the intentions of the Inaugural AGM, to be held later in the day, will be explained. The Association will be officially launched by long term enabling education advocate and lobbyist, Professor Eleanor Ramsay.

Primary Speaker Listing

To assist you in finding the presentation abstracts, all primary speakers are listed below in alphabetical order by last name. Other speakers or contributors are listed in the daily session abstract listing.

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Catherine	Burgess	UNIVERSITY OF NEWCASTLE	14
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Speaker Presentations

Wednesday, 27 November

Wednesday, 27 November: 11:15am – 11:45am

WIDENING PARTICIPATION THROUGH A LEARNER PROGRESSION FRAMEWORK

MRS MELISSA NUNN

After the release of the Bradley review in 2008, the Federal Government made a commitment to the Higher Education Participation and Partnership Program (HEPPP). In 2010, 8 of the 9 Queensland universities developed a coordinated approach in response to the Bradley Review to increase the participation of under-represented groups in higher education. In response to this, the CQUniversity Widening Participation team developed a series of programs offered to school aged students under the banner of "Engage Education".

In 2012 the CQUniversity Widening Participation team, in collaboration with CQUniversity staff, schools and community partners worked with over 6000 students to promote, support and raise aspirations of school students towards higher education. The programs encompass students from years 5-12 in Central Queensland from south to Gayndah, north to Calen, and west to Winton. Currently Engage Education programs are offered to 33 high schools and 107 primary schools ranked as quartile one and two (IRSED, 2006).

All Engage Education Programs are underpinned by a Learner Progression Framework (LPF) which sets out key messages based on the social, psychological and cognitive stages of student development. Key messages are progressively reinforced at particular year levels, allowing skills and knowledge to be built systematically as students move through the programs. This pedagogical approach to programs differs to any other university in Queensland in that it builds student's key concepts throughout their progression of the programs. At the conclusion of this presentation you will have a broader awareness of our range of programs and the pedagogical framework on which these programs are based.

Wednesday, 27 November: 11:15am – 11:45am

DO POTENTIALLY SUCCESSFUL STUDENTS IN TERTIARY ENABLING PROGRAMS HAVE ANY COMMON CHARACTERISTICS THAT UNDERPIN RESILIENCE AND PERSISTENCE? IF SO, HOW CAN THIS INFORMATION HELP FUTURE ENABLING STUDENTS?

MR GARY ORTH
MRS CLARE ROBINSON

There is a high attrition rate for students studying enabling courses that do not have academic entrance requirements. The University of Southern Queensland (USQ) has an enabling tertiary preparation program (TPP) that has a large cohort of distance education students as well as a substantial on-campus cohort. Previous research has been done to establish why large numbers of students do not complete the enabling TPP programs. Most research has been impeded by the poor response rate to questionnaires presented particularly to students who have discontinued their studies. Once students have made up their mind to discontinue their studies, they have diminished interest in responding to research that reviews their attitude, motivation and their reasons to drop out of the program.

This research will investigate if there are any common characteristics that exemplify a successful student. Students who were successful in completing TPP were sent questionnaires that examined their attitude and motivation throughout the course to find out what characteristics made them more resilient and persistent compared to their less successful colleagues. The response rate of the completing students was much greater than the response rate of previous questionnaires that researched the attitudes and motivations of discontinuing students. It was anticipated that the findings of this research may be of interest to the TPP teaching staff and when developed may assist in the better management and support of future enabling students.

Wednesday, 27 November: 11:15am – 11:45am

LECTURES AND TUTORIALS: LESSONS FOR ENGAGING ENABLING STUDENTS AND THE POTENTIAL BENEFITS

DR DAVID POWTER

In the changing world of higher education, there is increasing pressure to modernise teaching approaches, often through the use of technology. However, much of the focus and research relates to undergraduate students and tends to ignore aspects of 'traditional' teaching that may be critical in an enabling setting. A short survey of a broad range of enabling students at the University of Newcastle revealed the key elements of lectures and tutorials that engaged or disengaged students from their perspective. Relatively simple changes in teaching approach, such as appropriate pacing; organisation and content; interactivity; enthusiasm and approachability have a considerable impact on whether students remain interested and involved with their course material or not. A set of recommended practices, and those to avoid, are presented in this paper along with a discussion of the wider benefits they may present for enabling students.

Wednesday, 27 November: 11:15am – 11:45am

A REGIONAL UNIVERSITY'S EXPERIENCE OF OFFERING MORE FLEXIBILITY IN AN ENABLING PROGRAM

MS KAREN SEARY
DR JULIE WILLANS

In response to a 2011 institutional review, CQUniversity's Skills for Tertiary Education Preparatory Studies (STEPS) Program underwent a major restructure. The overall aim was to develop a Single Enabling Program (SEP) that accommodated the changing needs of students by affording greater flexibility around course choice, study options, mode and attendance type. While the new 2012 STEPS offering provided notable benefits for students, the administrative work generated became problematic for staff. Consequently, in 2013, changes were made which related to study plans and program rules. These changes have had a positive impact in terms of providing students with a more responsible preparation for undergraduate study, the establishment of clear guidelines around program rules and a significant reduction in the administrative work for staff. This paper reflects on the benefits and challenges experienced by both students and staff when the STEPS program set out to provide greater flexibility and enhanced opportunities for its enabling students.

Wednesday, 27 November: 11:15am – 11:45am

AN EVALUATION OF KAUPAPA MAORI ART CURRICULUM FORWHANAU PARTICIPANTS, GISBORNE NEW ZEALAND

MISS CHERIE TE RORE

Maori centred approaches to therapeutic interventions are developed in the first instance, in response to needs and aspirations that learners present. The development of an art curriculum, based upon aspirations and observations and reflection throughout the programme of the collective whanau of facilitators and students, has enabled an 'action research' element to the work. The primary objective of work undertaken in the series of 'art projects', has been to facilitate a process that acknowledges whanau as the fundamental mode of assessment, service delivery and evaluation. Cited as a "radical shift in focus for Maori health policy" (Cunningham & Durie, 2005, p.229), whanau as a model has supported cohesion of ideas and strengthened connection within the group of facilitators and learners. The reciprocity of whanaungatanga provides a basis to support the fundamental praxis of adult learning theory, that participants are best empowered when the learning context includes their realities (Mezirow, 1990).

Wednesday, 27 November: 11:45am – 12:15pm

THE NON-TRADITIONAL STUDENT WITHIN THE HIGHER EDUCATION MARKETPLACE: AN ANALYSIS OF STUDENT EXPECTATIONS OF ENABLING UNIVERSITY PROGRAMS

DR ANNA BENNETT

This paper analyses non-traditional student expectations of university preparatory programs and themes of subjectivity, discourse and "choice" as a result of consumerist thinking about the higher education "marketplace". It focuses on the Open Foundation Enabling Program at the University of Newcastle as a discursive site of intersecting socio-political discourse, and explores the impacts of living within societies that produce internalised, largely unconscious "individual" desires inscribed within our collective neoliberal sensibilities (where social and political life, citizenship and subjectivity have become strongly influenced by what is known as "economic rationalism" in Australia). It is a conceptual paper drawing on Bauman's "the self in a consumer society" and Foucault's work on neoliberalism. The concepts outlined are important for improving experiences within Enabling Programs where many students' initial impressions of individual choice quickly require adjustment to an understanding of an institutional context where tradition, conformity, and structure (rather than individual agency) dominate. In order to assist students in navigating this terrain, it is important to recognise the politics of discourse and types of hidden inequalities involved.

Wednesday, 27 November: 11:45am – 12:15pm

FLEXIBILITY IN ENABLING EDUCATION: THE EQUITY/EFFICIENCY TRADE-OFF

MS CHERYL BOOKALLIL

Flexibility in Enabling education provides greater equity by making the programs more accessible to a wider range of people. This study covers a variety of accessibility options for Enabling and demonstrates that the more flexible an Enabling program is in terms of enrolment, mode of delivery and expectations with respect to completion dates the lower the outcomes in terms of completions of the program and articulations to undergraduate study. Flexibility induces a much higher enrolment that costs more in terms of Commonwealth funding but the outcomes are far lower than for more structured offerings. The very strength of flexibility can also be its weakness.

Wednesday, 27 November: 11:45am – 12:15pm

"I WANTED TO PROVE I HAD A BRAIN AND GIVE MY LIFE A PURPOSE": PRELIMINARY ANALYSIS OF SURVEY RESPONSES OF FORMER STUDENTS ON THEIR LIVES BEFORE, DURING AND AFTER COMPLETING THE OPEN FOUNDATION PROGRAM AT THE UNIVERSITY OF NEWCASTLE

MS ROSALIE BUNN

A survey of past students was undertaken as part of my PhD on the history and impacts of Newcastle University's Open Foundation program. Requirements for admission to Open Foundation are simply that students are permanent residents of Australia turning twenty years of age in the year of enrolment. The survey, drawn from a register named Potential Enabling Program Participant Research, elicited 340 responses from students who had been enrolled. It asked them why they enrolled, their experience of study while completing the program and what had become of them after completion. Demographic data included sex, country of birth, whether they identified as an Indigenous Australian, whether they had a disability, year of enrolment, subjects selected and career path or destination at the end of their studies. Several short answer qualitative questions were posed such as why they enrolled, whether participating in the program had changed their life in any way, and if so, how? This paper provides some interesting insights into the reasons people sought to change their circumstances and where the challenge of mature age study has led them.

Wednesday, 27 November: 11:45am – 12:15pm

ACADEMIC SKILLS INITIATIVES AT ACU BALLARAT WHICH ENHANCE SUPPORT AND RETENTION FOR COMMENCING UNDERGRADUATE STUDENTS.

MS SUZANNE DOOLEY
MS ERIN BLACKWOOD
MS TENAE JONES

The Ballarat Campus of ACU with its predominantly regional and rural cohort experienced considerable growth in recent years. It has a strong focus on first year support and retention as many students are first in family to attend university and away from home.

This narrative paper addresses Academic Skills initiatives to enhance support and retention for first year undergraduate students, including the successful embedding of academic skills teaching and learning into first year subjects from 2006-2013, in both Health Sciences and Education.

It also addresses the evolution of the initiative to employ two final year undergraduate students to work part time as academic skills tutors, providing individual and small group support to students, in academic writing, mathematics and more recently, biology. The student tutors who currently work in this position will reflect on their experiences and perceptions of the strengths and weaknesses of this initiative.

The academic skills tutors from Health Sciences and Education model student success. This initiative was a risk for the management of Academic Skills. However it now enjoys support from management, academic staff and students, especially from those in their first year at ACU Ballarat.

The Learning Outcomes for delegates would include an insight into the initiative of employing undergraduate students as academic skills tutors for four years. There may also be some insight into how the Academic Skills has been embedded into first subjects.

Wednesday, 27 November: 11:45am – 12:15pm

ENABLING CONNECTIONS AND PERSISTENCE IN A DISTRIBUTED LEARNING COMMUNITY

MR GEORGE MORRISON

There has been a wealth of published research into retention and attrition in university undergraduate programs but comparatively little has been published about the factors that influence completion on tertiary pathway programs. Government initiatives to widen participation and provide access for sectors who do not traditionally benefit from university education has increased the importance of pathway programs populated by non-traditional university applicants with little or no previous exposure to academic culture. The majority of participants in the Tertiary Preparation Program at the University of Southern Queensland have undertaken little or no academic training since year 10 or 12 of secondary school. In addition, many have significant non-study commitments that impact on study progression. This presentation will present results from a study investigating the participants' experience of a range of constraints and barriers to completion on a tertiary preparation program and the strategies used by successful students to overcome constraints. Strategies enabling completion of study are predicated on a range of sociocultural and linguistic competencies that enable students to build capacities to overcome social and academic barriers. The presentation will offer a practical understanding of curriculum and support mechanisms described by successful students as enabling persistence with study.

Wednesday, 27 November: 11:45am – 12:15pm

"BUILDING SKILLS FOR SOCIAL WORK" PROGRAM INITIATIVE – A COLLABORATION BETWEEN SOCIAL WORK AND ACADEMIC SKILLS

MRS HELEN REDFERN
MS GAY LYELL
MS ANN MAJKUT

The Building Skills for Social Work Program is a Social Work initiative on the ACU Brisbane campus in collaboration with the Academic Skills Unit and involved an embedded and discipline specific approach to the building of key concepts for study. The program objectives were to develop students' understanding of the core professional practice skills of critical reflection and critical analysis, and to develop their ability to write academically, critically, and reflectively.

For its initial trial in Semester 1, 2013, the program was embedded within 2 introductory units in the Bachelor and Masters programs with an emphasis on its connection to the formal assessment tasks in these units. This involved a survey of student perceptions and understanding of academic writing, assessment and feedback of a non graded writing task in the first weeks of semester and subsequent skills development involving collaborative teaching by social work lecturers and academic skills staff.

Overall, 22 of the 25 students (88%) enrolled across the two units participated in the program with 16 of these students (73%) attending the Skill Development Workshops. Students provided very positive feedback reporting that the writing tasks, task feedback and workshops had increased their understanding of the requirements for academic writing in social work and overall they had found the program useful. Students' performance outcomes on the initial unit assessments also indicate the effectiveness of the program. Overall, the program has been evaluated against five criteria – resilience, accessibility, feasibility, transferability and sustainability and it has demonstrated some potential for broader application.

The process, documentation and ways of using resources and support in this project is informative for similar initiatives that focus on strategies for improving student engagement and understanding of the knowledge and skills required for success in academic writing and professional practice.

Wednesday, 27 November: 12:15pm – 12:45pm

INITIAL APPROACHES TO STUDYING BY OPEN ACCESS UNIVERSITY STUDENTS: IMPLICATIONS FOR PROGRAM CURRICULUM AND DELIVERY

DR TASMAN BEDFORD

This paper reports a study of initial approaches to studying by students enrolled in two open access programs of the University of Southern Queensland (USQ). The potential importance of students' initial approaches to the work of studying, in terms of student engagement and progression in a higher education study program, is briefly discussed. The results of two studies, one with award diploma students and the other with non-award enabling program students, are compared. Results obtained from the earlier of the two studies (with enabling access program students) influenced teaching staff to review and modify the curriculum and delivery of the program. As these teaching staff subsequently developed, and now teach, the curriculum of the award diploma program, they may tend to assume that all cohorts of students who enrol in university open access programs have similar general patterns of initial approaches to studying. This paper presents a test of this assumption. Students' self-reported data on their study-behaviour patterns within the domains of information processing strategies, regulation of learning strategies, learning orientations, and conceptions of learning were used in the two studies. The paper concludes with a brief discussion of implications for curriculum that appear to arise from the data.

Wednesday, 27 November: 12:15pm – 12:45pm

THE OPPORTUNITIES AND CHALLENGES FOR ENABLING EDUCATION: IMPLEMENTING OPEN

MS KATE JUDITH
MR DAVID BULL

The open education resource (OER) movement has emerged to encompass wide ranging open practices, as it increasingly re-shapes the future of higher education. This popular movement provides both opportunities and challenges for educators, as identified by research addressing the feasibility of open practices (Bossu, Brown & Bull, 2013).

Enabling education programs and open education practices would seem to be good partners. Free resources without copyright restriction appear to be a perfect match for policy aimed at widening access to higher education.

This paper reports on the challenges faced in developing an enabling course resourced entirely by open licensed materials. The course provides many opportunities for broadening the accessibility of higher education beyond the scope of current enabling programs but has encountered a variety of practical challenges during its development. The paper then proceeds to suggest how some of these challenges might be addressed in the foreseeable future.

Wednesday, 27 November: 12:15pm – 12:45pm

WHEN KNOWLEDGE 'CLICKS': FACILITATING A FLEXIBLE CLASSROOM THROUGH THE USE OF IN-CLASS TECHNOLOGY

JOYLEEN CHRISTENSEN

This paper provides an overview of the recent introduction of in-class technology ('clickers') into the English Literature & Film course, which is offered in the Open Foundation enabling program at the University of Newcastle's Ourimbah campus. The shifting demographic composition of this particular student cohort necessitates a substantial degree of flexibility within the course – not only in terms of the variety of content (which is, admittedly, relatively easy within this particular discipline) but also in the practice of teaching this group. Therefore, the original motivation for trialling clickers in this course was to identify a way of better accommodating the needs of a rapidly changing student cohort, whilst attempting to find an effective means of gauging knowledge acquisition in a fast-paced Intensive study program.

Wednesday, 27 November: 12:15pm – 12:45pm

PATHWAYS, DIVERSITY AND ACADEMIC SKILLS: BOURDIEU AND SECOND YEAR VET ARTICULANTS

MS PAMELA DELLY

This work in progress investigates academic strategies of students transferring from Vocational Education and Training (VET) directly into second-year university program. Because these students' first- year university experience occurs within the second-year program, they cannot access first year supports and they miss introductory subjects. Bourdieu provides a theoretical framework for the study and this paper will explore Bourdieu's Field Theory and its application to these VET articulants. Having come from competency based education (VET), it is argued these students enter a field (second year of an undergraduate degree) where the rules (such as writing academic essays, analysing texts, referencing conventions) are unknown to them. Because lecturers assume they have second year academic skills the rules of the new game are rarely made explicit. Bourdieu's Field Theory and his notions of habitus and cultural capital will be used to consider some of the possible difficulties these students face in their first year at university.

Learning outcomes:

As a result of attending this presentation, conference delegates will have a greater understanding of:
- The limited academic preparedness of some students in second year university programs;
- the importance of explicitness in the curriculum
- the diversity of students entering second year university programs

Wednesday, 27 November: 12:15pm – 12:45pm

NEEDS-BASED MENTORING: A DYNAMIC APPROACH TO ENGAGING STUDENTS FROM REFUGEE BACKGROUNDS

MR ROBERT EPHRAUMS
MS HINA KHAN

In the current climate as educational platforms and pathways diversify, so too must the approaches to student engagement in higher education. Students from culturally and linguistically diverse (CALD) backgrounds make up approximately 30% of the students enrolled in NSW government schools (2012) and often face a multitude of barriers engaging in the Australian higher education system. Of students from CALD backgrounds, those who have come to Australia as refugees face additional educational access barriers and catering to the needs of these students is necessarily complex. Although each student is unique, due to the nature of the refugee experience, and the barriers often faced by CALD students in Australia, students' face cumulative deprivation of relevant cultural capital (including assumed knowledge about further education such as HECS-HELP, ATAR and higher education pathways) and multifaceted disadvantage, inhibiting meaningful access to further education opportunities. However, research shows that despite this cumulative deprivation, when given the necessary support in accessing higher education and developing cultural capital, students from refugee backgrounds successfully engage in higher education.

The Macquarie Mentoring program, through consultation with students from refugee backgrounds, schools, and governing bodies, supports high school students from refugee backgrounds. The program uses a holistic and flexible step-by-step approach to mentoring and allows the students to set the speed and direction of the mentoring process, and to take ownership of their engagement in higher education. Macquarie mentors, often from similar backgrounds to the students, serve as positive role models and seek to foster students' confidence in their own capacities and high aspirations whilst encouraging them to think laterally about the opportunities available to them. This paper will discuss the benefits and success of the Macquarie Mentoring program as a flexible platform with which to engage high school students from refugee backgrounds in higher education.

Wednesday, 27 November: 3:15pm – 3:45pm

OVERCOMING THE EDUCATIONAL DISADVANTAGE OF PEOPLE WITHOUT INTERNET ACCESS: A SERIES OF RESEARCH PROJECTS UNDER TRIAL IN A CORRECTIONAL CENTRE

DR TASMAN BEDFORD
MR GARY ORTH

This paper describes the initiation and ongoing development of several partnership projects that aim to provide aspiring university students who lack internet access with opportunities to experience using an e-learning environment similar to those increasingly exclusively used to deliver higher education programs. The paper focuses on the initial project in the series, and the implications for further development that arose from the findings of the trial of this project with students in a correctional centre. The initial project involved students' use of an internet-independent version of StudyDesk and of e-Readers on which course learning materials were loaded. StudyDesk is the Moodle-based learning management system of the University of Southern Queensland (USQ). The trial phase of the initial project was carried out with a group of incarcerated students enrolled in a core course of the Tertiary Preparation Program (TPP) of the University of Southern Queensland (USQ). The internet-independent version of the StudyDesk was loaded to a server in the education facility of a correctional centre, and could be accessed by inmates enrolled in the course. The paper concludes with a summary of findings from the trial phase, and an outline of new research projects that are based on these findings.

Wednesday, 27 November: 3:15pm – 3:45pm

A FLEXIBLE RESPONSE: MONITORING AND RESEARCHING THE PERFORMANCE OF ENABLING STUDENTS IN FIRST YEAR UNDERGRADUATE NURSING.

MS CATHERINE BURGESS
DR BRONWYN RELF

Over the last five years increasing numbers of students completing Science courses in the Enabling programs at the University of Newcastle have enrolled in the Bachelor of Nursing. In 2012, 201 or 36% of the first year intake into Nursing came through the enabling programs. The widening participation agenda and the increased accent on the economic outcomes of higher education have resulted in a greater number of students choosing to enrol in the enabling sciences as a direct pathway to a career in nursing. In the process of monitoring these students' performance in their first year of undergraduate Nursing over a number of years, a decline in student performance recently began to emerge. The response encompassed both curriculum and pedagogy and a more targeted and flexible approach to preparing students for a nursing degree. This paper explores the shift in performance data which resulted in the development of an innovative new course designed not only to ensure access but to ensure more successful participation in Undergraduate Nursing for enabling students at the University of Newcastle.

Wednesday, 27 November: 3:15pm – 3:45pm

LEAP INTO LEARNING: EMBEDDING INFORMATION LITERACY TO ENABLE SUCCESS

MS MARIA EL-CHAMI
MS MEDWENNA BUCKLAND
DR MICHELLE BLACK

In 2012, the Australian Catholic University (ACU) joined the Bridges to Higher Education program to boost the number of students from low socio-economic backgrounds participating at university. In the same year, the ACU Library developed Leap into Learning (LIL) an online program which provides students with information literacy and referencing skills. Content was aligned to the University's graduate attributes and to the intended learning outcomes. Video tutorials and animations, linked to discipline-specific content and assessment, were critical in ensuring that our diverse student body understood the relevance of the program to their units of study. This paper will discuss the benefits of embedding interactive core skills programs into first year units of study, particularly in relation to low SES and low entry-level students. Findings from an evaluation of LIL will be presented and the impact on learning and teaching discussed.

Wednesday, 27 November: 3:15pm – 3:45pm

A PIPE DREAM? COST-EFFECTIVE SUPPORT FOR ENABLING STUDENTS STUDYING ONLINE

MS LYNN JARVIS
MR MIKE HARRIS
MS PAULA JOHNSON

Enabling programs and online learning are two key tools for meeting the Federal Government's agenda of widening and increasing participation in higher education in Australia. When the two are combined, however, the results are often poor with many enabling students lacking the fundamental study-skills required to operate successfully in the online environment. Providing effective and targeted support for such students in tight University budgetary environments can also be challenging. This paper looks at some preliminary findings from a small pilot program in Tasmania, where community volunteers were recruited to mentor enabling students through their first encounter with higher education.

Early indications from this pilot are that the provision of community volunteer mentors does have the capacity to provide efficient and effective support for this cohort.

Wednesday, 27 November: 3:15pm – 3:45pm

'I GREW AS A PERSON' : THE ROLE OF CRITICAL PEDAGOGY IN ENABLING PROGRAMS

MS JENNIFER STOKES
MS TAMRA COCKS
MS SARAH HATTAM

In enabling programs, refugees from war-torn countries sit next to students from low-SES backgrounds, discussing issues they have in common while learning about each other's differences. Students with learning disabilities work to manage their challenges with the help of classmates who are learning in a second language. It is the enabling educator's role to teach this new and diverse cohort in ways that will assist them to transition to undergraduate study; however the best practice pedagogies are still being ascertained. This paper will provide a case study of critical pedagogy (Friere 2004; Gonzalez, Moll & Amanti 2012; Shor 1999) and practice across three courses in one Australian enabling program, designed to support student development in academic literacy, critical literacy and understanding academic culture. Across these complementary courses, students learn necessary practical skills, such as essay-writing and research, while they also develop criticality. The development of criticality allows students to better understand, critique and, perhaps, address societal inequities (Kress 2011); supporting students to become agents of change who can achieve in the broader university and society.

Delegates attending this presentation will learn about the role of critical pedagogy in enabling programs and also gain practical strategies for teaching students criticality.

Wednesday, 27 November: 3:15pm – 3:45pm

INTEGRATING MANAGEMENT THEORY AND ACADEMIC SKILLS TO EMPOWER ENABLING STUDENTS: A PRACTICAL APPROACH

MS ANNIKA WESTRENIUS

Enabling students with a readiness to learn have a pragmatic and task centred orientation to learning; they have a purpose and typically also some work and life experience. Explicitly creating a strong connection between student's prior experiences, business and management theory, and the application of such theory to student's own learning process and academic success, empowers students to engage with the material and become self-directed. For students, the course material offers useful tools to understand and contextualise prior knowledge, a process that is encouraged as part of class discussions. However, the material also has relevance for their future. The course covers topics such as planning, motivation, decision-making, leadership, managing teams, communication, change management and organisational learning. Generic, transferable skills important for academic success are therefore intrinsically part of the course as they are also management skills. Academic skills such as research, critical thinking and academic communication, both oral and written, are developed and integrated with business and management theory. This paper reports on some strategies used to integrate the teaching of business and management theory with the teaching of academic skills. Student feedback and performance on assessment items indicates that the approach has merit; students develop self-efficacy, and an attitude of life long learning is promoted.

Thursday, 28 November

Thursday, 28 November: 11:25am – 11:55am

BUILDING FLEXIBLE KNOWLEDGE IN MATHEMATICS

MS MARINA PENGLASE

Research on the quality of learning and achievement in mathematics highlights the importance of presenting mathematics to students in ways that enable them to operate from a well-developed conceptual understanding. A strong understanding of the principles that underpin mathematics and the links between these is often described as knowledge or understanding that is 'flexible' (Rittle-Johnson & Star, 2008). Teaching that facilitates this type of development in mathematics has been found to be instrumental in promoting the use of higher order thinking skills and learning-independence, and in giving students an interest and enjoyment in mathematics as well as sustainable motivation to learn mathematics. This presentation describes a metacognitive approach to the teaching of mathematics that has been the focus of the presenter's recent doctoral research project, and outlines how the principles that underpin this approach have been utilised in teaching an Introductory Mathematics course in the Open Foundation program at the University of Newcastle.

Thursday, 28 November – 11:25am – 11:55am

PANEL SESSION: STUDENT RETENTION AND ATTRITION IN UNIVERSITY-BASED ENABLING PROGRAMS

DR BARRY HODGES
DR TAS BEDFORD
DR JANE HARTLEY
DR CHRIS KLINGER
A/PROF NEIL MURRAY
DR JOHN O'ROURKE
DR NEVILLE SCHOFIELD

Background: The OLT-funded collaborative project CG10-1697 "Enabling retention: Processes and strategies for improving student retention in University-based Enabling Programs" was carried out across the enabling programs of five Australian universities between 2011 and 2013 to investigate patterns and processes of student attrition in these programs. It is the first large-scale study of its kind.

The proposed panel consists of three parts:

1. A paper reporting on the final results of a longitudinal quantitative study of student attrition in these programs;
2. A paper presenting suggested retention enhancement strategies focussed on the areas of concern arising from the quantitative study along with discussion of some principles underlying these responses;
3. A discussion session with a panel consisting of project participants.

1. Conference paper

Title: Enabling retention: Understanding and improving student retention rates in Australian universities' enabling programs

Abstract: In Australia, university-based enabling programs provide a significant and successful pathway into higher education for many disadvantaged students who would otherwise be unable to access university study. Student attrition rates in such programs tend to be high with associated costs to both the individuals and institutions concerned.

During 2011 and 2012 enabling educators in five Australia universities conducted a longitudinal quantitative study into student attrition in their enabling programs with the aim of providing a body of research evidence on which to develop appropriately targeted retention enhancement strategies. This paper presents the salient findings of that study. It focuses, in particular, on those distinctive features of attrition in enabling programs that arise from their aim of attracting non-traditional students from a range of equity target groups into tertiary study, including any effects of factors such as socio-economic status, prior level of education, age and gender.

The paper will be of interest to both researchers and practitioners in enabling education.

2. Conference paper

Title: Enabling retention: Strategies to enhance student retention

Abstract: As part of the OLT-funded project "Enabling retention: Processes and strategies for improving student retention in University-based Enabling Programs", the research team undertook an extensive process of consultation and discussion with practitioners in enabling education across Australia. This paper brings together the results of that process with insights gained from extensive research and experience in student retention and presents a sample of the developing collection of retention enhancement strategies, targeted on the areas of concern identified in the quantitative study, which are available to the wider community via the project website. It will also (a) present a discussion of principles underlying the implementation of strategies to improve student retention in enabling programs, (b) introduce the project website and (c) demonstrate a template to facilitate upload and sharing of further retention enhancement strategies.

Participants will take away a greater appreciation of the general processes of retention and attrition in enabling programs in the context of the distinctive features of these programs and an enhanced understanding of the kinds of cost/benefit trade-offs underlying potential measures to improve retention.

3. Panel discussion

Researchers involved in this study will lead a panel discussion of the principles and strategies presented in the previous paper, with specific reference to successfully implemented strategies, the application of the strategies to particular contexts and promising future directions. There will be an opportunity for questions and for deeper discussion and community input on these and related issues.

Thursday, 28 November: 11:25am – 11:55am

SUCCESSFULLY TRANSITIONING TO UNIVERSITY: THE INFLUENCE OF SELF-EFFICACY

MRS TRIXIE JAMES

Within the current context of offering university education to the broader socio-economic environment, there is a concern that students who have been out of the education arena for many years may not handle the rigours of university. Therefore, an even greater emphasis has been placed on up skilling through enabling programs prior to entering university. However, research that investigates the successful transition of students from enabling programs to undergraduate study is quite limited. This research explored the lived experiences of eight first year undergraduate students who had all completed the STEPS enabling program, successfully transitioned and completed their first year of undergraduate study in their chosen degree. Where experiential evidence from enabling educators points to the fact that their students enter university better prepared and with a higher level of resilience, this research explores this idea from the student perspective and their lived experiences. Through the process of existential phenomenology, this research identified six themes that ultimately demonstrate that, through mastering core skills and adopting a studious mentality with a positive attitude, these students displayed high levels of self efficacy. This paper will investigate ways that enabling educators can assist with the development of self-efficacy and embed strategies into their teaching practices.

Thursday, 28 November: 11:25am – 11:55am

A PIPE DREAM? COST-EFFECTIVE SUPPORT FOR ENABLING STUDENTS STUDYING ONLINE

MS LYNN JARVIS
MR MIKE HARRIS
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Enabling programs and online learning are two key tools for meeting the Federal Government's agenda of widening and increasing participation in higher education in Australia. When the two are combined, however, the results are often poor with many enabling students lacking the fundamental study-skills required to operate successfully in the online environment. Providing effective and targeted support for such students in tight University budgetary environments can also be challenging. This paper looks at some preliminary findings from a small pilot program in Tasmania, where community volunteers were recruited to mentor enabling students through their first encounter with higher education. Early indications from this pilot are that the provision of community volunteer mentors does have the capacity to provide efficient and effective support for this cohort.

Thursday, 28 November: 11:25am – 11:55am

IS THERE ROOM FOR EVERYBODY?

MS JULIE PENNO
MS ANNE KERRIDGE

Acceptable and expected living standards have been continually increasing in Australia and this has been particularly marked during the last two generations. This development is incurring a greater financial input from any student living independently. Often mature age students have families and financial obligations. Students' time is taken up with family, work, financial concerns, social obligations, travel and religion in addition to their study. Universities are competing for students' time in a period when their commitments are escalating and life is far busier than it was even one generation ago. With ever increasing demands on students' time, tertiary education institutes need to find effective ways of supporting their students, both on campus and online. Acknowledgment of the constant and continual change in students' lifestyles and seeking and implementing effective methods of connecting with and supporting students can improve the student experience which may contribute to increased student numbers and a more positive retention rate.

Thursday, 28 November: 11:25am – 11:55am

A FLEXIBLE AND SUPPORTED APPROACH FOR EXPLORING NEW PEDAGOGIES AND CURRICULA – EDUCATORS ENQUIRE THROUGH ACTION RESEARCH

MS BETTINA SCHWENGER

Since 2009, foundation and bridging educators have enquired through action research to reconsider their learning and teaching approaches in relation to new pedagogies and curricula and to better support student success and retention. Action research offers a systematic, yet flexible approach where the individual sets the agenda, in response to perceived challenges (Piggot- Irvine, 2009). At Unitec Institute of Technology, academic staff in a number of disciplines and student services has chosen this path to examine and act on their challenges, strategies and practices (Schwenger, 2010).

The Literacy and Numeracy Action Research Enquiry Model has been used as a methodological framework for the annual umbrella evaluation study and for each enquiry project. By gathering data before and after the teaching interventions, the evaluation studies investigate the participants' successes and challenges whilst capturing how

participating in action research enquiry has impacted the pedagogical understanding and teaching of foundation and bridging educators.

The findings clearly show that action research enquiry has provided an engaging and flexible space to reflect, rethink and change pedagogies and curricula, with positive effects on students' learning. The paper shares how action research enquiry can support educators' work and during the presentation participants will be guided through the action research enquiry process.

Thursday, 28 November: 11:25am – 11:55am

STUDY-RELATED PROFILES OF OPEN ACCESS DIPLOMA AWARD STUDENTS: AN ONGOING RESEARCH STUDY

MR NICK TODD
DR TIM DALBY
DR TAS BEDFORD

This paper presents an interim report of an ongoing research project designed to provide study-related profiles of students enrolled in foundation diploma programs at the University of Southern Queensland (USQ). These programs have two inherently unique characteristics: firstly they are open entry, and secondly they were intentionally designed and accredited as award level courses. The purpose of the study is to provide the program curriculum designers and teaching staff with data that could assist them to provide optimum quality learning experiences for the students. Relatively little is known at USQ about the study-related characteristics of these 'non-traditional entry' university award diploma students. Some study-related characteristics of open entry non-award higher education enabling programs have been identified in the research literature. However, the applicability of these characteristics to students who enrol in the USQ open access university award diploma programs in unknown. The data gathered from the students by various means included biographical and demographical data, data on the student's initial approaches to study, and data on students' perceptions of influences they experienced to either continue with, or discontinue, their studies. A brief summary of data gathered in students enrolled in USQ open access diploma programs in semester 1, 2013 is presented. Some tentative implications of the emerging data from this project for curriculum design and practice are discussed.

Thursday, 28 November: 12:00pm – 12:30pm

EMBEDDING CAREER DEVELOPMENT INTO COMPUTER LITERACY IN A BRIDGING COURSE: CREATING FLEXIBLE LEARNING AND TEACHING ENVIRONMENTS

MARGUERITE WESTACOTT
KELLY CHAMBERS

Embedding career development into computer literacy in a bridging course: Creating flexible learning and teaching environments

At the University of the Sunshine Coast we have developed an innovative curriculum design that embeds career development and self-reflective practice into a computer literacy course for Tertiary Preparation Pathways. This is an on-going project that has created a framework for students to reflect on their career development in flexible learning environments, empowering their decision making for future studies and career pathways. The curriculum design has produced a flexible teaching environment for sessional staff, providing direction that does not inhibit personal teaching styles. We would like to demonstrate at NAEEA Conference at ACU in Melbourne some of the pedagogical and curriculum design in a workshop environment. We propose to broaden the concept of digital literacy skills in bridging courses to include an empowering exploration of the students' potential future academic studies and career goals in an interactive workshop.

Thursday, 28 November: 12:00pm – 12:30pm

IS THERE A 'BEST WAY' TO PROVIDE SUPPORT TO ENABLING STUDENTS AND CAN THERE EVER BE 'TOO MUCH' SUPPORT?

A/PROFESSOR SEAMUS FAGAN

Historically, Australian enabling programs have had limited funding to provide adequate ongoing support to enabling students. In recent times because of the availability of HEPP funding, enabling programs have had access to significant funds to address this support deficit. This paper will outline what type of support should be available to enabling students and then outline how at Newcastle, we have where possible, "embedded" the support within the program. This support includes learning development, second language support, counselling, careers, PASS and BOOST, the transition in and out of our programs as well as maths and science support. There will also be a discussion on whether "too much support" in the enabling program may have an impact on enabling student transition into undergraduate programs and what can enabling programs do if HEPP funding "dries up".

Thursday, 28 November: 12:00pm – 12:30pm

ENCOURAGING STUDENT ENGAGEMENT AND PARTICIPATION: CAN AN ONLINE ORIENTATION HELP?

MS ELIZABETH GOODE

The University of Newcastle's online enabling program Open Foundation by Distance has been offered as a pathway into University since 2003. Originally a paper-based program, Open Foundation by Distance is now fully online. In 2012 a week-long online orientation, Week Zero, was integrated into the program's first semester. Since Week Zero's initial offering evaluative measures indicate that the orientation has had a significant positive impact on student engagement and experience across the life cycle of the program. Attendance at online tutorials, interaction in discussion boards and rates of Blackboard access have all risen – with some measures of engagement increasing by more than 500 per cent compared to previous years. This paper discusses the impact of Week Zero on student engagement and experience during 2012 and 2013. It outlines areas of consistent impact across the two offerings, and evaluates key redevelopments to the orientation's structure and content in 2013. The paper also argues that despite Week Zero's sustained positive impact on student engagement and experience, an online orientation should not be considered a panacea for low completion rates in an open access, online enabling program. Rather, it is contended that it is one aspect – albeit a critical one – of a holistic approach to supporting non-traditional students as they access and engage with higher education.

Thursday, 28 November: 12:00pm – 12:30pm

'FROM NOTHING TO MASTERS' THE EXPERIENCES OF STUDENTS IN BRIDGING AND FOUNDATION EDUCATION

MRS MARY MANDERSON

Whitireia NZ has now been offering Foundation and Bridging education to students successfully for over 25 years. For the last 20 years a longitudinal study has tracked some of these students. One of these students who is now teaching in a degree programme called her journey from "Nothing to Masters". What has been learned from the feedback from these past students? One point that continues to be commented on by these students is the model for support that is used in the foundation programmes. This model is called student strategies for success (SSS). It was developed especially for students who in the past had not realised that they had the potential to get a tertiary qualification. Many experiences and decisions during their compulsory education were made without an understanding of the effect that they could have on their future educational pathway. The flexibility of

the model has allowed it to be adapted to the ever changing tertiary educational environment while still enabling the student to form a personal pathway to their academic success.

Thursday, 28 November: 12:00pm – 12:30pm

PROGRAMS PROMOTING ACCESS TO HIGHER EDUCATION

MS CATHERINE O'DONNELL
MS JULIENNE TANNER
MR MICHAEL RUSSO

AIMS:

1. To outline the development and implementation of three 'Access' programs: Uni Step Up, Principal's Recommendation Program and Education Reconnect.

2. To examine outcomes to date.

3. To provide an opportunity to share the challenges and successes to date.

4. To provide a short forum for discussion with colleagues re practice and future for such programs

Context: ACU's Equity Pathways responds to the Commonwealth Government's 2009 policy Transforming Australia's Higher Education System, that aims to foster Australia's economic and social progress by making it a successful participant in the future global knowledge economy. Equity Pathways partners and collaborates with schools and communities throughout Australia.

Through its ACUgate programs ACU offers schools and communities a range of programs that come under three broad headings, Awareness, Aspirations and Access.

This presentation will involve three programs of the third category, Access. They are Uni Step Up (USU), Principal's Recommendation Program (PRP) and Education Reconnect (ER).

The fact that these programs are conducted in Queensland, New South Wales and Victoria and operate alongside three different state education systems offers a unique perspective for this presentation.

Thursday, 28 November: 12:00pm – 12:30pm

GIVING BACK: DEVELOPING A MENTOR PROGRAM FOR FOUNDATION STUDIES STUDENTS IN AN AUSTRALIAN UNIVERSITY COLLEGE.

DR BIANCA PRICE
MS JENNIFER STOKES

'Being able to help other students felt like giving back to the university that has given to me so much' – 2013 Mentor survey
A more diverse student cohort is entering the higher education system via enabling programs; however these new students often have limited knowledge of university and would benefit from an informed peer support network. In recent times, enabling programs have become increasingly popular and attractive options for non-traditional University students to pursue their tertiary education. However this does present a number of challenges for academic staff as well as the individual students. Given the students' limited knowledge, experience and background with universities, mentoring provides an effective platform worthy of further consideration and development. This paper will discuss the development and implementation of a mentor program at an Australian university college.

In this program, mentors are high-achieving College alumni, selected through a competitive application process. They reflect the diversity and experiences of the commencing student cohort, as well as the range of undergraduate degrees students may aspire towards. The

program provides an additional support tool for new students as they make the transition to undergraduate studies. The program adopts an inclusive approach, fostering a supportive peer network that aims to improve the student experience. Consistent with existing literature, this study highlights the positive contributions a mentor program can have, particularly when working with students from equity groups.

This paper will reflect upon the program's success and the role of alumni mentors in building a positive culture and 'learning community' (Power et al. 2011) in an enabling program. Delegates will learn how to create a mentor program and hear about the benefits for mentees, mentors and staff.

Thursday, 28 November: 12:35pm – 1:05pm

PARTNERSHIPS FOR PATHWAYS TO TEACHING: THE CATHOLIC TEACHER EDUCATION CONSORTIUM

MS HELEN BUTLER
MS ANNE-MAREE DAWSON

The Northern and Western regions of Melbourne are among the most rapidly growing areas in Australia, and also include some of the lowest income communities in the Melbourne metropolitan area. The expansion of growth in secondary schools in these areas brings the challenge of providing adequate numbers of quality teachers into the future. At the same time, there are many young people in these schools who may not aspire to teaching as a career, for a range of personal and family reasons. The Catholic Teacher Education Consortium (CTEC) has been established to encourage young people in Catholic schools in the northern and western regions to aspire to, access, and successfully complete a university degree in secondary teaching. CTEC is developing a program of mentoring and support that extends from the application process and school-university transition through the duration of the course, including the university-work transition. This presentation will explore the establishment and progress of the CTEC program as a partnership between 14 schools, the Catholic Education Office Melbourne and the Australian Catholic University, identifying the anticipated benefits for all partners and the potential for further development.

Thursday, 28 November – 12:35pm – 1:05pm

TRANSFORMATIVE LEARNING DEVELOPMENT AS A BASIS FOR MAXIMISING THE IMPACT OF CRITICAL THINKING AS A CORE ELEMENT OF ENABLING CURRICULA

MRS JESSAMYN CLARKE

Critical thinking (CT) is essential for success in undergraduate education and hence is an essential consideration in enabling curriculum and pedagogy. However, the literature is divided on the best strategies for approaching the learning of CT. Much of this comes down to differences in the way that CT is defined and conceptualised. On the one hand, CT can be conceptualised as a collection of skills – such as observing, inferring, assessing statements and critiquing arguments – that are generalised and transferable, and subject to a threshold level of competence in a particular discipline in undergraduate contexts. In a crowded curriculum it can be attractive to approach the learning & teaching of CT based on this conceptualisation – as a purely applied exercise in basic academic skills development. However, there are arguments supporting the view that the conceptualisation of CT in terms of skills is too limited and, hence, approaching it in terms of skills development is too superficial. It is argued that CT is more a set of behaviours and psychological traits that require students to undertake deep learning based on rigorous scholarship; and including

the development of a deep knowledge of oneself. Approaching CT from this perspective leads to learning & teaching strategies aimed at supporting a transformative process that better positions the student for success in undergraduate education and lifelong learning.

This presentation looks at different strategies for the learning & teaching of CT based on these differing conceptualisations, and assesses them in terms of both their effectiveness in supporting the attainment of CT required by undergraduate students and their practicality in terms of their ability to be incorporated into enabling education.

Thursday, 28 November: 12:35pm – 1:05pm

PRACTICAL AND PROFOUND: THE BENEFITS OF THE UNIVERSITY PREPARATION PROGRAM AT UTAS

DR NICOLE CRAWFORD

This study focused on the University of Tasmania's University Preparation Program (UPP) in Launceston, Tasmania. It set out to find the benefits of UPP from the perspectives of former UPP students, once they were in a degree. The research is qualitative; former UPP students were interviewed one-on-one or in focus groups, and data analysis was performed. The themes that arose were expected and practical, such as students developed their academic skills and understood the expectations and demands of the university culture. In addition, some findings were surprising and profound. For example, former UPP students had taken on leadership roles in their first semester of undergraduate study. Furthermore, they had changed their long-standing attitudes and understandings of people from cultures different to their own. This impact is one that a student not only carries with them into their degree, but may also influence their families, friends, and communities. Delegates will be challenged to explore the multi-layered benefits of enabling programs, and to consider what constitutes successful outcomes.

Thursday, 28 November: 12:35pm – 1:05pm

CORRELATION OR CAUSALITY: RAISING EQUITY ASPIRATIONS IN THE EMERGENCE OF QUALITY AGENDA

ASSOCIATE PROFESSOR MAHSOOD SHAH

Governments have introduced policies related to widening of student participation in a number of countries including Australia. Such policies are introduced to ensure that every citizen irrespective of social class has access to University education and to ensure that tertiary education contributes to productivity outcomes. As governments encourage the widening of disadvantaged student participation as part of its political agenda or public good, concurrent policies are also introduced to ensure that growth of students in higher education does not compromise academic quality, academic rigour, and educational outcomes. Most recently, the government has argued that the growth of students in universities has compromised academic standards and outcomes with anecdotal evidence.

This paper argues the need for Universities to develop quality assurance framework to assure the quality of enabling programs and its students with focus on excellence. The paper outlines some of the strategies that could be used to assure quality which may safeguard standards whilst achieving equity aspirations.

Thursday, 28 November: 12:35pm – 1:05pm

WHY A CONVERSATION

MRS KARYN THOMSON

The literature clearly identifies the value of a pre-enrolment process that assists students to make informed choices, identify study and career pathways, identify what if any support a student may require and create a sense of belonging and engagement with the education provider prior to day one.

UCOL (Universal College of Learning) is a medium sized polytechnic currently with approx. 6,700 students located across three campuses. UCOL has open entry policy for the majority of its programmes. With a shift in the government's focus from participation in tertiary education to student retention and outcomes the conundrum became one of how to continue to improve participation particularly of priority groups alongside the expected continual improvement of student success.

The "conversation" was born along with its twin the "Welcome Session" initially being identified and developed as one of a number of initiatives of the Improving Student Success Project in 2008. In 2010 it was formalised as a component of an Application to UCOL process that now occurs for all students prior to their enrolment on to their programme of choice. The conversation component of this process has had a variety of permutations over time.

This presentation provides a brief overview of the journey focusing on what has been learnt along the way including examples of the benefit to students and describes three examples of successful current hybrids. These have been adapted from past experience and developed to meet the particular needs of students on:
• A level four one year programme Certificate in Exercise and Sport
• A smaller campus based in Whanganui
• A Fees free Youth Guarantee scheme for young people aged 16-18.

Thursday, 28 November: 12:35pm – 1:05pm

MOVING BEYOND ASPIRATION TO ACHIEVEMENT

MRS DEBRA TURLEY
MR STEPHEN DOWDY
DR LALITA MCHENRY

UniSA College was established in 2011 with the twin arms of providing both academic programs and outreach activity to students from all walks of life, but in particular for students from disadvantaged backgrounds. This paper will focus on the outreach activity based in northern Adelaide secondary schools, one of the most socioeconomically disadvantaged regions in Australia. An overview of the model and methods of engagement will be provided along with how this model responds to an increasingly urgent policy agenda – developing academic skills and authentic learning links, particularly, in maths and science.

The paper begins from the premise that the importance given to 'raising aspiration' as a means to increase higher education participation is misplaced. Students are not lacking aspiration. However, as a result of unequal distribution of social, economic and cultural resources the capacity to realise ones aspirations varies. The links between academic achievement and school retention are clear, as is the need for a shift from models of engagement that merely transfer knowledge to schools or communities. Outreach programs in universities often share common elements which include open days; visits to schools and visits to university by schools; 'taster days' where students might engage in enrichment activities and preparatory courses. While these elements of outreach activity are valuable and offer rich experiences for students, they do not adequately bridge the gap to a more collaborative paradigm of 'knowledge creation' with communities (Scull and Cuthill 2010:62). Moreover, many programs operate at the margins and rely on grant funding. A focus of this paper will be to provide an outline of both

the conceptual and operational aspects of UniSA Connect outreach activity, including the rationale for particular programs, the partnership arrangements and the importance of integration and sustainability.

Thursday, 28 November: 3:15pm – 3:45pm

IDENTIFYING FACTORS THAT MOTIVATE RE-ENGAGEMENT WITH EDUCATION

ASSOCIATE PROFESSOR STEPHEN BOYLE
DR ABM ABDULLAH

In higher education there is a considerable amount of research done on the relationship between the motivation of students and their success. Much of this work has focussed on the success of students completing their studies, and overcoming difficulties while enrolled in a program. However there is little work that looks at what motivates students to commence studies in the first place. This is particularly of interest to those involved in enabling type pathway programs that seek to attract non-traditional students (i.e. those not directly from successful completion of secondary schooling).

This study looks at the motivational factors that encourage students who have not been successful in previous educational environments, to re-engage with new educational opportunities. Over 400 foundation studies and diploma students were surveyed across 3 different intakes into a higher education pathway program in 2012 and 2013 and asked about why they choose to enrol into the enabling program. The responses identified were grouped into four main factors: future educational and career aspirations; a desire to have new experiences; the need for new skills and knowledge; and academic and personal support needs.

Thursday, 28 November: 3:15pm – 3:45pm

USING 'APPS' TO COMPLEMENT AND ENHANCE LEARNING IN FOUNDATION EDUCATION

MR PAUL CHOJENTA

This paper investigates the potential benefits of encouraging foundation education students to utilise 'apps' on their mobile devices for educational purposes. Rather than view mobile devices as a classroom distraction, teachers may be able to direct students to certain 'apps', be they educational, skill-building or organisational, that can supplement learning within the classroom and extending it outside the classroom. This paper provides suggestions of the types of currently available 'apps' that may be useful to foundation students; while also providing guidelines on how teachers can best evaluate 'apps'. The efficacy of utilising 'apps' is examined here by looking at usage data among students in The University of Newcastle's Newstep program. The Newstep program utilises 'Blackboard' as its course management system, which is now available as an 'app' and data suggests that the availability of mobile access has increased student engagement with the program. Further, a Newstep course, 'Communication', has begun offering a list of suggested 'apps' to assist student learning. Feedback suggests that students are utilising these 'apps' and feel that they are assisting their learning and assessment results. This suggests the potential for 'apps' to be further integrated into other courses.

Thursday, 28 November: 3:15pm – 3:45pm

AGAINST THE ODDS: THE USE OF NARRATIVE AND IMAGERY TO SUPPORT SUCCESSFUL OUTCOMES FOR ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN ENABLING PROGRAMS

MRS ANN EDWARDS
MS BRIGITTE WOLFE

The Murina program is an enabling program designed for Aboriginal and Torres Strait Islander people. It is not sufficient in a program such as this to develop student skills in academic work; a complete preparation for university studies must also include the development of a mindset and resilience sufficient to enable students to cope with the longer-term goal of completing their degrees. Over the last four years every student who has graduated from the Murina program and chosen to enrol in undergraduate studies has been successful.

One of the tools used in this program to achieve this result is the strong use of narrative and images in our teaching. Stories speak to the whole person and can be life-changing. Stories become images of what is possible. This whole-person approach to teaching resonates culturally with Aboriginal and Torres Strait Islander people but is also applicable to any student of any culture, especially those who come to university tentatively and with low expectations of what they can ultimately achieve.

Thursday, 28 November: 3:15pm – 3:45pm

CONNECTING A COMMUNITY: EDUCATION AND COMMUNITY BUILDING IN THE AUBURN COMMUNITY OF SCHOOLS

MS MORAG BREMNER
MS SHARON SMITHIES
MS DONNA HEEMI

Auburn is a community in Western Sydney with reportedly one of the most diverse cultural and linguistic backgrounds in Australia. Although this community is unquestionably rich in a cultural context, there is a definite disparity in terms of access to higher education. Many students are facing greater disadvantages and barriers than those from higher SES regions due to a lack of academic engagement and attainment in high school, a lack of awareness of pathways to higher education, or low aspiration to participate in either.

Through our Auburn Community of Schools program, we are seeking to address these issues through the implementation of a range of sustainable programs aimed at building strong links between various sectors of the community – schools, parents, community agencies and local school and industry partners.

Our work in the primary and secondary schools in the area is multi-faceted. Initiatives include collaborative Principal networks; targeted sessions for academic and employment preparedness and encouragement to take up leadership roles within their community. In addition, STEM (Science, Technology, Engineering and Mathematics) programs such as Robotics and Engineering Challenges allow young women to be introduced to non-traditional roles.

Parents are key influencers for students when making decisions for the future. Opportunity to spend time on a university campus has facilitated greater knowledge of pathways and support available for their children. In the wider community, support agencies and local industries are involved in building a sustainable, empowered community working together for a common aim.

A well-known African proverb states "It takes a village to educate a child." Through the Macquarie University LEAP: Auburn Community of Schools program, we hope to give the village the necessary support and opportunity required to do just that.

Thursday, 28 November: 3:15pm – 3:45pm

TESTING THE TESTING

MRS TRIXIE JAMES
MRS HERNA CONRADIE
MRS ROBYN SAINT

The STEPS enabling program has always used a preliminary testing program to identify prospective students' competence in writing, math, and computing alongside a statement describing their perceived readiness for university. The rationale behind the current testing regime is that the process allows staff to identify those students who appear ready and able to undertake, and complete the STEPS program successfully. It sits in contrast to an open entry system used by other enabling programs. However, the researchers in this project question whether the current testing process actually is an accurate indicator of the student's capacity and state of readiness for study and whether it is a true indication of future success in the program. Anecdotally, some students present well and yet struggle to complete the program, and others students may test lower in some areas but successfully complete the program. This research project collected students' testing results over a two year period and through various forms of data extraction, is currently analysing and writing up the results. This research closely aligns to one of the key themes for the NAEEA conference as it looks at access into the program and ultimately student success. It is hoped that the findings may divulge the viability of conducting initial testing and whether it is a true indication of a student's readiness and capability.

Thursday, 28 November: 3:15pm – 3:45pm

SUPPORTING AND RETAINING STUDENTS FROM LOW SES BACKGROUNDS: A MULTI-SITE CASE STUDY OF INSTITUTIONAL SUPPORT

DR ELIZABETH LABONE
DR AMY CHAPMAN

Over the last four decades education research has provided an increasingly strong rationale for the expansion of higher education to a broader and more eclectic population. The rationale for this expansion is driven by two major forces; furthering economic potential and a move towards a more positive society with fair opportunities and good social mobility. This has challenged universities to develop innovative policies and practices that support students from increasingly diverse backgrounds to achieve success at university. Such innovations include explicit policies that address equity and inclusion, and the expansion of student support services that are claimed to be student-centered and client driven. This paper reports on a study that explores the effectiveness of these innovations in policy and practice in supporting students from low socio-economic backgrounds to succeed at university. The study examines this problem through a large-scale case study of a multi-site multi-campus university in Australia with a comparatively high proportion of students from LSES backgrounds. The research includes perspectives of students, academics and university support staff in metropolitan and regional campus across four states in Australia. The focus of the study was to determine the extent to which these innovations have been effective creating a more inclusive higher education context.

Thursday, 28 November: 3:15pm – 3:45pm

1974-1976: THE SEEDS OF FLEXIBILITY IN PATHWAYS TO TERTIARY PARTICIPATION AT UNIVERSITY OF NEWCASTLE, NSW

ASSOCIATE PROFESSOR JOSEPHINE MAY
MS ROSALIE BUNN

By the 1960s equality of opportunity was a dominant theme in social science research, and in keeping with this trend, the Whitlam Labor Government abolished university fees in 1974 to open university access, especially to talented women and men who otherwise would not contemplate a university career. In 1974 also the University of Newcastle instituted a radical new plan to open up its doors to the wider community of 'non traditional students'. This paper explores the history of the enabling program that resulted, the Open Foundation, focusing on the pilot program in 1974 and its first two years of full operation. Thought at the time that it would 'drain its market' within five years, the Open Foundation has flourished and grown for almost forty years. The analysis canvasses three key themes: curriculum and pedagogy, support and retention, and access and success in order to understand the seeds of this longevity.

Friday, 29 November

Friday, 29 November: 10:05am – 10:35am

VIEWS FROM THE TOP: ACADEMIC STAFF VIEWS ON ENGAGING STUDENTS IN LEARNING

DR JAIME HUNT
DR JOYLEEN CHRISTENSEN

Since 2007, there has been an increasing focus on improving student engagement within the university sector both at national and institutional levels (Coates, 2008). This is because improved engagement leads to greater student success (Zepke, 2013), and is an indication of enhanced student experiences and higher student retention (Tinto 2010). At UoN's English Language and Foundation Studies Centre (ELFSC), we wish to address the lack of research in regards to engaging Enabling students specifically, by investigating academics' view of this topic, as they themselves play a vital role (Kuh, Kinzie, Schuh, Whitt, 2005).

This presentation outlines two case studies from the disciplines of Linguistics, and English Literature and Film. These case studies form the basis of a pilot project, the aims of which are to enhance the engagement of Enabling students. The longer-term goals of the broader project are to develop a cross-institutional Community of Practice for Enabling educators to better engage our unique cohort of students.

Key words: Student Engagement, Enabling, Community of Practice, Best Practice

Friday, 29 November: 10:05am – 10:35am

PATHWAYS TO SOCIAL INCLUSION: THE PARTICIPATION OF REFUGEE STUDENTS IN HIGHER EDUCATION

MS EVONNE IRWIN
DR KIM GRAY

The Australian higher education sector is increasingly culturally diverse. Apart from recent school leavers and mature aged adults from various equity groups, there is a growing trend in the participation of students from refugee / humanitarian entrant backgrounds. This group of students come from a position of social disadvantage and have experienced enormous challenges and adverse events in their countries of birth and in their transit countries. Education in Australia represents the promise of a better life but also encompasses multiple factors which impact on their successful transition through university. The increased population of young and mature-age refugees in higher education opens new dialogue about the educational needs and cultural challenges faced by refugee students and how best to support them. Effective enabling and support programs not only help individual students and their families but may also impact on broader engagement in the wider community. It forms an important part of the University's policy framework about issues of diversity and social inclusion. This paper outlines the growth of refugee student participation in enabling programs at the University of Newcastle, New South Wales. It includes a discussion of the educational and cultural barriers to learning faced by such students, the range of support currently provided, and the challenges to effectively support students in their educational endeavours and participation in the broader community.

Keywords: refugees, widening participation, enabling, access, equity, social inclusion

Friday, 29 November: 10:05am – 10:35am

"THIS WHEELCHAIR WILL BE WORTH A LOT OF MONEY BY THE END OF THIS COURSE!" (STUDENT COMMENT UPON SPLASHING PAINT ON HIS WHEELCHAIR): CREATING SPACE FOR STUDENTS WITH DISABILITIES THROUGH ART THERAPY IN ENABLING PROGRAMS

DR IBTIHAL SAMARAYI

In 2012 I was confronted with the dilemma of how to assist a permanently disabled student who is confined to a wheelchair and could not move his hands. In order for him to participate in my art class I devised a method which allowed him to insert a paint brush into a half glove as he was unable to grasp objects. Dom has been confined to a wheelchair since his accident in 2004 which made him quadriplegics. Instead of allowing his circumstances to hinder his art, he uses it as a vehicle to heal and create art. The wheelchair has a compartment that stores his brushes, paint and other art equipment. He uses his wheels to produce interesting patterns and tracks to challenge the perception of the use of wheelchairs and disabilities in general. He stated in a journal assessment that he wanted "ways to understand and represent my embodied experience as a wheelchair user… challenging the nexus of power and control that created the 'disabled' as other." This paper explores how art can be useful as therapy as well as developing the creative potential of students. Disability is not a hindrance, like Dom's wheelchair, it can be a vehicle for self expression.

Friday, 29 November: 10:05am – 10:35am

BEYOND SELF-DOUBT: TECHNIQUES TO COUNTER THE 'IMPOSTER-SYNDROME'

DR ANNA BENNETT
ASSOCIATE PROFESSOR SEAMUS FAGAN

Important work has been done to show how mature-age students often struggle with self-doubt and a specific type of "imposter syndrome" when they enter university programs. In their work on mature-age student entry, Martins and Anthony (2007) explain how such anxiety arises from students feeling different to the perceived mainstream university population. Although some of these "feelings" occur for students entering university through traditional pathways, it is non-traditional students, in particular, who experience more pronounced fears of "being a fraud" and being "found out" as lacking ability. For a significant proportion of these students, unless they receive initial and regular forms of external affirmation, they remain stressed and at risk of withdrawing. Based on feedback from staff about their experiences of this phenomenon in Open Foundation, in this paper we discuss how we are developing explicit techniques that staff and students can use to counter these feelings and related behaviours.

Friday, 29 November: 10:05am – 10:35am

INVESTIGATING LITERACY CULTURAL CAPITAL, ACADEMIC ACHIEVEMENT AND SOCIO-ECONOMIC STATUS AMONG FIRST YEAR STUDENTS AT ACU

DR MICHELLE BLACK

The dramatic shift in undergraduate student diversity has presented pedagogical challenges for university teachers, particularly in areas of literacy. There are concerns among Social Science and Arts educators around increasing incidents of informal writing, plagiarism and minimal engagement with reading. This paper supports the argument that some of these pedagogical challenges relate to the cultural capital of students, and that this capital can be 'accrued' through embedding academic skills into teaching and assessment. To determine the relative influence of socio-economic status (SES), literacy 'cultural capital' and educational achievement on academic outcomes, this paper reports the findings from first year sociology student's literacy engagement survey. A preliminary survey of sociology students has found reading for pleasure is positively associated with higher levels of academic achievement, as is independent reading of fiction and non-fiction books. By contrast, over one-fifth of lower achieving students exclusively read online portals such as blogs and e-zines. It was also found that, irrespective of SES and academic achievement, students find academic texts difficult to read. This paper extends this data to include university entry level scores, providing a more thorough investigation of the influences of both SES and educational achievement on academic outcomes. The findings invite debate as to whether undergraduate teachers, as argued by new literacy theorists, should be 'tailoring' curriculum content to suit the multiliteracies of a diverse student body, or should university educators rigidly uphold 'elite' academic literacy at the exclusion of all else. The underlying argument of this paper, for an explicit focus on teaching and learning practice in undergraduate teaching, addresses the conference theme of flexibility and pathways to participation.

Friday, 29 November: 10:05am – 10:35am

IT'S NOT WHAT YOU KNOW, IT'S WHO YOU KNOW: SOME THOUGHTS ABOUT WHY STUDENTS BEGIN ON THEIR PATHWAY AND WHY THEY STAY.

DR DOMINIC FITZSIMMONS

A surprising statistic from our research into the University Preparation Program at the University of New south Wales showed that about 80% of students knew somebody, either family or friends, who had been to university. This kind of insider knowledge appears to be crucial for two reasons: first, the application process becomes easier to navigate, particularly in terms of general awareness about university life. Second, during the academic preparation year, students have an already existing academic and social support network. In this paper I will investigate the importance of these kinds of knowledge, and suggest that it is akin to Barbara Merrill's (2001) notion of 'learning the ropes'. This term implies that there are people who can instruct, that there are skills and techniques to learn, and that there is an officially sanctioned way of performing this task. Additionally, there are is a material outcome of being able to do this task. A significant point which accompanies this type of learning is that students generally show overwhelming gratitude (Howells 2012) for the opportunity to participate and then the results they attain. I will apply these ideas to the UPP, an academic preparation programs for mature age students at UNSW which has run since 1989, as well give some examples from the more recently established UNSW Prep Program aimed at students aged 17-19 from socially and educationally disadvantaged backgrounds.

Notes

**National Association of
Enabling Educators of Australia
Conference 2013**

*Flexibility: Pathways
to Participation*

Notes

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National Association of
Enabling Educators of Australia
Conference 2013

Flexibility: Pathways
to Participation

**Australian Catholic University
115 Victoria Parade, Fitzroy
The Daniel Mannix Building**

GRAHAM STREET
DUKE STREET
VICTORIA PARADE
BRUNSWICK STREET
YOUNG STREET
LITTLE NAPIER STREET
NAPIER STREET

LIBRARY
RECEPTION
P

Legend

Food	Elevator	Assembly point	Bus station
Cafe	Locker	First aid	Tram station
Male toilet	Designated smoking area	Public phone	Entry
Female toilet	Games area	ATM	Parking
Disabled toilets	Disabled ramp	Post box	Staff parking
			Disabled parking
			Bike racks