

# News for Enabling Educators

## NAEEA CHAIRPERSON'S MESSAGE

Dear Enabling Colleagues

As the academic year moves on at a rapid pace, we continue to ride the wave of the ever-present COVID-19 challenge which first confronted us in 2020. As Enabling educators, we continue to work within a changed work environment, one that dictated we adapt quickly to what we now regard as our 'new normal'. I congratulate you on your exceptional efforts to continue delivering high quality and well supported Enabling programs across your institutions. I have the utmost admiration for the manner in which you navigated the new and very challenging online learning environment, quite foreign to many, pre-pandemic. You have navigated that path with patience, determination and resourcefulness and at times displayed such resilience in the midst of confusion, deep concern and at times, utter despair. Your commitment sees your programs continue to reap the amazing outcomes we have known in Enabling, as an alternative pathway for some of the most vulnerable and educationally disadvantaged folk in our society. I am confident your students continue to be delivered a quality, most probably enhanced curriculum, delivered with the same exceptional attention to their learning needs as they had previously enjoyed before the COVID-19 challenge presented.

2021 sees us anxiously awaiting what the future holds for Enabling education within our Australian institutions. The Federal Government's Job Ready Graduates (JRG) reform package delivered what could be called our next 'new normal'. Essentially, the JRG abolished dedicated Enabling funding as we had known it in favour of the new Indigenous, Regional and Low SES Attainment Fund (IRLSAF). Initially, eligibility for this funding was narrow and would have excluded those from equity groups other than Indigenous, regional and low SES. Thankfully, the draft guidelines were amended to focus on 'students with educational disadvantage', widening the initial categorisation for those eligible to be allocated a Commonwealth Supported place under the IRLSAF.

The Job-Ready Graduates legislation moves the \$33 million (approximate) currently spent on Enabling loading to the IRLSAF, to be utilised by institutions across programs as they see fit. It is therefore important that those of us who manage our Enabling programs across Australian universities are equipped to advocate for Enabling within our own institutions. We know Enabling works and it is essential that those who make the IRLSAF allocation decisions appreciate the value of such programs and allocate funding accordingly. To this end, should you need any support in preparing to advocate for Enabling within your institution, please contact NAEEA through our website.

As an NAEEA Executive, we continue to work collaboratively, building the evidence base to support Enabling education within Australia and to secure its place within the higher education sector. Wider collaboration is currently occurring through the extension of the initial benchmarking exercise undertaken by Southern Cross University, the University of Southern Queensland and Central Queensland university. This second stage of benchmarking widens the collaborative effort to another six universities. There is certainly

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### SPECIAL POINTS OF INTEREST

- Planning for NAEEA 2021 Conference is underway
- Find out what is happening Enabling education
- Share your Enabling education research with your colleagues

## NAEEA CHAIRPERSON'S MESSAGE

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strength in numbers and collaboration is our best way forward.

In closing, I offer an open invitation for any NAEEA member to attend a future Executive meeting, the remaining dates for 2021 being August 6, September 17, October 22 and December. An invitation and encouragement too for you to consider being involved in the 2021 NAEEA online conference on the 6-7 December, as outlined within this newsletter. Finally, please don't be shy in joining one of our eight Special Interest Groups if you are not currently active in this space. All the very best as you continue your efforts in the second half of 2021. As Enabling educators, we are helping change lives and we should be proud of our efforts in doing so!

Many regards

**Karen Seary**  
NAEEA Chairperson  
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## NAEEA CONFERENCE: DISRUPTING DISADVANTAGE IN EDUCATION

Due to the ongoing uncertainty associated with travel, the 2021 NAEEA Conference, will be held online from 6th to 7th December. The conference theme 'Disrupting Disadvantage in Education', will highlight the significant achievements of Enabling education in addressing educational disadvantage, and the increasingly important role it will play in future efforts to widen participation in higher education. Members receive free entry to the conference, are encouraged to begin considering presentations around key ideas:

- the Enabling environment, including key political and policy influences;
- Enabling practice and pedagogy;
- Enabling education students;
- supporting educators and practitioners;
- and the future of Enabling education.

The conference will offer a range of presentations types, important keynote speakers in the field and opportunities to net-

work with peers across Australia and internationally. The Eleanor Ramsay award will again offer prizes for outstanding presentations.

Much has happened in Enabling education in recent times, so the conference marks terrific opportunity to take stock, celebrate our achievements and reset for the next year.



## ENABLING EDUCATION AND THE FIRST YEAR EXPERIENCE

With retention and attrition of students high on the agenda for universities it is no surprise that First Year Experience is being scrutinised. Whilst there is a swathe of literature on the first-year experience of undergraduate students it is easy to overlook the experience for Enabling students and what their 'first year' actually looks like.

We, as Enabling educators, consider ourselves experts in delivering a first-year experience that is considerate of high-quality transition pedagogy. But are we?

As part of USQ's focus on improving first year experience of all students, each school and college in the university has made provision for the appointment of a First Year Experience Lead to ensure transition pedagogy is applied throughout the various programs in an effort to improve retention.

In this capacity at USQ College we have surveyed all course examiners to provide information on how transition pedagogy is enacted through each of the courses. Some interesting highlights have emerged indicating that whilst we address the six

categories of design, engagement, transition, assessment, diversity and evaluation fairly well, there are some elements that require a renewed focus and can be addressed through collaboration and professional development.

One interesting aspect, however, is the need to ensure a smoother transition of Enabling students to undergraduate programs. The level of support offered to Enabling students often ceases on their entry to an undergraduate program and the student is left to navigate another 'first-year' experience.

It is timely to consider the students voice in this process. We endeavour to find out what transition means to students through conducting focus groups and collaborating with faculty schools to focus on a warmer transition of our students as they make their way through their first year of undergraduate study. Watch this space for an update on progress as this timely work unfolds!

Dr **Naomi Ryan** is the USQ College First Year Experience Lead and a lecturer in the College's Tertiary Preparation Program.

## YARNING CIRCLES: A RICHER LEARNING EXPERIENCE

Yarning circles are a timeless way of learning. They have been used from time before we have any direct records. Aboriginal peoples' stories are narratives that reflect our experience, affirm our identity and allow us to share the significant meanings of our life and culture. The exact form used in a yarning circle pedagogical method is not important, as it will need to be modified to suit the situation. Any approach will include communicating information and showing care for different viewpoints.

Yarning circles encourage listening respectfully, valuing others' opinions and self-reflection. They facilitate a sense of belonging by providing a safe space to explore ideas and opinions and build relationships between participants. The exact procedure followed can be modified based on context but should include designated turn taking, no interruptions and no disagreements. If someone says something you don't agree with, that's ok. You simply wait your turn and explain your point of view without negatively commenting on theirs.

*‘Story sharing is at the very heart of this pedagogy.’*

In a learning environment, yarning circles allow students to build on pre-existing knowledge, put new knowledge into a context and propose ideas in a non-linear fashion. By drawing on students' past experiences and connecting these to the current theme, they learn from where they currently are and become personally involved, providing more meaning.

Through sharing and interweaving understandings, an environment is created that engages learners in dialogue, sharing

perceptions and ideas, exploring their thinking. This draws on prior knowledge, experiences and values, taps into existing perceptions and may facilitate students seeing a way to learn that was not initially apparent.

*‘Yarning circles encourage listening respectfully, valuing others’ opinions and self-reflection.’*

Students are more successful when they experience the material in multiple modalities and elaborate on material to make meaningful connections. These connections occur throughout the learning, but initial connections should be focused on to establish sound foundations on which new knowledge is built. Students can benefit from having instructors who teach in different ways because every student learns in their own unique fashion.

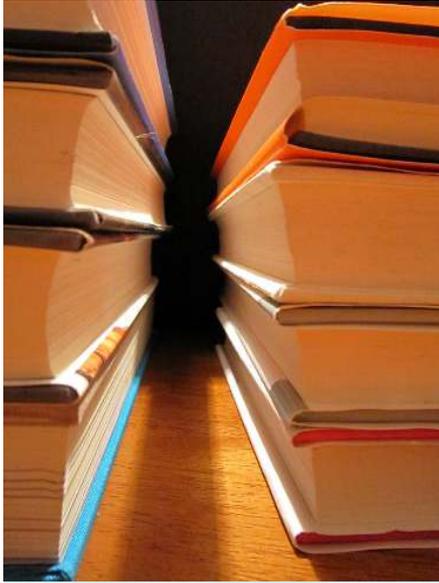
It can also help students to become more versatile as learners and able to work and communicate with a variety of people. While this teaching style can potentially appeal to all learning styles, some students may have trouble adjusting to the shift from teacher centred to student learning.

Being aware of this risk and putting in place other strategies to support these learners will alleviate most issues allowing benefits for the whole group. A lecture that follows on from a yarning circle allows new content to be added and a more traditional teacher centred learning environment for those who feel more comfortable learning in that manner.

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*Participating in a yarning circle at the University of Newcastle.*



## SHARE YOUR WORK WITH NAEEA COLLEAGUES

The NAEEA website continues to evolve and includes a resources tab which features published works by Association members. This work is arranged under a number of relevant themes including: Access and Widening Participation, Enabling Pedagogy and Curriculum, Equity and Diversity, Student and Staff Wellbeing, and Transitions.

This is an excellent resource for those researching in the field, and a platform for you to share your publications more broadly with your colleagues.

Recent additions include:

Anand, P., McNamara, J., & Thomas, L. (2020). Enabling excellence through equity. *Student Success*, 11(1). <https://doi.org/10.5204/ssj.v11i1.1508>

Doyle, J. & Nieuwoudt, J. (2021). Is lurking working? The role of non-assessed discussion boards in an enabling program literacies' subject. *Student Engagement in Higher Education*, 3 (2). <https://sehej.raise-network.com/raise/article/view/1017>

If you would like to have your publications included, please contact [admin@enablingeducators.org](mailto:admin@enablingeducators.org) to request a template for providing details to the NAEEA website team.

## Yarning circles (Continued from Page 2)

Yarning circles are an example of how you can authentically facilitate the well-known 8 Aboriginal Ways of Learning. Five of the eight components are highly conducive to using yarning circles. Story Sharing is at the very heart of this pedagogy and builds personal connections to the new knowledge, links it to existing knowledge and informs of different viewpoints. Non-linear learning occurs through the bringing together of different students' viewpoints to create a shared starting point of what is being learnt. Students co-create the knowledge, starting off the cycle of learning. Community Links can be formed by always relating content back to local community contexts. Through story sharing, the relevance for students is naturally found. Land Links are made through location of the knowledge. Relating personal experiences will reveal where it's

from in terms of location and time. Non Verbal systems of feedback from students such as demonstration, gestures, facial cues and voice tone come to the fore in this open environment.

In summary, I have found yarning circles to be an invaluable addition to my teaching strategies on multiple fronts and the feedback I receive from students is very encouraging and positive.

**Dan Collins** is Acting Yapug Program Convener, Wollotuka Institute of Indigenous Engagement and Advancement, University of Newcastle.

More information about Yarning Circles is available through the NAEEA webinar recording at: <https://www.youtube.com/watch?v=mjXhApGiPrY>

## Pathway programs and employability outcomes

One of the many roles of universities is to help students prepare for the world of work. The development of employability skills requires alignment between what students learn in the classroom and the work they will undertake as they move into employment. But more than this, employability skills also encompass skills in job search and application, career planning, and study-work transition, along with the resilience to navigate career challenges and changes.

As part of a university wide employability initiative, USQ College is establishing our own approach to the development of relevant employability skills and knowledge for our non-traditional and diverse learners. Our model identifies career management skills, opportunities to develop professional identify, and opportunities to explore industry and 'real world' knowledge and skills as central to the notion of employability.

While the role of Enabling education is to prepare students for undergraduate study, this does not mean they are not also preparing for their future 'employability'. Our first step has been to map elements of employability across our curriculum, and this has revealed a range of areas where relevant skills and knowledge are already evi-

dent. Our goal, however, is to make these links more explicit. Further strategies include professional development for staff, and engagement of pathway students with the broader university careers and employability programs.

To foster partnerships between our Enabling education students and the undergraduate programs they intend moving into, we initially trialled synchronous Zoom sessions during class time where students had the opportunity to meet with discipline academics. This approach aims to develop a sense of connectedness and belonging, and challenge some 'imposter syndrome' notions. It aims to increase student focus on employability, and give them a greater sense of empowerment as they move through their education.

While much recent work undertaken in the field of employability focuses on undergraduate programs, we must also consider our unique role as Enabling educators as we prepare our students for their futures. Employability has many definitions and we in enabling education must design a collaborative definition that is relevant for our field.

**Mary McGovern** is USQ College Employability Lead and Academic Advisor.

## UTILISING 'GAMES' AS AN INNOVATIVE AND ENGAGING APPROACH TO ZOOM LESSONS USING MICROSOFT OFFICE

During 2020, the need to develop innovative approaches to teaching was pushed into the foreground as many university educators adapted rapidly to the demands of fully online learning. [Katrina Johnston](#) from CQUni demonstrates just how creative our Enabling educators can be.

### *The Problem: How do we engage students with online learning through a video interface such as Zoom?*

The Computing Skills for University (CSU) Unit in the Skills for Tertiary Education Preparatory Studies (STEPS) program at CQUniversity teaches students basic computing skills needed to format essays, reports, slide presentations and spreadsheets using the Microsoft Office suite.

However, with the transition to online learning due to the COVID-19 lockdown, many educators were concerned about how they could best engage their students in an online environment. As a lecturer in this unit, and having a Digital Media background, I wanted to be a little more creative. My plan was to create a fun and enjoyable learning experience whilst teaching the skills taught in the unit that week: Word, PowerPoint, or Excel.

I have found that one of the best ways to engage students is through using group games that encourages them to interact. Therefore, using a variety of well-known board games, I developed an interactive approach to engaging my students in the online environment. The games were created using the application that the students were learning that week and had a two-fold purpose of teaching them computing skills whilst also

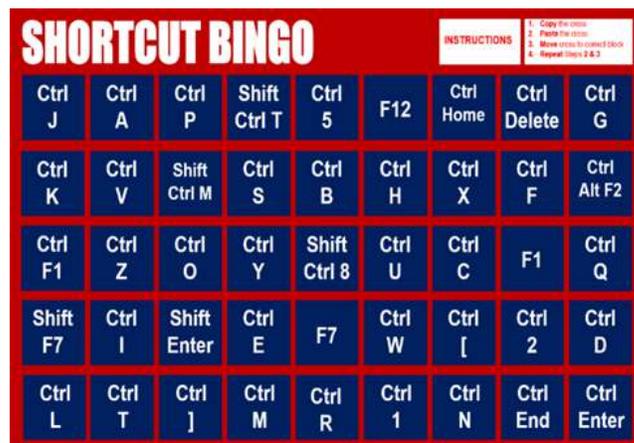
showing them how those same skills could be used within the applications to create a variety of different resources.

A few of the resulting games were Shortcut Bingo, Trivial Pursuit, Shortcut Lava and Find-A-Word all created in Microsoft Word; Shortcuts Hangman style in PowerPoint; Connect four, Exopoly, and Snakes and Ladders in Excel. It is my experience that using these games helped to engage the students and they looked forward to coming to class and interacting over an online platform that can have the potential to alienate a lot of students.

One example is included below, and you will find more on page 10.

*Word: Shortcut Bingo*

Students use the shortcut of Ctrl C and Ctrl V to copy and paste the cross on the correct shortcut to the action described. First to get 5 in a row (horizontal, diagonal or vertical) wins.



## ENABLING COLLEAGUE'S STRONG REPRESENTATION IN NATIONAL TEACHING AWARDS

Due to COVID-19, the 2019 and 2020 Australian Awards for University Teaching (AAUT) celebrations were postponed. Recently, NAEAA members at UniSA College within the College Foundation and Diploma programs were presented with their awards for various supportive practices to help their student cohort and teaching staff.

Sarah Hattam, Tanya Weiler and Tristan King were awarded for sustained leadership of academic professional development in inclusive pedagogy to enhance teaching at UniSA (2019).

Tamra Ulpen, Dr Anthea Fudge and Dr Snjezana Bilic were recognised for the development of supportive resources to enhance student learning of Academic Integrity (AI) which has influenced a significant reduction of AI cases at UniSA College (2019).

And a 2020 AAUT went to Tamra Ulpen for leadership in enhancing support provisions to meet the academic language

needs of non-English Speaking Background (NESB) students at UniSA College.

Congratulations to the recipients of the recognition of this best practice work in the enabling education space.



*UniSA Enabling educators receive recognition in Australian Awards for University Teaching (AAUT).*

By [Dr Anthea Fudge](#),  
Lecturer, UniSA  
Education Futures.

## LEARNING AT UNIVERSITY: KRISTY'S STORY

At the University of Tasmania, the pivotal unit in our Enabling program titled *Learning at University* has been revitalised. As a study skills unit, we have given the unit a new grounding in the science of Positive Psychology and Strengths-Based Learning in the belief that wellbeing education clearly compliments academic learning.

The unit uses a range of concepts and theories to make the internal world more tangible for a cohort with complex backgrounds. By learning and practising these principles, students develop a range of strategies which they can apply both in study and across their lives.

We asked Kristy, a current student to share her experience of studying Learning at University this semester.

### *Positive psychology and strengths-based learning compliment academic learning.*

'I truly enjoyed everything about Learning at University. I was very unsure what to expect when I started the unit but came to love the content, and the workshops even more, as



*Kristy Keefe is currently undertaking the Learning at University Enabling education program at the University of Tasmania.*

we were able to discuss the content we had read in depth and gained more of an understanding than what we could by just reading the content yourself.

*'I was very unsure what to expect when I started the unit but came to love the content, and the workshops even more.'*

I would tell people who are thinking about going back to university to jump at the chance while they can and not to be scared or worried as there is so much support for them whilst attending university. I would tell them to take a Pre-Degree course if they can, like I have, as this has been very beneficial to freshen up and gain more knowledge on topics I had no idea existed.

After I finish this course, I hope to have the grades to be accepted into the Bachelor of Nursing. I know by doing this course I will be a better nursing student, as I will have gained so much knowledge on skills that will help me be a better student, such as time management, motivation, strength-

based learning, problem solving, and critical thinking. If I do not get into the Bachelor of Nursing, I will still walk away happy that I did this course as it is a course that not only helped me with learning at university but also life in general.'

This is a unit which foregrounds self-belief within Enabling students. By offering this unit alongside academic and first year units, students are encouraged to develop self-efficacy to manage the opportunities and challenges that university life represents.

By **Dr Sarah Dempster**, Course Coordinator of Pre-degree programs, University College, University of Tasmania.

## ENABLING EDUCATION AND THE PATHWAY INTO POSTGRADUATE STUDY: COLIN'S STORY

Colin completed his Enabling education at USQ before undertaking postgraduate study in business. His story reflects the diversity of students who use tertiary preparation programs as a pathway into further study.

'I left high school after year 11 and went to work; I worked hard and moved through the ranks to manage a business unit in Toowoomba. I used my work experience to enter USQ and undertake postgraduate course work in the Graduate Certificate of Business (GCBU). As a non-traditional online student, I was very concerned with adapting to university life, and was advised by a family member to do the Tertiary Preparation Program (TPP) prior to undertaking postgraduate study. I decided this was the best course of action to give me the confidence in what to expect, and learning how to write academically to settle my nerves and anxiety around starting something new.

I have since graduated from the GCBU and am now enrolled in the Double Masters of Business Management and Project Management (MPMB). The TPP gave me so much more than just the confidence I needed. I was so impressed by the program, the lecturers and the assistance provided by USQ, and I wanted to get more involved. I ran for postgraduate student representative became involved in the university's Academic Board.

*“TPP has taught me new skills and the ability to cope with university life expectations that I still use an find useful.”*

The TPP gave me skills to keep myself organised, which I use still today along with other tips for staying on track throughout my studies. I made use on many occasions of all the available resources including librarians, math tutors, and, of course, the lecturers. I have made many friendships along the way, doing different degrees and still stay in contact with them.

In summary, the TPP has taught me new skills and the ability to cope with university life and expectations that I still find what I learned in TPP useful today. I found the units I completed not only relevant, but also critical for managing my ongoing study workload. I am convinced that without the TPP, I would have truly struggled and may possibly have failed a unit or two or dropped out altogether.

I would recommend taking full opportunity of Enabling education programs, and to get involved in university support networks which are in place to assist students and to give us the best possible chance to prosper in our chosen areas to study. Thank You to the TPP lecturers and USQ!

By **Colin Oakley**, former USQ TPP student and currently postgraduate student.



*Colin Oakley is now undertaking a double masters program in business and project management.*

### SUPPORT FOR ENABLING EDUCATION

The *Campus Morning Mail* has recently published an article by Enabling program alumni Danielle Stevens and UniSA's Dr Sarah Hattam and Dr Anthea Fudge. For details, see <https://campusmorningmail.com.au/news/why-the-prime-minister-must-protect-enabling-education/>

### AQF UPDATE

Enabling programs are currently non-award programs and are not included in the Australian Qualifications Framework (AQF). However, the 2019 Australian Qualifications Framework (AQF) Review recommended 'developing an AQF qualification type for domestic post-secondary enabling programs, once common learning outcomes for Enabling programs are developed'.

Through the work of the NAEAA, these common learning outcomes are now available through the NAEAA website, and further consultation between the Department of Education, Skills and Employment and the NAEAA is ongoing. This consultation is encouraging as it provides a means through which the views of Enabling educators can be heard as work to reform the AQF continues.

## CHALLENGING MYSELF, NOT SHYING AWAY: KIM'S STORY

Prior to commencing STEPS, Kim had very little confidence in her abilities and often felt that she would not achieve anything in life. Kim has suffered from mental health concerns for the better part of ten years and her self-esteem was very low when she started STEPS. Kim was unsure that she would be able to complete the two terms of study and felt quite apprehensive about starting. During her schooling years, not long ago, Kim was very shy and passive, which impacted her

was surprised how quickly she began to learn and develop a study habit. "I learnt time management skills that assisted me with meeting deadlines, and I started reaching out for help when needed, which I struggled to do in the past." Kim says that this has helped significantly in her undergraduate course to keep on top of content to meet deadlines and to seek for support in a timely manner. "There is an enormous amount of help; you just have to ask," she says.



*Kim Timson, Bachelor of Education, Central Queensland University.*

learning and triggered the belief that academia was not for her. When she enrolled in STEPS and found out that Biology and Mathematics were prerequisite units for her undergraduate course, she began feeling nervous; however, all her concerns were put to ease very quickly.

From the first day of Term 1 in STEPS, Kim knew she had entered a very supportive and positive environment. She was allocated a support person who made her feel comfortable instantly, and "a momentous undertaking began to feel manageable." STEPS gave her early exposure to university systems and the library which has helped her immensely and she

Kim credits STEPS for teaching her the discipline and passion for learning which she is convinced will take with her throughout undergraduate and into her teaching career. STEPS provided Kim more than knowledge and skills; it afforded an environment that has allowed her "to grow as a person" where she gained confidence and pride in learning. Kim reflects that being engaged in such a positive and passionate learning environment made her feel she was part of something special, something she had never had before. Just being able to wake up and feel excited to learn and engage with other people was truly remarkable. Kim explains that the kindness and passion shown by all the STEPS lectures and staff have inspired her to "take on a similar disposition" when she becomes a teacher. Her STEPS experience has shown her the impact that support and passionate teaching can have on students as her own self-esteem and confidence have grown immensely giving her a sense of purpose. "I want to give back everything I was given whilst at STEPS," she says.

*This has helped me in all aspects of my life.*

Grateful for having been a part of "a wonderful course" that has led her on a learning journey and given her confidence to enter undergraduate, Kim thanks everyone in STEPS for all the support and learning opportunities offered; an experience she will

cherish forever. Kim says she would recommend STEPS to anyone, regardless of age or circumstances, as this course is "a life changing experience."

*My beliefs about myself and my capabilities have changed drastically. I now look forward to challenging myself, rather than shying away and this has helped me in all aspects of my life. I will now look back on my time studying Biology and Maths with fond memories and forever be passionate when I get to discuss what I learnt and those I met along my journey.*

Kim Timson is a teacher and former student of CQUniversity's STEPS program.

## TRANSFORMING TEACHING AND LEARNING FOR STUDENTS AND TEACHERS

From 2021, Southern Cross University is transitioning to a new six-week delivery model: the Southern Cross Model. The University's Enabling program, the Preparing for Success Program (PSP), was one of the first courses to make this transition, with the aim of improved student engagement and retention through curriculum uplift.

Curriculum content was re-evaluated and revamped into six week, self-access study guide modules with media rich, interactive and responsive activities that students are encouraged to work through each week together. These are complemented by three hours of in-class interactive tutorials. Assessments were also realigned and streamlined for increased student focus.

The impact of this transition has been increased student success rates by 24% and highly positive feedback from students (higher than the University average) in the first two subjects that students have taken. Typical student feedback about the 6-week model includes comments such as, "I find it motivating ... you've like, got to get it in. There's no time for procrastination."

*"I remember trying to juggle four subjects was hard. So only focusing on two was a big relief."*



Students in Enabling programs typically experience high anxiety about studying maths at university. To find out students' views of studying maths in the new Southern Cross Model, teaching scholars in SCU College are undertaking a Scholarship of Teaching and Learning project to evaluate the impact of the new model on stu-

dent experience of studying a core foundation maths subject in the PSP.

The unit consists of six learning modules, plus a warm-up module that are designed to develop students mathematical and problem-solving skills, and their ability to relate these to the real-world through unit content and assessment. The research involves an online survey and focus groups and will later incorporate data from the Learning Management System and University student feedback and performance reports.

Initial survey results show that most students identify as feeling 'anxious' and 'nervous' about their mathematics ability before beginning the unit. After completing the unit, most students identified as feeling 'competent', followed by feeling 'confident' and 'skilled'.

Learning about 'growth mind-set' played an important role in changing their limiting beliefs about their ability to be successful in studying maths reflected in comments such as:

"I was a lot less hard on myself if I got something wrong, and more determined to analyse my weaknesses in order to improve" and "[I was] willing to challenge myself and try new things. Getting things wrong is not failing".

Students reported liking Module 1: Foundation maths skills with one student commenting, "I feel that it gives a head start in the unit, it gives you a HUGE feeling of that sense of winning. Like 'yes! I know this!'. I can learn".

The research is currently still gathering responses and aims to contribute to the refinement of successful delivery and outcomes for teaching mathematics to students in the enabling program in the new 6-week Southern Cross Model.

by Dr Suzi Syme, Dr Kerrie Stimpson & Dr Liz Goode from Southern Cross University.

### NAEEA WEBINARS

The NAEEA webinar series has continued this year. A thought provoking presentation by Cr Carol Carter and Dr Richard Sallis titled 'Enabling pedagogies for cultural and linguistic diversity' focused on the need to develop pedagogies that engaged all students.

Dan Collins' 'Yarning Circles: Authentic Aboriginal Pedagogy to engage students in a rich learning experience', also generated much interest, and further details are available in this edition of the NAEEA newsletter.

NAEEA encouraged members to attend the June webinar 'An editor's guide to publishing in HERD', which aimed to demystify the publication process.

Several more webinars are planned. Southern Cross University's move to a block model for its enabling program will feature in August. September will see a presentation aimed at supporting members' research in Enabling education, while October will feature a .. Please look out for details of these upcoming Webinars.

Recordings of previous webinars are available through the NAEEA YouTube channel at <https://www.youtube.com/channel/UC5qNsDVHSvdW4uQBCO26Xfw>

Many thanks to webinar Chairs, particularly Dr Pranit Anand.

### GOT A STORY?

The NAEEA newsletter is published twice a year. If you have a story you would like to include in the end of year edition, please contact [admin@enablingeducators.org](mailto:admin@enablingeducators.org). We would love to hear about your programs, research, students and educators.

# UTLIIING 'GAMES' (continued from Page 4)

**MICROSOFT FIND-A-WORD**

1. A file name that ends in .docx is a **WORD** file.  
 2. Microsoft Word is an **APPLICATION**.  
 3. When you activate an application such as Microsoft Word, it will open in a **WINDOW** on the desktop.  
 4. Module 8 Easy Formatting: When the window is **MAXIMIZED** the application is still active even though the desktop is no longer displayed on the desktop.  
 5. To delete content in a document on a PC, tap the **BACKSPACE** key to remove text to the **LEFT** of the cursor.  
 6. To delete content in a document on a PC, tap the **DELETE** key to delete text to the **RIGHT** of the cursor.  
 7. At the top of the application window is the **STRIP** containing the tabs, groups, buttons and menus used to format a document.  
 8. **SAVE** will open a dialog box enabling a document to be saved with a specific name and/or in a specific location. In some circumstances, the type of file can also be changed.  
 9. Files from the internet are usually saved in the **DOWNLOADS** folder.  
 10. To save documents that have been made in a previously used document, overwriting the earlier version you would use **SAVE**.  
 11. A **WEB BROWSER** is an application that displays the contents of web sites including text, images and links to other web pages.  
 12. Most topic blocks will contain: Lesson notes, Videos, Exercise files and a weekly **CONSOLIDATION** Activity.  
 13. A **ZIP** file is a folder that has been compressed to a single file. To extract the files from a zip file you need to right click on the file and **EXTRACT ALL**.  
 14. To save both the printing characters and the hidden characters, click on the Show/Hide button in the **FOUNDRY** group on the Home tab.  
 15. When Show/Hide is turned on a **COFF** indicates a space which has been created by tapping the space bar on the keyboard.  
 16. Non-continuous **SELECTION** selects words or paragraphs that are not next to each other are selected using the **Control** key.  
 17. **FOUNDRY** text is when you alter the style, size and colour of the font.  
 18. The word **FONT** describes a group of letters and characters which share a common appearance.  
 19. The **Format Painter** button is in the **COPYING** group on the Home tab.  
 20. Line spacing allows you to adjust the distance **BETWEEN** the lines of text within a paragraph.  
 21. **INDENTING** moves the paragraph away from the margins by a distance, decided by you.  
 22. **ALIGNMENT** positions the paragraph to a certain way between the left and right margin.  
 23. Paragraph **SPACING** refers to the empty space between two paragraphs.  
 24. To adjust the space between the selected paragraph and the next paragraph you use **paragraph spacing AFTER**.  
 25. You use a **COFF** enter when text needs to appear on a new line but remove the original paragraph to maintain the formatting of that paragraph.  
 26. The text that leads into the list, that is, the paragraph immediately before the list, acts as an introduction or heading for the list. To show this relationship the text in text should be closed to the beginning of the first item in the list by **REDUCING** the paragraph spacing to 0.4 after.  
 27. **CUT** removes the object from its original position, like cutting an article or a picture out of a magazine page and places it in a clipboard to be pasted somewhere else.  
 28. **COPY** leaves the original in place but creates a new copy and places it in a clipboard to be pasted somewhere else.  
 29. An object can be **PASTED** to another position in the same document or into a completely different document.  
 30. At the top of a browser window is the address bar. This displays the web address or **URL** of the web page currently displayed.  
 31. A **LINK** is a text that can be clicked on to go to a website, email or another web page.  
 32. Tapping **Ctrl** and **F** together activates the **FIND** tool in Word.  
 33. You can use the **FIND** and **REPLACE** tool to remove multiple spaces in a document.  
 34. Microsoft Word contains a **SPELL** Checker that adapts your text to a list of words in its Custom Dictionary.  
 35. To place text at the beginning and against the top margin on the new page you insert inserting a manual **PLUG** break before the text to be placed on the new page by tapping the **Control** and **Enter** keys together.

## NAEEA MEMBERSHIP

2021

Membership of NAEEA is due. Visit the website at <https://enablingeducators.org/> or contact the NAEEA Executive at [admin@enablingeducators.org](mailto:admin@enablingeducators.org) for details about your membership.

## ABOUT NAEEA



The National Association of Enabling Educators of Australia represents enabling educators and practitioners from across the country for the purpose of collaborating on issues of common interest and relevance to enable education and the students whose lives are changed through access to tertiary education.

For more information about the Association, contact [admin@enablingeducators.org](mailto:admin@enablingeducators.org) or visit our website at <https://enablingeducators.org/>

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**SHORTCUT-LAVA**

START find new CTRL R Go to CTRL L print Single line spacing Remove format help undo CTRL E Left align CTRL P

Right align CTRL B CTRL D CTRL X F1 CTRL M italics 1.5 line spacing Font box Save as FINISH F12

CTRL R CTRL H F5 F7 CTRL C save Shift F7 Underline Spell check paste CTRL V

CTRL Q CTRL J CTRL O Centre align Double line spacing CTRL F Select all CTRL G

link close CTRL E open redo CTRL K indent CTRL S CTRL N CTRL SHIFT M CTRL T CTRL K CTRL U CTRL A

copy CTRL Y CTRL I bold CTRL W CTRL B Hanging indent CTRL SHIFT 8 Justify align CTRL U CTRL A

Group 1  
 Group 2  
 Group 3  
 Group 4  
 Group 5  
 Group 6

**TRIVIAL PURSUIT REPORT FORMATTING**

Winning - The first player to get 4 wedges wins the game.

Instructions

- Players begin their turn by rolling the dice and moving the corresponding number of spaces in any direction they choose
- Player answers a question based on what colour space they landed on
- Score a wedge - If player got the question right
- No wedge - If the player got the question wrong
- Wild spaces: player gets to choose the category for their question
- Players all start in centre
- Players can move in any direction

**PLAYERS**

⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	
⊕	⊕	

Some of the games that can be developed to support students' online learning include:

**Find-A-Word:** A simple find-a-word game where the students find a particular word in each statement.

**Shortcut Lava:** This game encourages teamwork. As students land on a shortcut, they aim to answer the question correctly or return to their previous square. At the finish, they answer a question from a bank of questions to win.

**Trivial Pursuit Report Formatting:** This game uses a bank of random questions and a digital dice rolled to move through the game. Students chose the direction and once they land on a colour, they answer a random question for that colour. If correct, they receive a wedge in the game piece of the same colour. The first to fill their game pieces wins.