

News for Enabling Educators

NAEEA CHAIRPERSON'S MESSAGE

Dear Enabling Colleagues,

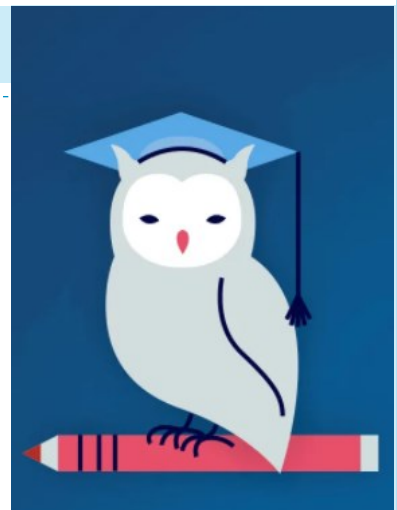
It is hard to comprehend that we are in the seventh month of 2024. The new year certainly commenced at the same pace 2023 closed off! FAST! I would gauge we may be reflecting on the busyness we are all experiencing at our individual institutions, and at times, be wishing for more hours in the day to complete our important work.

We closed off the 2023 academic year on a high note, having confidence our voice was heard in the collaborative phase of the Australian Universities Accord, cementing Enabling education as a tried and tested strategy to widen participation for students from under-represented groups. It was reassuring to see Enabling programs figure prominently in the final report with associated recommendations being supported in the recent budget announcement. Enabling programs will continue to remain tuition-free and will be funded to match the true cost of delivery and provision of the required additional academic and personal support. We have known for a long time that Australia needs a more equitable and innovative higher education system, and it is encouraging to see the Review found significant changes are needed in Australian tertiary education to ensure the system delivers.

The Accord has equity at its heart which is music to any Enabling educator's ears. It is clear Enabling programs, which the Panel suggests should be renamed as preparatory courses, will have a key role in the sector's future growth. We will however, have to be patient as the Implementation Working Group deliberates on prioritising actions recommended within the report to grow and strengthen the sector over the next two decades. As Enabling educators, supporting underrepresented students is the essence of our existence, our 'bread and butter'. I reflect on Professor Mary O'Kane's words in *The Australian* on 6 January 2023, "We need to educate many more people to university degree level and provide them with the skills employers are calling for – strong generic skills (reasoning, ability to learn, oral and written communication, digital literacy, ability to work in teams and so on)". *Doesn't that sound like an open invitation for Enabling to step up!*

The envisioned rate of 55% participation in tertiary study for those aged 25-34 years by 2030 will rely on currently underrepresented groups venturing into study; however, we know that success won't be realised for this cohort by just opening up more places to them. It will be realised by having those students equipped to manage what university study asks of them. Enabling programs do that as our focus is not only on the required academic skills but also on building students' confidence and belief that they can push through barriers to succeed. We know Enabling programs deliver well prepared students to the undergraduate arena, students who do well, and students who complete. So, we wait in anticipation of the timeline for action. As a collective, we are ready for the call!

Being an atypical year, 2024 offers us double the opportunity for conference attendance and thus that much sought after in-person networking opportunity, alongside an



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SPECIAL POINTS OF INTEREST

- Conference updates
- Special Interest Group updates

NAEEA CHAIRPERSON'S MESSAGE (CONTINUED)

avenue to disseminate of our scholarship of learning and teaching/research. STARS celebrates its 10th year of conference this year and combined with NAEAA and EPHEA to present the combined Student Success Conference, held in Melbourne from 1-3 July. The 2024 NAEAA Conference will be held in Darwin on the 2-3 December and is currently seeking the submission of abstracts. A highlight for our NAEAA Conference will be a video message to open the conference from Education Minister, the Honorable Jason Clare. This will be complemented by keynotes from Professor Mary O'Kane, Chair of the Australian Universities Accord, and Professor Sarah O'Shea, Dean Graduate Research at Charles Sturt University and previously leader of the National Centre for Student Equity in Higher Education (NCSEHE). Sarah is a long-time friend of Enabling and has had equity at the centre of her well-established and highly regarded career. We are certainly in for a treat! I am looking forward to catching up face-to-face with all NAEAA members who will be attending one or both conferences.

I also look forward to seeing the results of the re-invigorated Special Interest Groups at the NAEAA conference, alongside presentations from those members who were the successful grant applicants for 2022 and 2023. Should you not already

be engaged with one or more of the NAEAA Special Interest Groups (SIGs), I encourage you to join and gain value in networking with colleagues who have a shared interest in specific aspects of Enabling education. NAEAA now has 12 active SIGs which include: Research Development and Collaboration; Enabling Assessment; Enabling Curriculum; Mental Health and Wellbeing; STEM; Culturally and Linguistically Diverse Students; Online Learning; Indigenous Students; Diplomas; Self-efficacy; In-School Enabling Programs and the newly formed GenAI group.

On the GenAI front, I do hope your team and your institution are benefiting from the creative opportunities GenAI technology is providing. I hope you are managing the challenges this major change has brought our way. It will be beneficial as time moves on for NAEAA members across institutions to share how existing learning and teaching practices have changed to accommodate this new technology.

In closing, I wish you all continued success with your Enabling endeavours in 2024.

Many regards
Karen Seary
NAEEA Chairperson

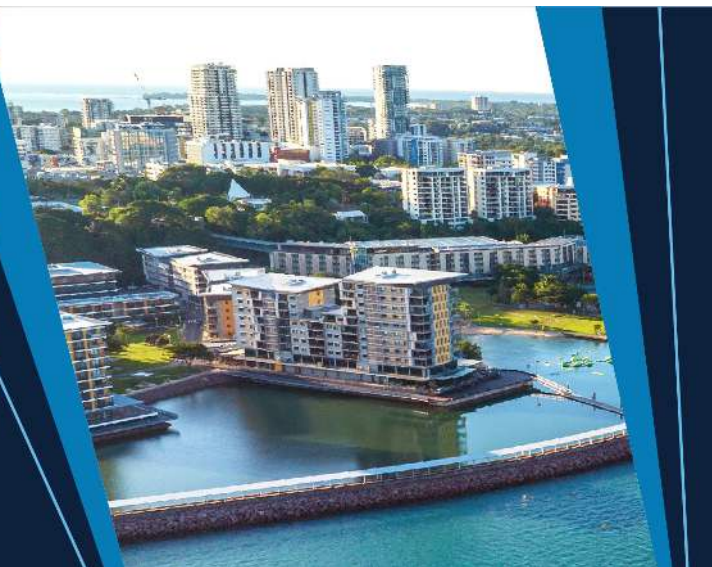


NAEEA
NATIONAL ASSOCIATION OF ENABLING
EDUCATORS OF AUSTRALIA
CONFERENCE 2024

Shaping the Future of Our Discipline

2 – 3 December 2024

Larrakia Country, Darwin, Northern Territory
Charles Darwin University



NAEEA CONFERENCE 2024

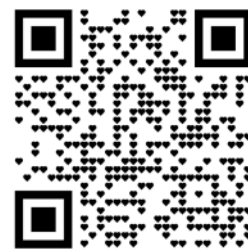
The NAEAA 7th International Conference on Enabling Education (ICEE) will be held in Darwin and hosted by Charles Darwin University in December 2024 at the Waterfront campus.

We are pleased to announce that the Call for Submissions for the conference is now open.

Key dates:

- Call for Abstracts extended to 16 August 2024
- Early Bird Registration ends 16 August
- Standard Registration rate applies from 17 August

For more information, scan the QR code or visit <https://agentur.eventsair.com/>



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SOMETIMES SILVER IS BETTER THAN GOLD: THE STUDENT SUCCESS CONFERENCE 2024

The 2024 Student Success Conference (co-convened by STARS, NAEAA and EPHEA) was a whirlwind journey through contemporary student and practitioner experiences of diversity, and student support. The pre-conference program included a fabulous research masterclass with Sarah O’Shea, on a not-so-lazy afternoon. Sarah shared her hot tips from refining research problems and great techniques for refining our elevator pitches to hopefully get through even the toughest of gatekeepers. The Monday networking sessions offered opportunities to meet, and problem solve key issues facing the space of teaching and learning.

On Tuesday, the full conference program kicked off with a number of welcome and plenary sessions. Our awesome Chair of NAEAA Karen Seary shone the light on the important equity role played by Enabling programs in the sector as the ‘home of cumulative disadvantage’, supporting diverse student transition to higher education. The first plenary: A Future for First Nations Education and Student Success saw Professor Shaun Ewen facilitate rigorous discussions with panel members Inala Cooper, Professor Braden Hill, and Professor Peter Anderson on First Nation student experience in engaging with higher education. The panel acknowledged the landscape that we currently exist in, and on, such as access to higher education, high cost of living and education, representation, and the continual impacts of a colonisation in shaping tertiary education design and delivery. It was a call for higher education to actually listen to First Nations’ voices, and start actioning, contemporary, as well as historical Aboriginal and Torres Strait Islander research. The student panel also



Above: Karen Seary addressing conference delegates

discussed the continuing intersectional and compounding impacts of race, geography, economy, caring responsibilities and health that shape the experience for domestic and international students. It was great to see the student voice appearing in many of the presentations throughout the conference program.

The Enabling education contingent were ever-present at the conference as well, with many representatives from the NAEAA community. Bronwyn Relf from University of Newcastle shared her experience of developing the Open Foundation program to keep students engaged by delivering the Enabling experience through a relevant disciplinary pathway that aligns with the students’ passions. Other Enabling practitioners spoke to compounding equity factors that face their own students. For example, ECU’s Fiona Navin looked at expanding and shifting equity group criteria beyond those defined by governments, Barrie Shannon considered supports for LGBTIQ+ students living rurally and the



3 Above: Tanya Weiler, Sarah Hattam and Sharron King launching their new book.



Above: Sarah O’Shea’s pre-conference masterclass.

THE STUDENT SUCCESS CONFERENCE 2024 (CONTINUED)

UniPrep practitioners shared how to create a holistic ecosystem of support within a program. Gemma Mann from CQU also considered what support looks like to Enabling practitioners, compared with institutional perspectives.

The social events were a hit, with the book launch of editors Sarah Hattam, Robert Hattam, Tanya Weiler and Sharron King's long-awaited book *'Enabling Pedagogy and Action Research in Higher Education'* as well as the glitzy silver themed gala dinner. The Student Success



Above: Bronwyn Relf, Anna Bennett and Karen Seary at STARS.

Right: ECU colleagues Tracey Taraia, Fiona Navin, Keneasha Lindsay and Angela Jones enjoying the Gala dinner.



Conference really did weave a silver lining around an otherwise grey and drizzly Melbourne. It connected and reconnected like-minded thinkers, and validated their work, but more importantly it challenged them to keep championing and redefining the space of higher education to provide better access to, and support of, underrepresented students.

By [Dr Angela Jones](#), Senior Lecturer Access and Equity, Edith Cowan University.

NAEEA WEBINARS

NAEEA provides a webinar series to foster the exchange of ideas and support collaboration and cooperation across the sector.

Sign-up to an upcoming webinar or watch previous webinars on demand – all available on the [NAEEA website](#). Stay tuned

via email or the NAEEA Twitter (@01naeea) for upcoming webinars.

If you would like to present as part of the webinar series or have an idea, please contact Trixie James. Email T.James@cqu.edu.au



Scan me!

Register for our upcoming webinar.

Friday 12th July
2.00 – 3.00 pm

**Defining and Delimiting
Student Support:
Insights and Challenges in
Enhancing Support and
Wellbeing for Educators
and Students**

NAEEA NATIONAL ASSOCIATION OF
ENABLING EDUCATORS
OF AUSTRALIA



PROMOTING AGENCY AND USING STUDENT VOICE WITHIN AN EDUCATIVE APPROACH TO ACADEMIC INTEGRITY

“What I know now about academic integrity is going to stay with me.”

This statement was a response by an interviewee in a recent study on academic integrity (AI) at Southern Cross University (Brickhill et al., 2024). The study investigated students' experiences and perspectives of the educative approach to AI that is offered in the Diploma courses at the university. SCU College offers a range of pathway Diplomas (8 units over 12 months full-time) which students can use to transition onwards into linked Bachelor courses. Our educative approach within these Diplomas is guided by developing students' agency towards AI processes and encouraging them to see academic integrity as a significant and positive aspect of their developing identities as novice members of the academic community.

The exploratory study included a survey to which 34 Diploma students responded, as well as two in-depth, semi-structured interviews which helped to gain a fuller understanding of how some students experienced our approach and how their perceptions of AI developed. In addition, we analysed institutional data on AI breaches to explore the impact of the shift to an integrated educative approach.

The findings suggest that students appreciate having a voice in AI processes and would like more opportunities for dialogue at all stages of learning about AI, when completing assessments and when facing misconduct allegations.

In addition, we found that when students have a positive understanding of AI and feel agentic in AI processes, they feel more confident to uphold the values associated with AI.

Our curriculum design and pedagogy at SCU College show that students develop agency towards AI through a holistic educative approach based on the principles of transition pedagogy (Kift et al., 2010), including compulsory modules on academic integrity, pedagogy that challenges (former) punitive approaches and a curriculum with embedded support and reflexivity on AI.

Activities within online learning materials and scheduled classes are designed to increase students' understanding of AI and what it means to practise fundamental values associated with it, namely respect, responsibility, courage, honesty, trust and fairness. However, students are shown that these values are not static or all-encompassing; students are given a voice to

share their unique and diverse perspectives on academic integrity in class, with dialogue driven by personal reflection, real-world scenarios and established strategies for effective AI. Students in tutorials were able to demonstrate how the values they brought with them helped them to act with integrity at university, with some students listing values and motivators like tenacity, resilience, a respect for diversity, professional goals and providing for their families as guiding their AI practices. These unexpected and deeply personal class contributions demonstrate the strength of incorporating student voice in learning and teaching about AI. Interview responses from our research study also indicate this activity resonates deeply with students as they link AI practices to values. One interviewee noted that the values of honesty and respect were central to his approach to AI: “[when] you use other people’s work, you’re showing them the respect by putting their name next to it.” Another interviewee noted that she viewed AI as a form of “strength” and deeply valued fairness, which guided her approach:

“If everyone follows it correctly, [AI] puts everyone on an even playing field.”



Tapping into these values can be a powerful resource for educators in the Enabling space.

Promoting agency through reflection on AI dilemmas

Our approach also aimed to be transparent about the challenges of academic writing and how tempting it could be to compromise AI. This concern is especially significant with the rise of generative artificial intelligence like ChatGPT. In one activity students are presented with hypothetical AI

dilemmas, and students must decide how to address these dilemmas in a way that aligns with their developing understanding of AI and their own personal values.

Agency towards AI is encouraged through activities like this embedded within the curriculum. Coupled with completion of a compulsory module on AI, the educative approach taken inspires autonomy and increases students' confidence in the practice of AI.

Interestingly most participants in the research – including some who indicated that they had been part of (or knew somebody who had) an AI breach process indicated that the process itself increased their understanding of AI and felt that they could better address AI for themselves into the future.

PROMOTING AGENCY AND USING STUDENT VOICE WITHIN AN EDUCATIVE APPROACH TO ACADEMIC INTEGRITY (CONTINUED)

Students in Diploma courses face unique challenges but also bring diverse life experiences and strengths that can be leveraged to support their success (see Nieuwoudt et al., 2024). It is therefore important that educators in the Enabling space continue to frame AI using an educative rather than punitive lens as a positive and desirable trait for students to develop as part of their emerging academic identity. When students can develop agency and feel that their voices are valued in AI processes, they are better able to navigate the transition to university. The students' perspectives reflected in our research show that they want to feel enabled and agentic rather than constrained by AI practices and processes, and these findings could inform more effective learning and teaching around AI.

References

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By *Dr Michael Brickhill & Dr Grant Andrews*, SCU College, Southern Cross University



UNISA COLLEGE REFUGEE STUDENT SUPPORT GROUP

Accessing education opportunities is vital for students from refugee backgrounds as it enables them to integrate effectively into their host country and secure better employment (Naidoo et al., 2015). This, in turn, fosters a greater sense of belonging and improved health outcomes (Ager & Strang, 2008). Yet, an investigation into the existing research on widening participation policy identified that educators and institutions need to pay attention to how processes can be exclusionary for students of refugee backgrounds who are not familiar with university expectations. There has been a growing need to provide support for students from refugee backgrounds entering university study for a number of years. Approximately 20 % per cent of UniSA College's students have experienced life as a refugee, and while many aspire to succeed in HE, they encounter significant obstacles.

The support initiatives offered through Refugee Student Support Group assist students to participate meaningfully and help address the unique challenges they face, leading to improved engagement and retention.

UniSA College Refugee Student Support Group is a peer-support initiative established in 2019 and enabled by funding from a Federal Fostering Integration Grant (Department of Home Affairs). The Australian Government's commitment to a

supportive and multicultural Australia led to the establishment of the Fostering Integration Grants Scheme to build cohesive and more resilient communities and promote Australia as a culturally diverse nation. In 2019 UniSA College has used the grant funding to initiate the Refugee Student Support Group employing Peer Support Officers (PSO's) in line with the existing research that highlights the importance of face-to-face



Above: UniSA College PSO social media post

UNISA COLLEGE REFUGEE STUDENT SUPPORT GROUP (CONTINUED)

services that are accessible and available in helping students progress with not only academic and language practices, but also for their social and cultural networking (Fagan et al., 2018; Earnest et al., 2010). At the onset of the project, we also surveyed refugee background students studying at the College and they confirmed the need for formal and informal support networks. This warranted an employment of the two PSOs. The role of the PSOs, in their words is: 'to have a face-to-face interaction with new students from refugee backgrounds, direct them to different services and just be there...as someone that they can talk to and someone they can trust that whatever they say...(they) can be an advocate on (their) behalf' (interview with PSO A, 2020). The PSOs are trained to assist with the student social support and academic referrals and they also to refer the students to a range of university-wide services. To further facilitate peer connections, the PSOs have also created UniSA College Refugee Student's Club - a student-run University association. PSOs enhance students' social and cultural knowledge and skills ensuring they have a good understanding of the university setting. Due to its successes, the program has been made sustainable since 2019 and since the establishment of their roles at UniSA College, PSOs see students in person but also offer zoom consults for students studying online and regionally.

Over the years Refugee Student Support Group organised number of important networking events and workshops leading to improved engagement and retention of refugee background students at the College.

One of these included UniSA College Refugee student symposium, a social networking initiative which brought UniSA students and alumni together with staff and key community stakeholders. At this event students built connections, shared experiences and generate ideas and priorities for SFRBs in HE. Students discussed their experiences of migrating to Australia and the common struggles with culture, language, identity, belonging and

racism. Other events included series of workshops, including Career workshops which helped students with employability and writing of resumes as well as workshops on writing a scholarship application. PSO's also organise Uni-based celebrations of religious and cultural events like Eid and Refugee Week. Another notable initiative that is ongoing is the Student Calling campaign. The calling campaign has been proven highly effective, as each year it helps reconnect the refugee background students who may be struggling with their studies. PSO's report positive outcomes of the calling campaign including: students receiving assistance with enrolling for next semester courses, accessing the online resources, applying for scholarship as well as applying for change of program. Students are also provided resources on how to contact and book a meeting with the university learning advisor/ counsellor and students are referred to referred students to Peer Assisted Study support (PASS) and course coordinators for help with assignment. The positive impacts of the Refugee Student Support Group on the student learning experience and retention have been documented in Bilic and Thai (2023) publication.

By [Dr Snjezana Bilic](#), Lecturer, UniSA College, Education Futures



Above: UniSA College Refugee student symposium participants



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THE BRIDGE THAT'S BRINGING MORE MOB TO UNIVERSITY

"Kulbardi changed my life," Aaron Taylor says about his experience coming to university. "I never thought I would be in a situation where I would not only have the opportunity to enter university but also shine in that environment."

Aaron is one of more than a thousand Indigenous students who have attended the Kulbardi Aboriginal Centre's K-Track bridging program, which provides an alternative pathway to university for Indigenous students based on life experience.

"I always knew that education was the key to getting opportunities in life and I'd missed that from a very young age," Aaron says. "So, to be able to come to university later in life – and receive the cultural support I needed along the way – has been life changing."

This year, Aaron will graduate as the recipient of a Dr Tracy Westerman Indigenous Psychology Scholarship, a Vice Chancellor's Award for Academic Excellence, a prize for the highest grade in a unit and a distinction grade point average. It's a remarkable outcome after leaving school at 13 and running away at 14, never to return to complete his schooling. However, his experience is not a unique story of Indigenous excellence from adversity.

The K-Track program sees people from all walks of life arrive at university – a place that many never expected to be.

Jenna Woods, who today leads the School of Indigenous Knowledges at Murdoch, arrived through that pathway too. As a young mum who never completed her high schooling, Jenna did the bridging course to get into university, where she completed a Bachelor of Arts majoring in community development, politics and international studies.

"If I can be here, I hope that everyone sees that they can do it too," Jenna says.



Above: Jenna Woods



Above: Aaron Taylor mentoring at Kulbardi

She was the highest achieving Aboriginal student at Murdoch during her studies and now plans to pursue a PhD to make a contribution to Aboriginal-led research in areas broader than health. "I want to bring the voice of Aboriginal experience from the community level into the academic space and provide evidence-based research that will produce positive change." Jenna says her success is all down to K-Track, which taught her the basics of life at university and helped build her self-esteem and confidence.

It also provided the social support she needed to keep coming back each week and introduced her to a wide network of people who have inspired and mentored her along the way. "I encourage anyone who might be interested or wants a change in their life to come and have a yarn and see if it's something that might work for you."

Through her work today, Jenna sees first-hand how instrumental programs like K-Track are to improving Indigenous education outcomes. "As a lecturer, I have seen how well our bridging course students do as undergraduate students," Jenna says. "They perform highly with the skills that K-Track has helped them to develop, and often go on to make significant changes for their families and their communities."

This sentiment is shared by Aaron, who is now Lead Facilitator at Kulbardi, a role that sees him helping other mob find their way to and through university.

"I tell them, if you think you can't do it, just look at me," Aaron says. "Then come have a yarn."

By Alex Brophy, Murdoch University. Republished from the NAIDOC Week liftout in The West Australian, July 8 2024.



8 Above: Kulbardi Aboriginal Centre at Murdoch University.

To hear Aaron's story, please visit <https://www.abc.net.au/news/2024-04-05/the-phone-call-that-changed-aaron-taylor-life/103669594>



STUDENT STORY: SARAH TUHORO

From my earliest memories, I've been driven by a strong sense of social justice and a desire to effect positive change in the world. I was raised in a single-income household in New Zealand until the age of ten; before my family migrated to Australia. I spent most of my primary and secondary education in rural South Australia, where my dad worked in an abattoir. My mum stayed at home until my youngest sibling started school, after which she began working at the local primary school as a teacher's aide. Life had its trials and triumphs, but nothing could prepare me for 2008. I was mid-way through year 11, and due to challenging family circumstances, I was forced to leave home. Our family was in Australia on a Special Category Visa, which meant that I wasn't eligible for Youth Allowance or any kind of government assistance. I knew my part-time wage from my one shift per week at the local bakery wasn't enough to house and feed me, so I negotiated with my school principal and teachers to finish school early at 2pm. After this, I would work a shift, and then head home to catch up on what I'd missed during the last portion of the school day. I stayed with a friend, and I just managed to scrape by. This continued for five or six months until the end of the school year, and it was at this point that I concluded that I couldn't afford to complete year 12. I quit school and commenced full-time work at the bakery.

I worked various jobs over the next few years, mainly in hospitality, and then in door-to-door and call centre sales. These were the only jobs I could get without finishing school. I moved to Queensland in 2009 for a fresh start, and then in 2011, I had a moment. I was working in a call centre, and my job was to cold call people and sell them car insurance. I felt completely uninspired and absolutely defeated. Then one shift, when I'd been hung up on for the fourth time in a row, I remembered the tenacious and passionate little girl who wanted to change the world. I called my mum crying that night, unsure of what to do next. She started researching various options, and she found the Foundation Studies program, a fee-free Enabling program offered by the University of South Australia (UniSA). I decided it was time to continue my education, so I relocated back to Adelaide and commenced in semester 1, 2012. This program was an incredible experience, and thanks to the phenomenal support from UniSA College, I graduated with a 6.87 GPA and gained entry into a bachelor's degree. I graduated with a Bachelor of Social Science in 2017. After Foundation Studies I was hooked on the humanities – a path I'd never considered because before the program I'd never heard of the humanities.

Graduating from university as someone who was a high school dropout, and a first-in-family student, is a day I'll never forget. I was filled with joy, and also hope for the future.

I knew that my graduation meant more than personal advancement. I knew that this was the key to being able to fulfil my purpose and make a meaningful contribution to society in the ways I'd dreamed of.

After I graduated from my degree, I knew I had to keep going as I felt myself slowly edging towards my purpose. I completed a Graduate Certificate in Māori and Indigenous studies through the University of Waikato in New Zealand, focused on decolonising research and Indigenous research methodologies. I initially thought I would go on to do a Masters, then a PhD in this field and become an academic, but this still didn't quite feel like my path. Last year, I started work as a project officer at Wirltu



Above: Sarah Tuhoro

Yarlu, which is the Indigenous Engagement Branch at the University of Adelaide. At the same time, I started a Master of Leadership and Management in Organisation Dynamics, and I feel as though I've landed exactly where I'm supposed to be. Initially, my work was focused on supporting the creation of the institution's new Indigenous strategy, and then in January of this year, my role evolved into one focused on the merger between the University of Adelaide and UniSA. More specifically, my role is centred around fighting for adequate First Nations representation across the merger, and for the Accord's recommendations regarding First Nations Peoples to be realised through the creation of the new university.

My current study goal is to write a thesis that delves into some of the organisational dynamics present within higher education institutions. Through this research, I hope to explore and illuminate the unconscious defences and phenomena that impede progress regarding the safety and success of Aboriginal and Torres Strait Islander staff and students. This will allow for an examination of systemic issues that continue to plague the academy. I then hope to build upon this during a PhD candidature.

The fact of the matter is that an Enabling program was the most fundamental piece of this journey from high school dropout to master's student, and hopefully one day, the holder of a PhD that could potentially transform the sector and contribute to closing the gap in higher education. I will be forever grateful that my mum stumbled across UniSA's Foundation Studies program online, that it was fee-free, and that it built my capability and confidence to the extent that I believed I could do anything. These programs truly demonstrate the transformative potential of education, and its ability to change lives. I can't think of any privilege greater than having the opportunity to ensure that more lives are transformed in the same way mine was. I take action each day as someone who wants to be the change they want to see in the world, and when I achieve that, I'll always have gratitude for the key that opened that door.

By Sarah Tuhoro, The University of South Australia.

Sarah completed Foundation Studies in 2012, and went on graduate with a Bachelor of Social Science in 2017

CUPCAKES WITH BLUE ICING – A TREAT IN THE WEST FOR VISITING SUZI SYME FROM SOUTHERN CROSS UNIVERSITY!

It was an enthusiastic and warm welcome for Suzi Syme, Coordinator of the Preparing for Success Program at SCU who was visiting Perth on holiday in June and took time out to meet up with these wonderful colleagues! Lots of stories, examples, challenges and highlights of our programs and journeys with students were shared over a couple of hours with plenty of sustenance to keep us going. Such a great opportunity to connect in person and take some time out to reflect on our teaching and coordinating and enthuse over the possibilities for some cross-institutional scholarship. Marking and moderation quickly became a key theme of our discussions and we shared different strategies to manage workload and consistency of practice. Techniques to help anxious students overcome nerves when public speaking was beautifully modelled by Sarah Courtis with her background in drama. Other discussions included the use of GenAI and examples of group work. It was clear we are all on the same page when looking for innovative pedagogy and ideas to engage students with their learning. Thank you Murdoch University Colleagues – I feel privileged to have had the time with you and look forward to some scholarly collaborations!

By [A/Prof Suzi Syme](#), Associate Dean (Education), SCU College and Academic Coordinator of Preparing for Success Program.



Above: (left-right) Rebekah Sturniolo-Baker, Sarah Courtis, Nora Oyama, Suzi Syme, Joanne Lisciandro, Deb Monteith, and Sue Shaw

PHD ACHIEVEMENT: TRIXIE JAMES

Congratulations to Dr Trixie James who completed her PhD through the University of Tasmania. Her Thesis titled *“Is university for me? Bridging the gap: Equity students journey to university through an Enabling program”* highlights the experiences of equity students re-engaging with formal education through an Enabling program. Recognising education's gatekeeping role in perpetuating disadvantage, the resultant "Peregrination of Belonging" model maps the students' five-stage journey from 'outsider' to 'insider' as they embark towards higher education inclusion.

Trixie began this journey in 2017 as a part-time Doctoral student at the University of Tasmania. During this time she took long service leave, had one child's wedding, five grand-



Above: Trixie James celebrating her PhD completion

children born, survived Covid lockdown, took up road cycling and started the Pink Flamingos Female cycling community and yet continued to chip away at her PhD while working full-time and joining the NAEAA executive.

Trixie's PhD supervisors, Dr Tracey Muir and Dr Nicoli Barnes were invaluable and a wealth of support and Trixie is keen to pay it forward and help others through this journey in the future. Trixie will officially graduate in August in Launceston, Tasmania. The thesis is available through her

staff profile page and other platforms.



SPECIAL INTEREST GROUPS

As an association, NAEAA strives to foster collaborations among colleagues from various universities and across the range of programs that support widening participation to equity students. To facilitate this, we provide a variety of Special Interest Groups (SIGs) where academics can come together based on their specific areas of interest and engage in mutual learning. We warmly invite our NAEAA members to join one of these SIGs. Please [click this link](#) to the website for additional information.

Hear from our members what they have to say about the value of participating in our SIGS.

<p>Stuart</p> <p>The SIGs have had a positive impact on my staff as they now feel they belong within this sector and not just in their own little bubble. Staff are attending for PD purposes and are increasingly discussing what each of them is learning. They now feel connected with likeminded colleagues, who face similar challenges, across many different universities and are becoming active contributors. As the Discipline Lead, I can see the positive impact the SIGs are having on our curriculum, pedagogies, and staff's development.</p>	<p>Herna</p> <p>I value the connections I've made across the sector. Not only am I learning new approaches to teaching, but I feel that I can contribute to discussions and bring fresh knowledge to the table.</p>	<p>Kerry</p> <p>I appreciate the opportunity to co-facilitate a SIG and be involved in cross-institutional collaborations. Having a voice in the sector is vital, and the SIGs offer an opportunity to collaborate and contribute in this space in areas of interest to us professionally.</p>
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If you are interested, simply send an email to the respective SIG facilitator, and they will gladly include you in their team. If you are interested in facilitating your own SIG, please contact the SIG Executive co-ordinator, Trixie James (trixie.james@Enablingeducators.org) to discuss your idea.





Join us in building collaborations and advancing education for all! Together, we can make a difference!













Now let's have some fun!







Can you match the face of a SIG facilitator to the SIG they facilitate?

You will find the answers at the end of the newsletter. The options are:

Indigenous Students SIG	Culturally & Linguistically Diverse (CALD) SIG	Science, Technology, Engineering, Maths (STEM) SIG
Mental Health and Wellbeing SIG	Enabling Curriculum SIG	Enabling Assessment SIG
Research Development and Collaboration SIG	Self- Efficacy SIG	Online Learning SIG
Diplomas SIG	In-School Enabling Programs SIG	Generative Artificial Intelligence (GenAI) SIG

			
Snjezana Bilic	Ana Larsen	Jo Hanley	Suzi Syme

			
Daniel Collins	Susan Hopkins	James Valentine	Erin O'Donoghue
			
Kerry Bond	Grant Andrews	Bronwyn Relf	Anna Bennett
			
Johanna Nieuwoudt	Anne Braund	Tamra Ulpen	Trixie James

		
Rikki Quinn	Selena Tenakov	Lisa Moody
		
Liz Goode	Heidi Hetz	Cinzia Loddo

SPECIAL INTEREST GROUP UPDATES

Self-Efficacy SIG

We are proud to say that the Self-Efficacy SIG has grown this year, and we would like to welcome those new members. A small team has been working hard and meeting regularly for an autoethnography project that we intend to present at the NAEAA Conference in December. We are planning one more whole-of-SIG meeting before the conference and hope to make some “in person” plans during the conference as well. More than anything else it has just been wonderful to casually swap stories and ideas with like-minded Enabling practitioners. We would like to welcome MORE new members so if you are interested please reach out.

By [Ana Larsen](#), School of Access Education, CQU.

In-School Enabling Programs SIG

“The support provided in [course title] was realistic to the expectations of University and honestly made going through a degree easier after getting used to the pressure. The skills you learn in [course title] will never leave you if you practice them correctly.”

In-school Enabling programs not only provide a pathway to university, but help prepare Year 11 and Year 12 students for their future university studies. We are so fortunate to work with schools and students in this space.

While this SIG is relatively new, it is amazing to have 13 universities represented from across Australia in the group. Some members have been coordinating/delivering/facilitating these in-school Enabling programs for over 10 years, and other members are just starting to navigate this space between senior school and first year university. The complexity of stakeholders has been a common discussion point, as well as the recent recommendations from the University Accord and our place in driving those aspirations. We’ve also had great presentations about the Open Foundation program and NUPrep (University of Newcastle), and Flexitrack High (Murdoch University). We are looking forward to hearing about other programs in upcoming meetings.

All members of the SIG generously share their insights and learnings, and we would like to thank everyone for their valuable contributions. Thank you for helping us build a community of practitioners in this growing Enabling space. While in-school Enabling programs are not new, they are becoming increasingly prevalent and important for widening participation and preparing students for their university studies while still in school.

Please email johanna.nieuwoudt@scu.edu.au or s.tenakov@ecu.edu.au if you would like to be part of a community of practitioners in this growing Enabling space. We are looking forward to welcoming you and meeting you in our next meeting scheduled 6 August 1:00pm – 2:00pm AEST.

By [Dr Johanna Nieuwoudt](#) (SCU) and [Selena Tenakov](#) (ECU).

Generative Artificial Intelligence (GenAI) SIG

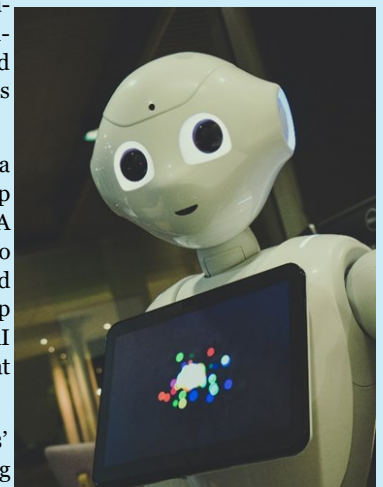
The GenAI SIG is a space to share experiences, resources and innovations around GenAI. The SIG is facilitated by Trixie James from CQU and Grant Andrews from SCU. Since launching in early 2024, we have had three meetings where members presented their exciting and cutting-edge work on using GenAI in Enabling education.

In our first meeting, attendees shared the different policies and approaches towards GenAI at their institutions. While it was fascinating to see the variety of approaches, it also became clear that even within individual institutions, there was a lack of unity and clarity in how GenAI should be integrated in learning and teaching. Policies and best practices for the effective use of GenAI are still emerging and the landscape is changing rapidly. The SIG aims to help members stay in the know on these important issues.

The topics discussed have ranged from the practical to the theoretical. We have had presentations by Rena MacLeod and Darren Swanson from CQU on Enabling students to use GenAI tools through an AI workshop series, Chris Lawler from SCU on developing curriculum content using GenAI, and John Pike from UniSA on using GenAI in assessment. These presentations have sparked lively discussion and inspired members to think outside of the box about how GenAI can help us to better serve our students. We have also considered frameworks for critical GenAI literacies, the ethics of how we engage with AI tools, and how GenAI can help level the playing field for students from equity groups. Future SIG meetings will explore the shifting GenAI policy landscape and using GenAI when giving feedback. If you would like to share your work or insights at one of the meetings, please get in touch.

In addition, we have launched two cross-institutional research projects, one exploring Enabling educators’ perspectives on GenAI, and the other investigating curriculum innovation and feedback approaches using GenAI. We welcome more members to be part of these projects. We hope to see you at our future SIG meetings!

By Dr [Grant Andrews](#), Southern Cross University



Above: Photo by Owen Beard on Unsplash

SPECIAL INTEREST GROUP UPDATES (CONTINUED)

Diplomas SIG

University pathway diplomas are playing an increasingly important role in widening participation in higher education. Diplomas are stand-alone qualifications, but also provide a pathway into bachelor degree level studies. As a diploma student explained: *“I’m the first person to go to uni in my family. So to me, doing a diploma [...] and having that pathway to be opened into the bachelor just felt, yeah, more manageable [...] Cause saying ‘bachelor’ just felt like it was too big. Whereas the diploma, most people can go, Yeah, I can do the diploma.”*

Our SIG seeks to bring together a community of practice to share, generate, and progress the evidence-base around diplomas in higher education. And this is exactly what we have started to do since we’ve had our first meeting in August 2023. We’ve had great discussions about the structure of diplomas, curriculum design, the need for wrap-around support, and complexities of working with various stakeholders, and many other topics. A big thank you to our SIG members for your openness and generosity in sharing your learnings and insights, and for asking questions. Together we learn and share best practice in this space.

Please email johanna.nieuwoudt@scu.edu.au or rikki.quinn@scu.edu.au if you would like to join a group of diploma educators from multiple universities and University Colleges across Australia in discussions around diplomas in higher education.

By [Dr Johanna Nieuwoudt](#) (SCU) and [Dr Rikki Quinn](#) (SCU)

Online Learning SIG

Our Online Learning SIG is an enthusiastic bunch of core SIG members who have been meeting every three months to share our work in a presentation and then discuss progress on our two key projects. So far, we have had insightful presentations on a range of topics including the use of dialogic pedagogies to engage students from Kerry Bond, (CQU); cybergogy for online engagement (Anne Braund, CQU), empowering online students' Self-Efficacy (Ana Larsen, CQU), another on harmonious teamwork (Dr Trixie James, CQU) and creating a successful online course (Jane Habner, Flinders University). Each presentation has generated lively discussion.

Coming up on 30 August at 1-2pm are presentations on the use of OneNote to help students connect with each other and their online learning materials from Dr Rikki Quinn (SCU) and another on support for learning first year maths from Shelley Worthington (CDU).

In addition to sharing best practice and brainstorming ideas for successful online engagement, we are also working on two key cross-institutional projects. These are:

1) reviewing the 10 National Guidelines for Online Learn-



Above: (left-right) Anne Braund and Suzi Syme

ing (Stone, 2017) with the aim of developing updated guidelines for NAEEA endorsement; and,

2) developing a toolbox of strategies to engage students in effective online learning. This toolbox would also be NAEEA approved and added to the NAEEA website for easy dissemination.

If this sounds of interest to you, we would love to hear from you! Please email Suzi on suzi.syme@scu.edu.au or Anne on a.braund@cqu.edu.au

By [A/Pro Suzi Syme](#) (SCU) & [Anne Braund](#) (CQU)

SPECIAL INTEREST GROUP UPDATES (CONTINUED)

STEM SIG

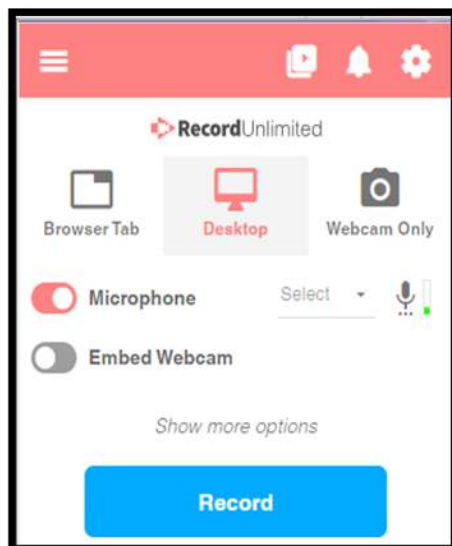
The STEM SIG is facilitated by Cinzia Loddo from The University of Notre Dame Australia (UNDA) and Kerry Bond from CQUniversity.

Cinzia Loddo is a Lecturer and the National Course Coordinator of *Foundations of Human Biology* and *Essential Mathematics* in the UNDA Enabling program named [Tertiary Pathway Program](#). Cinzia completed her PhD in Chemical Sciences in Italy and worked in medical research for several years before moving to Australia. Cinzia strives for excellence in Learning and Teaching and was awarded with a Senior Fellowship from Advance HE (SFHEA). She is interested in innovative, engaging methodologies to empower students in the STEM fields.

Cinzia was an integral part of the Tertiary Pathway Program review, which aimed to increase the students' learning experience and prepare them for a smoother transition into undergraduate programs, especially Health Sciences and Nursing. Cinzia is also the Coordinator of the Maths course in [UniPath](#), a UNDA pathway program to university designed for high school students.

Kerry Bond is an Associate Lecturer and Academic Learning Adviser (ALA) in CQUniversity's School of Access Education. She is a Unit Coordinator for Introductory Biology and an Access Coordinator in the Skills for Tertiary Education Preparatory Studies ([STEPS](#)) Enabling program. Kerry has taught in secondary and tertiary contexts in Australia, England, and the United States, and is a Fellow of Advance HE (FHEA). Kerry has been teaching science and mathematics for twenty-one years, over which time she developed an avid interest in cognitive sciences and is passionate about teaching students how to learn and how to cultivate self-regulated learning. Kerry continues to be active in local STEM promotion with the Whitsunday STEM Challenge team, particularly promoting [stories of women in STEM careers](#).

At the end of 2023 Cinzia and Kerry started facilitating the STEM SIG that now counts 19 members from a variety of universities and colleges across Australia. Since then, they have hosted a few meetings during which members had the opportunity to share their background and area of expertise. So far, a few members (listed below in order of presentation) presented their research projects, while others have expressed their interest in presenting in the upcoming meetings.

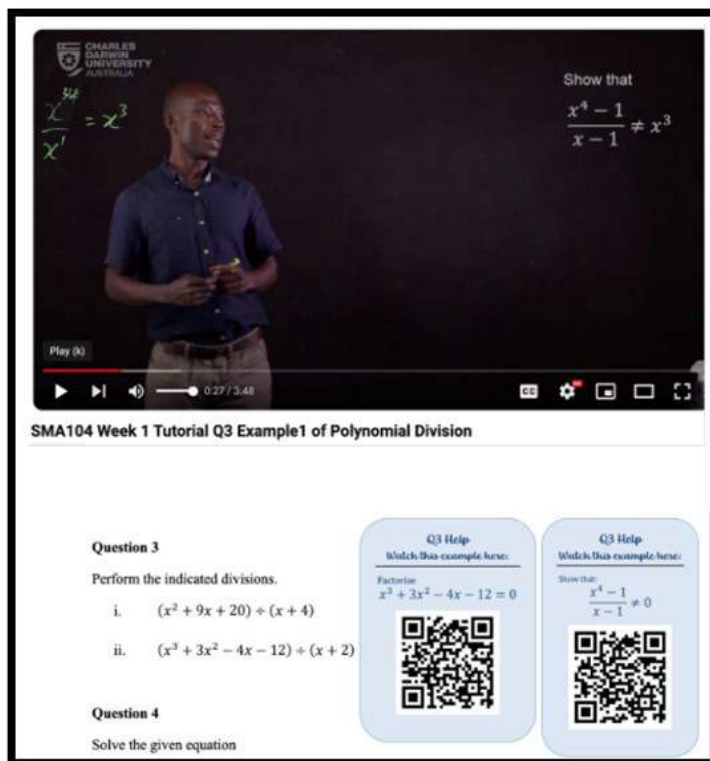


Above: Screencastify – a web browser add-on for screen recording (Image: Courtesy of Katrina Johnston & Hermina Conradie)

Katrina Johnston and Hermina Conradie (CQUniversity) presented on the applications of Screencastify, which enables video feedback creation that is more personal and enhances communication, using more affective cues enabled by facial expressions. The benefits of video feedback have also been flagged for online and high-enrolment courses. The free version permits ten recordings and the upgraded version allows unlimited recordings, which are saved to Google drive.

Shelley Worthington (Charles Darwin University) discussed a range of technologies and their applications in tertiary contexts, including: Microsoft Booking System for student appointments; the collaborative and engaging benefits of Padlet; applications of Notion for project management, course

material curation, and collaborative notetaking; and Lightboard QR Codes, which uses a Perspex screen (Lightboard) to explain mathematics, as an example, in short videos, which are accessed as 'just-in-time' educational resources via QR codes on student worksheets.



Above: An example of the use of Lightboard QR Codes in mathematics. (Image: Courtesy of Shelley Worthington)

SPECIAL INTEREST GROUP UPDATES (CONTINUED): STEM SIG

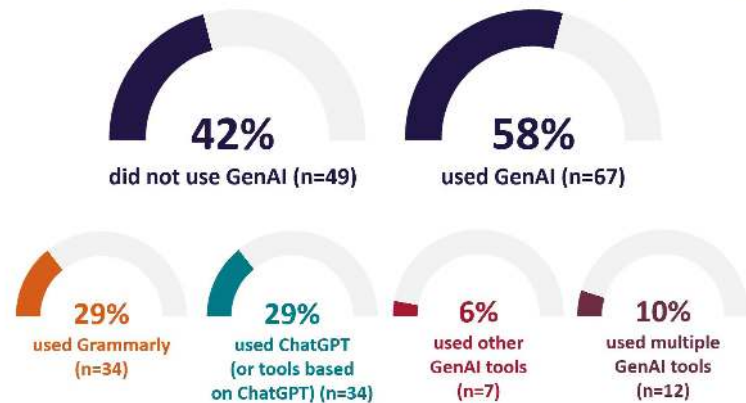
James Valentine (Charles Darwin University) shared about his exploration of generative artificial intelligence (GenAI) use with students in an Enabling bioscience unit, revealing insights about student knowledge, skill types and levels, and inclinations when considering GenAI use for educational purposes.

Using Teams, as a platform to share information, Cinzia and Kerry created a series of folders where the SIG members can find meetings' recordings, PowerPoint presentations, some relevant peer reviewed papers and public facing information about the Enabling programs delivered at the institutions the members are part of.

We are eager to learn more during 2024's remaining sessions from Joanne Lisciandro (Murdoch University), Kerry Bond (CQUniversity), and Cinzia Loddo (The University of Notre Dame Australia), regarding mathematics anxiety, technology-enhanced learning for auditory and oracy skills, and the use of anatomical models in the biosciences, respectively. We welcome new members and encourage you to join us in August for the next meeting.



Overview of GenAI use in Assignment 1 (n=116)

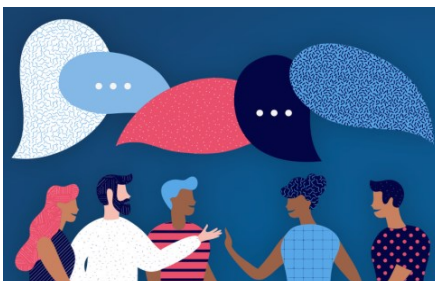


Above: Student use of GenAI during a bioscience assignment
(Image: Courtesy of James Valentine)

By [Dr Cinzia Loddo](#) (University of Notre Dame) and [Kerry Bond](#) (CQU). Email: cinzia.loddo@nd.edu.au or k.bond@cqu.edu.au

SHARE YOUR UNIVERSITY'S ENABLING EDUCATION EVENTS, SUCCESSES AND INNOVATIONS

The NAEAA newsletter focuses on the achievements of students and staff in our sector, and on innovations that continue to foster the ongoing development of Enabling education. The newsletter is published twice a year. If you have a story you would like to include in the next edition, please contact admin@Enablingeducators.org. We would love to hear about your programs, projects, research, students and educators.



NAEEA MEMBERSHIP 2024

Visit the website for details at <https://Enablingeducators.org/> or contact the NAEAA Executive at admin@Enablingeducators.org for details about your membership. Please renew your membership for the 2024 calendar year by 1 July 2024.

Members receive many perks including discounted conference registration rates and opportunities to apply for small grants.

'INVITE A FRIEND'

If you have a colleague who is interested in Enabling education but is not yet a NAEAA member, please feel free to share this newsletter with them. We would love to welcome new members and we hope to see many of you, both new and long-term members, at this year's long awaited conference!

ABOUT NAEAA

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 or visit our website at <https://Enablingeducators.org/>

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SPECIAL INTEREST GROUP GENERAL INFORMATION & CONTACTS

Research Development & Collaboration

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University of Newcastle

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University of Newcastle



The purpose of this SIG is to create a collaborative space for colleagues interested in researching enabling programs, student transitions in higher education and lifelong learning, and related areas such as widening participation, equity, and social justice in education to come together. Our aim is to foster a research community where members feed into and develop the direction of the SIG, share research approaches, develop research skills, gain confidence with publishing and participate in projects. We believe that it is through research and publications that we are able to influence policies and allow the voice of the enabling sector be heard.

Self-efficacy

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CQUUniversity



Understanding self-efficacy as a theoretical concept is important because it helps individuals gain confidence in their abilities and achieve their goals. The focus of this SIG is on the self-efficacy of both students and educators. The primary aim of this SIG is to connect colleagues and build a supportive community. We are interested in academic and career self-efficacy as well as related concepts such as locus of control and self-directed learning. As we grow, we aim to foster national-level discussions around self-efficacy, share resources, and see growth in the research within this space.

Online Learning

Associate Professor Suzi Syme
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Southern Cross University
or



The landscape of online teaching and learning is evolving, and it is beholden on educators to ensure they are providing education that is supportive and engaging in this digital realm. This SIG will be running a series of webinars on innovative online teaching and learning, where we will have the opportunity to network and build a community of practice of like-minded practitioners.

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CQUUniversity

Diplomas

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Southern Cross University or

Dr Rikki Quinn
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Southern Cross University



If you are an educator in a diploma unit/subject/course/program at undergraduate level, then this special interest group is for you. This SIG seeks to bring together a community of practice to share, generate, and progress the evidence base around diplomas in higher education. The aim of the Diplomas SIG is to develop a strong network of educators in Australia, who are particularly interested in discussions around diplomas in higher education.

In School Enabling Programs

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Southern Cross University

Selena Tenakov
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Edith Cowan University



If you are involved in an in-school enabling program, or your institution is considering developing an in-school enabling program, then this SIG could be for you. This SIG seeks to create a community of practice to pool together insights and learning in this growing enabling space. The purpose of this SIG is to build a community of practitioners to facilitate shared learnings, benchmarking opportunities, and effective curriculum design.

Generative Artificial Intelligence

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Dr Grant Andrews
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Southern Cross University



In light of the global emergence of Generative Artificial Intelligence, our new Special Interest Group delves into its profound impact on educators and students, particularly within Enabling Education. Exploring transformative enhancements in teaching practices and student learning, we navigate the evolving landscape, considering diverse approaches across institutes and contemplating its educational potential. Join the SIG to stay abreast of this dynamic intersection between technology and learning, actively participating in the ongoing discourse shaping the future of education.

Indigenous Students

Daniel Collins

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University of Newcastle

Erin O'Donoghue

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University of Southern Qld



Are you interested in Indigenous enabling programs or helping students from Indigenous backgrounds within mainstream enabling programs? This special interest group will focus on Indigenous pedagogical approaches to teaching in enabling programs and culturally appropriate ways to assist Indigenous students navigate enabling programs. The purpose of this group is to provide a space for sharing resources and methods to improve the education of Aboriginal and Torres Strait Islander enabling students, across a range of contexts.

Culturally & Linguistically Diverse (CALD)

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University of South
Australia

Dr Snjezana Bilic

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UnISA College

Dr Heidi Hetz

Heidi.Hetz@unisa.edu.au
UnISA College



To effectively educate and support Culturally & Linguistically Diverse (CALD) students, it is crucial to employ strong pedagogical approaches that bridge the linguistic divide. We would like to invite you to join us in developing a strong network of enabling educators, who are particularly interested in sharing the challenges and opportunities of teaching culturally and linguistically diverse students. We hope to develop synergies that will stimulate new approaches and ideas in a respectful and effective manner.

Science, Technology, Engineering, Maths (STEM)

Dr Cinzia Loddo

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University of Notre Dame
Australia

Kerry Bond

k.bond@cqu.edu.au
CQUUniversity



Are you someone who is passionate about inspiring more students to consider studying STEM subjects at university? We believe that STEM offers endless opportunities, drives innovation, and empowers individuals to shape a progressive and technologically advanced future. The purpose of this group is to foster collaboration and share knowledge and expertise amongst likeminded professionals to advance research and development and to assist with teaching STEM subjects.

Mental Health & Wellbeing

Associate Professor Susan Hopkins

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University of Southern Queensland



Students in enabling programs bring a richness and diversity to our universities, but they may also arrive with numerous challenges. For a variety of reasons, students may seek support and advice regarding their non-academic challenges (such as mental health issues) from their lecturers and tutors, rather than from psychologists and counsellors. The NAEEA SIG on Mental Health explores the area of student wellbeing in enabling programs and considers the roles of academic staff in supporting enabling students.

Enabling Curriculum

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Lisa Moody

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James Cook University



The purpose of this SIG is to facilitate national discussions among enabling educators in Australia about the characteristics of curricula in enabling programs. Through these discussions, the SIG aims to establish unified curriculum principles. Additionally, the SIG will share information on curriculum design approaches and promote best practices in enabling education across Australia.

Enabling Assessment

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Charles Darwin University

Dr Liz Goode

Liz.Goode@scu.edu.au
Southern Cross University

Assessments play a pivotal role in promoting learning, preparing Enabling students for university study while allowing Enabling educators to make informed decisions about student progression and attainment of skills and knowledge. The advent of Gen AI introduces a fresh challenge for educators and curriculum designers, and it is crucial that we now reflect on and innovate in the way we assess in Enabling education. In this context, the purpose of the Enabling Assessments SIG is to facilitate dialogue around the principles and uniqueness of Enabling assessment practices, while promoting evidence-based practice and innovation. Through sharing and scholarly inquiry, this SIG aims to promote robust, informed principles and practices for assessment that lead to better outcomes for all students.