



NAEEA

NATIONAL ASSOCIATION OF ENABLING
EDUCATORS OF AUSTRALIA

CONFERENCE 2024

2 – 3 December 2024

Larrakia Country, Darwin, Northern Territory
Charles Darwin University

Conference Theme:
Shaping the Future of Our Discipline



NAEEA

NATIONAL ASSOCIATION OF
ENABLING EDUCATORS
OF AUSTRALIA

WELCOME

On behalf of the NAEAA Conference Organising Committee, welcome to the 2024 NAEAA Conference at Charles Darwin University in the vibrant city of Darwin!

We are delighted to have you join us for this significant event, where we come together to celebrate and advance the field of Enabling education. This year's conference theme, *'Shaping the Future of our Discipline,'* reflects our commitment to exploring innovative approaches and fostering inclusive practices within Enabling education.

Our conference will highlight key topics such as integrating First Nations perspectives, the role of digital innovation in education, and the importance of student well-being. We will also delve into the impacts of AI disruption, effective digital learning practices, and strategies to enhance student self-efficacy. Additionally, we will discuss the ongoing development of government policies that affect the Enabling education sector.



scan here for the event website

 [linkedin.com/company/enablingeducators](https://www.linkedin.com/company/enablingeducators)

 twitter.com/01naeea

agentur.eventsair.com/naeeaconference2024

Miled-ma batji-wa [Good day], damara-lidji [welcome to] Gulumerrdjín [Larrakia Country]

We are excited to welcome a diverse group of educators, researchers, and practitioners who will share their insights and experiences. Our keynote speakers, Distinguished Professor Sarah O'Shea, Emeritus Professor Mary O'Kane, and Dr Joseph Crawford, bring a wealth of knowledge and expertise to our conference. Dr. Sarah O'Shea, a Distinguished Professor and Dean at Charles Sturt University, is renowned for her research in educational equity and her work with under-represented student cohorts. Emeritus Professor Mary O'Kane, a prominent figure in innovation, research, and education, has led numerous significant reviews, the latest being the Australian Universities Accord. Dr Joseph Crawford is a Senior Lecturer in Management at the University of Tasmania, with a PhD in leadership psychometrics, and was recently commissioned by the University Accord Panel to write a review on student belonging in universities. We are also honoured to feature a video message from the Federal Minister of Education, Hon. Jason Clare MP.

A special highlight of this year's conference is our new Danala campus, part of the Education and Community Precinct. In the heart of Darwin's CBD, Danala offers state-of-the-art facilities to enhance the learning experience and foster community engagement.

A special thank you to Britta Decker from Agentur for her exceptional team in organising this conference. We also thank the conference organising committee for their dedication and hard work in making this event possible. Thanks to our sponsors: NT Business Events, UniSuper and Salary Packaging Australia (SPA).

We hope you enjoy the next two days filled with engaging discussions, insightful presentations, and opportunities to connect with colleagues from across the country. Together, we can continue to make a meaningful impact on the lives of students and the future of Enabling education.

On behalf of the NAEAA Conference Organising Committee,

George Lambrinidis

Chair, 2024 NAEAA Conference
Charles Darwin University, Darwin

WELCOME

The National Association of Enabling Educators Australia and Charles Darwin University welcome you to our 7th International NAEAA Conference on the new Danala campus. We acknowledge the excitement an 'in-person' conference experience engenders and know this opportunity to network face-to-face with Enabling education colleagues from across the Australian higher education sector will be most appreciated. We value this opportunity to come together to meet, network, share our practice, challenges and successes. NAEAA welcomes those long-term attendees back to conference and most importantly, we welcome any first-time attendees. The conference theme, *'Shaping the Future of our Discipline'* will provide rich opportunity for Interaction, collaboration and networking. We hope you enjoy your conference experience, as together, we explore the future of Enabling Education in Higher Education.



Karen Seary
Chair of NAEAA Executive

Conference Theme: Shaping the Future of Our Discipline

Sub-themes:

- ***Theme 1 – Digital Online & Distance Learning Practice***
- ***Theme 2 – First Nations Perspectives and Knowledges***
- ***Theme 3 – Enabling Practice & Pedagogy***
- ***Theme 4 – Self-efficacy, Student Support & Wellbeing***
- ***Theme 5 – Directions & Future Focus of Government Policy***
- ***Theme 6 – AI in Enabling Education***

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ATTENDEES	100

KEYNOTE SPEAKERS

Dr Mary O'Kane

**Emeritus Professor, Company Director and
Executive Chairman of O'Kane Associates**



Professor O'Kane is a company director and Executive Chairman of O'Kane Associates, a company that carries out reviews and advises governments and the private sector on innovation, research, education and development. She was Chair of the NSW Independent Planning Commission from 2018-2024; NSW Chief Scientist & Engineer from 2008-2018; and Vice-Chancellor of the University of Adelaide from 1996-2001.

She is currently Chair of the boards of the Australian Energy Market Operator (AEMO) and Business Events Sydney. She is Chair of the advisory boards of the Institute of Marine and Antarctic Studies at the University of Tasmania; the ARC Centre of Excellence in Antarctic Science; and Sydney Health Partners and is a member of the board of AEMO Services, and of the advisory board of the NSW Reconstruction Authority.

Mary carries out reviews in a wide range of fields. She was Chair of the Universities Accord Review (released early 2024), the most wide-ranging review of Australian higher education in the last 15 years. She co-led the NSW bushfire and flood inquiries. As Chief Scientist & Engineer she led reviews on coal seam gas, decline in koala populations; energy security; and tunnel air quality, among others. She has also carried out many reviews for the Commonwealth Government especially in environmental matters (including Antarctic science; climate services; and the Bureau of Meteorology) and for governments around the world.

Australian Universities Accord

The Australian Universities Accord was the most significant review of Australian higher education in 15 years, reimagining it for the future over a 10, 20 and 30 year horizon. The review focused on the future needs of Australia to be a stable, prosperous democracy. It determined that to meet our skills needs at least 80% of the working age population will need at least one tertiary education qualification by 2050, which requires at least doubling the number of students in tertiary education. The only way these numbers can be found is through an increase in the number of students from equity groups proceeding to tertiary education and this can only happen if we have excellent enabling education. This talk will cover the recommendations of the Accord with particular emphasis on the role enabling education plays in the future of Australian higher education.

Dr Joseph Crawford

**Senior Lecturer in Management,
University of Tasmania**



Dr Joey Crawford is a Senior Lecturer in Management at the University of Tasmania, with a PhD in leadership psychometrics, and one of UTAS' youngest academics listed in the Stanford Top 2 percent scientist list for his work in leadership and human connection in organisational settings in 2022 and 2023. He has been Editor-in-Chief of the Journal of University Teaching and Practice supporting its growth from a CiteScore of 1.1 to 5.2 in the past four years while more than doubling the annual papers supported to print to lead elevation in both quantity and quality of higher education research. Joey was recently commissioned by the University Accord Panel to write a review on student belonging in universities. Joey regularly engages with public, private, and community sectors supporting their leadership development and cultivating a sense of belonging among teams and of individuals.

Belonging despite university: Conceptualising multi-anchored, toxic and temporal belonging

Belonging has long been lauded as essential in the design of university student life, and one which has been challenged by a rapidly evolving and more diverse student cohort. In the recent University Accord, it was acknowledged that "it is important for students to feel a sense of connection and belonging to their university, which can have positive impacts on wellbeing, student transition and retention and academic outcomes.". In this keynote, Dr Crawford will discuss his recent pitch to the sector to focus more on multi-anchored belonging during university where institutions consider students as people who work, live, and learn. The concept of temporary states of belonging as well as places where belonging for some causes exclusion of others, and begins to ask of the net benefit or cost of this practice.

Enabling Education and JUTLP: Publishing Top-Tier Research in Higher Education

The Journal of University Teaching and Learning Practice is a key publication outlet for enabling educators in Australia, and has recently launched a Special Issue call with NAEAA bringing together the international enabling educators into one forum. In this session, Dr Crawford will discuss the strategies he uses to enhance publication success, and present responses to the most common reasons why 86 percent of papers submitted to JUTLP in 2024 have been desk rejected by him. Importantly, the focus will be on how to pre-emptively respond to these pitfalls through effective research and publication design.

Dr Sarah O’ Shea (PFHEA, ALTF, CF)

**Distinguished Professor and Dean
(Graduate Research)**



Having spent nearly three decades teaching and researching in the higher education field, Professor Sarah O’Shea is regarded as an expert in educational equity. Currently a Distinguished Professor and Dean at Charles Sturt University, Sarah’s research (\$AUD 3.8million+) advances understanding about how under-represented student cohorts enact success within university, manage competing identities and negotiate aspirations for self and others. Sarah has also held numerous university leadership positions, which have directly informed changes across the Australian higher education sector, this work recognised via numerous awards and fellowships.

Looking Back/Looking Forward: Where next for Enabling Education?

Given the radical changes in thinking around educational policy and purpose, the overarching theme of this conference is very timely. Grappling with an environment characterised by change and, ongoing review, it is a good time to review and consider the future of the enabling discipline. However, to do this effectively it is necessary to consider the role of enabling education in much broader socio-political terms. Drawing on my own experience researching with students from a diversity of backgrounds combined with studies on the deeply personal impacts of enabling education, this presentation provides a ‘close-up’ analysis of what enabling education has variously meant to students, educators and policy makers. The enabling education movement has been forced to tread a somewhat complex and circuitous pathway, often poorly recognised or funded in the sector despite having significant and enduring impacts on university access and participation. This presentation draws various threads together to present an alternative narrative that deliberately foregrounds the hugely transformational and educationally enriching influences of enabling education, including an enduring legacy that has underpinned equitable outcomes in higher education.

POSTER PRESENTATIONS

NAEEA STEM SIG: Technology & Pedagogy in STEM Enabling Contexts

Dr Cinzia Loddo and Ms Kerry Bond

A Quality Framework for Enabling Education - Applying Sen's Capability Approach Poster

Dr Jonathan Green, Prof Jill Lawrence, Charmaine Davis,
University of Southern Queensland

Generative Artificial Intelligence SIG Poster

Dr Trixie James and Dr John Pike

Online Enabling Education: What's in Your Toolkit? SIG Poster

Ms Anne Braund and Assoc Prof Suzi Syme

Culturally and Linguistically Diverse (CALD) Students SIG Poster

Dr Snjezana Bilic, Mrs Tamra Ulpen and Dr Heidi Hetz

SIGS Enabling Curriculum Poster

Dr Bronwyn Relf

Self-Efficacy SIG Poster

Ms Ana Larsen

Research Development and Collaboration SIG Poster

Assoc Prof Anna Bennett and Dr Jo Hanley

The role of the Diplomas Special Interest Group in advancing knowledge and widening participation in higher education

Dr Johanna Nieuwoudt and Dr Rikki Quinn

In School Enabling Programs 2024 NAEEA SIG Poster

Dr Johanna Nieuwoudt and Selena Tenakov

Indigenous Ways of Teaching SIG Poster

Erin O'Donoghue and Dan Collins

Mental Health and Wellbeing and Learning SIG Poster

Dr Susan Hopkins

Advancing assessment in enabling programs: Insights from the Enabling Assessment SIG

Dr James Valentine and Dr Elizabeth Goode

ORGANISING COMMITTEE

George Lambrinidis
Senior Lecturer Enabling
& Preparatory Programs



Dr James Valentine
Lecturer Enabling &
Preparatory Programs



Matilda Coleman
Lecturer Enabling &
Preparatory Programs



Dr Stephen Miller
Lecturer Enabling &
Preparatory Programs



Dr Carla Eisemberg
Senior Lecturer in
STEM Pathways



Dr Cat Kutay
Senior Lecturer and Chair
Network of Indigenous
Partnerships



Trixie James
Unit Coordinator /
Academic School of
Access Education



Susi Wolf
Lecturer Enabling
and Preparatory
Programs



Tara Burton
Open Education
Librarian



Dr Seb Dianati
Academic Lead
Digital Learning
Initiatives



Dr Susan Bird
Senior Lecturer Law

FULL PROGRAM

MONDAY 2 DECEMBER, 2024

	CDU Danala – Foyer		
7:30am – 8:30am	Registration & Coffee Service		
	Community Room 1.01		
8:30am – 9:00am	Welcome & Conference Opening		
9:00am – 9:15am	A Message from the Minister of Education <i>Hon. Jason Clare</i>		
9:15am – 10:10am	Keynote Presentation Australian Universities Accord <i>Emeritus Professor Mary O'Kane</i>		
	Rooms 1.22/1.23/1.24		
10:10am – 10:30am	Morning Tea		
	Darwin City 3.21	Darwin City 3.20	Darwin City 3.07
10:30am – 10:55am	Enhancing Pathways Education through Hybrid-Flexible (Hyflex) Teaching: An Exploratory Study <i>Dr Rhian Morgan</i>	Riawunna's Murina Program reimagining success to shape a future embedded in Truth Telling, through a Pakana lens and First Nation Knowledges and Perspectives <i>Jodi Haines & Fiona Green</i>	Translating Inclusion: Empowering Academics through a Reflective Audit Approach <i>Dr Angela Jones & Kristy Stanwix</i>
11:00am – 11:25am	Teaching students from refugee backgrounds in blended and online learning contexts: what works and what can be improved? <i>Dr Heidi Hetz & Dr Snjezana Bilic</i>	Curtin University's Indigenous Tertiary Enabling Course delivers First Nations perspectives and knowledges to enable academic success in vulnerable cohorts including incarcerated Indigenous West Australians <i>Ana Blazey & Marleigh Zada</i>	Analysing Andragogy: Leveraging Student Experiences to Enhance Learning in Enabling Education <i>Liam Frost-Camilleri</i>
11:30am – 11:55am	Engaging students in the hybrid classroom for first year enabling and diploma units <i>Dr Michael Brickhill</i>	Supporting First Nations students transitions into tertiary education by teaching through the lens of their experience, languages, and epistemologies <i>Dr Nicola Rolls</i>	STEPS, LEAPS and bounds: Is there a recipe for success? <i>Gabriela Toth & Karen Seary</i>
12:00pm – 12:25pm	Don't Forget to Save! How to create an online Maths Textbook with Pressbooks <i>Camilla Robson, Andrew Higgins & Madalyn Casey</i>	Connecting First Nations with STEM pathways at Charles Darwin University <i>Dr Carla Eisemberg & Dr Cat Kutay</i>	UniPrep English Language Courses at UniSQ <i>Jane Zaun</i>
	Show me what you mean: Enhancing Student Engagement and Comprehension through Video Feedback <i>Katrina Johnston</i>	Deadly Indigenous Internships: The value and impact of Indigenous research internships <i>Christopher Duncan, Zane Ratcliff, Ryan St John, Adoni Chessells & Katelyn Bell</i>	Empowering enabling students: Bridging the literacy divide through the normalisation of assistive technology <i>Kristy Stanwix</i>

THEME KEY	Digital Online and Distance Learning Practice	First Nations Perspectives and Knowledges
	Enabling Practice and Pedagogy	Self-efficacy, Student Support and Wellbeing
	Directions and Future Focus of Government Policy	AI in Enabling Education – disruption or opportunity?

Festival Learning 1.11	Festival Learning 1.12	Darwin City 3.26
Navigating student support challenges in pathway diploma programs <i>Dr Michael Brickhill</i>	Writing should be for anybody: Principles for designing an enabling academic literacy course <i>Dr Nazz Oldham</i>	AI as a personal tutor. Enabling students to access smart tools. <i>Dr Daniel Lee</i>
But how is that fair?: Challenging our processes for the sake of equity and student success in a five-week Intensive Enabling Program <i>Grace Chipperfield</i>	Skill development to support self-regulated learning in enabling students <i>Dr Alice Betteridge & Dr Natasha Wilson</i>	Applying an enabling approach to teaching students' artificial intelligence (AI) literacy while maintaining a focus on strengthening their foundational skills: insights from two pre-bachelor courses <i>Marie Abi Abdallah & Monica Thai</i>
Supports and Shackles: An autoethnographic study on increasing student self-efficacy <i>Ana Larsen, Matilda Coleman, Dr Trixie James, George Lambrinidis & Dr Angela Jones</i>	It's time to stop using the 4-letter 'F' word in Enabling education! <i>Kristen Allen</i>	Real-time talk – discussion exams in the era of generative AI <i>Kelly Hart & Dr Stuart Levy</i>
Defining and Delimiting Student Support: Insights and Challenges in Enhancing Support and Wellbeing for Educators and Students <i>Ana Larsen & Dr Trixie James</i>	Writing for learning: An educative approach to empower strong student writing outcomes and mitigate the uncritical use of AI for writing in Enabling <i>Michelle Briede</i>	Dialogic Pedagogy Meets Gen-AI: Fostering Critical AI Literacy in Enabling Education <i>Tamra Ulpen & Dr John Pike</i>

Continued on following page

Monday 2 December, 2024 (continued)

	Rooms 1.22/1.23/1.24		
12:25pm – 1:10pm	Lunch		
	Community Room 1.01		
1:10pm – 1:40pm	Short Keynote Presentation Championing access, inclusion, and success in Enabling Education <i>Representatives of the Executive Committee</i>		
1:40pm – 2:10pm	Short Keynote Presentation Belonging despite university: Conceptualising multi-anchored, toxic and temporal belonging <i>Dr Joseph Crawford</i>		
	Darwin City 3.08	Darwin City 3.20	Darwin City 3.07
2:15pm – 2:40pm	Trauma, ethics, empathy, and self-reflection: Caring for both researcher and student during a qualitative PhD pilot study <i>Ana Larsen</i>	Crossing a Bridge at Ground Zero: Teaching CDU's First Nations Pre-Law Enabling Program <i>Dr Susan Bird & James Parfitt</i>	Enabling Transition Pedagogy <i>Helen Rogers & Dr Cinzia Laddo</i>
	We want active safe spaces: Educational experiences of LGBTQIA+ students in Enabling programs <i>Dr Michelle Mansfield, Dr Zoe Griffiths & Assoc Prof Sarah Hattam</i>	How Martin's (2001) Ways of Knowing, Being and Doing has been adapted to a pedagogy to teach Learning in a Digital Environment <i>Jaimee Hamilton & Dr Rhian Morgan</i>	'A fine wine, best savoured, or a shot of plum brandy to be taken as bitter medicine': Cross-institutional staff reflections on the effectiveness of enabling practice and pedagogy in shorter immersive delivery models compared with the longer traditional semester and the impact on staff wellbeing and student success <i>Janet Turley</i>
	Rooms 1.22/1.23/1.24		
2:45pm – 3:10pm	Afternoon Tea		
	Darwin City 3.08	Darwin City 3.20	Darwin City 3.07
3:30pm – 4:30pm	Workshop 1 Defining and Implementing Enabling Curriculum: A Framework for Student Success <i>Dr Brownyn Relf, Lisa Moody & Michelle Briede</i>		
	Community Room 1.01		
4:30pm – 5:00pm	Keynote Presentation Enabling Education and JUTLP: Publishing Top-Tier Research in Higher Education <i>Dr Joseph Crawford</i>		
5:00pm – 5:15pm	Wrap Up		
6:30pm – 9:00pm	NAEEA Conference Dinner <i>Wharf One Food & Wine</i>		

Festival Learning 1.11

In-school enabling programs – how enabled are the students?
UniPrep Schools—transition and preparedness for tertiary studies
Shaz Attree

Festival Learning 1.12

Enabling Education: Empowering Undergraduate Student Success
Dr Stuart Levy & George Lambrinidis

Darwin City 3.26

Behind the Scenes: Unveiling Enabling Educators' Attitudes Towards GenAI
Dr John Pike, Dr James Valentine, Dr Michael Brickhill, Tamra Ulpén

Is University for Me? Equity Students Journey to University Through an Enabling Program: Introducing the Peregrination of Belonging Model
Dr Trixie James

Lessons from enabling classes: pedagogical innovation, student equity and becoming ADEPT at university
Dr Jennifer Stokes

Reassessing Rubrics in the Age of genAI
Stuart Parker

Festival Learning 1.11

Workshop 2

The pedagogy of wellbeing: how to explicitly strengthen learning dispositions in the classroom to cultivate self-determined lifelong learners.
Dr Natalie Quinlivan

Festival Learning 1.12

Workshop 3

An Update on Benchmarking Enabling Programs at Nine Universities: Enabling Education and Student Success
Dr Stuart Levy, Charmaine Davis, Dr Fiona Navin, Assoc Prof Sarah Hattam, George Lambrinidis & Kelly Nowak

Darwin City 3.26

TUESDAY 3 DECEMBER, 2024

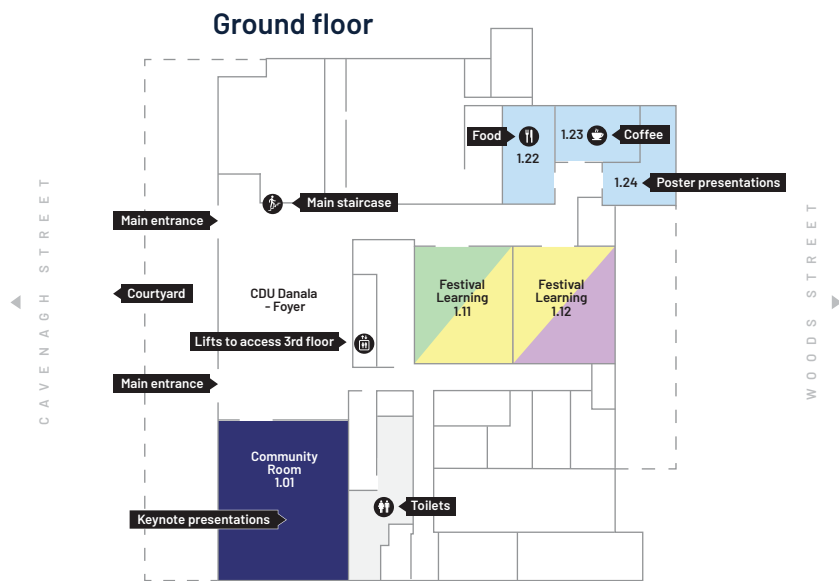
	CDU Danala – Foyer		
7:30am – 8:30am	Registration & Coffee Service		
	Community Room 1.01		
8:45am – 9:00am	Welcome from the Conference Committee Lead <i>George Lambrinidis</i>		
9:00am – 10:00am	Keynote Presentation Looking Back/Looking Forward: Where next for Enabling Education? <i>Distinguished Professor Sarah O'Shea</i>		
10:00am – 10:15am	Overview of Special Interest Groups (SIGs) Rooms 1.22/1.23/1.24		
10:15am – 10:45am	Morning Tea & SIG Poster Presentations		
	Darwin City 3.08	Darwin City 3.20	Darwin City 3.07
10:45am – 10:55am	Improving student wellbeing and belonging through collaborative rubric design <i>Dr Pranit Anand</i>	Furthering Futures: A Systematic Review of the Enablers of and Barriers to Indigenous University Completion, Retention, and Transition <i>Christopher Duncan, Zane Ratcliff, Ryan St John, Katelyn Bell & Adoni Chessells</i>	Do gatekeeping English-language tests affect enrolment and success of equity groups? <i>Jillianne Segura & Dr James Valentine</i>
11:00am – 11:25am	Academic disciplines and the struggle for legitimacy: The case for Enabling education <i>Charmaine Davis</i>	CDU Lecturer Guidebook and Best Practices for Culturally Responsive Education with First Nations Students <i>Dr Tracy Woodroffe & Dr Kate Golebiowska</i>	Introducing the Discourse Force Framework as an analytical tool for evaluating educational multi-media <i>Dr Trixie James</i>
11:30am – 11:55am	Evaluating an innovative three-pronged approach to overcoming student math anxiety in enabling education <i>Dr Joanne Lisciandro & Debra Monteith</i>	Enhancing First Nations Student Wellbeing through Culturally Responsive Counselling <i>Yohann Devez</i>	Enhancing Equity in Education through The Light Board Project <i>Shelley Worthington</i>
12:00pm – 12:25pm	Social Innovation in Action: Equity and Empowerment through Enabling Education <i>Dr Trixie James & Ana Larsen</i> Thriving, not just surviving: Using positive psychology to build psychological wellbeing in pre-tertiary students. <i>Dr Trixie James</i>	Using culture to create inclusion <i>Erin O'Donoghue</i>	The Teaching Learning Cycle for enabling students with under-developed English for academic purposes <i>Dr Mikiko Kawano</i>

Tuesday 3 December, 2024 (continued)

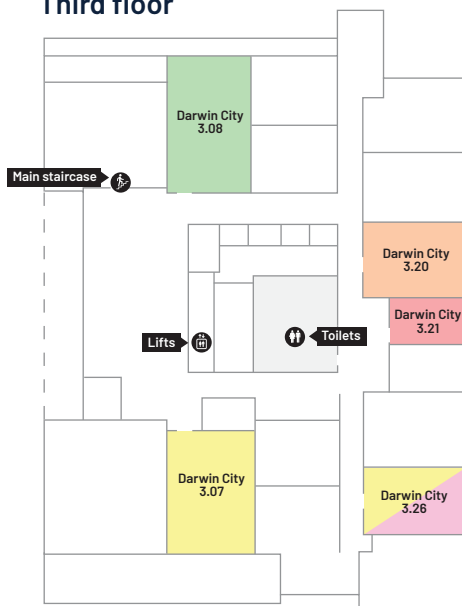
Rooms 1.22/1.23/1.24			
12:30pm – 1:30pm	Lunch		
	Darwin City 3.08	Darwin City 3.20	Darwin City 3.07
1:30pm – 1:55pm	Ready, Set, Success: A targeted support program for enabling students <i>Dr Stephen Miller</i>		Enabling educators engaging with social equity discourses: Preliminary findings from a 2022 NAEAA grant project <i>Ana Larsen</i>
2:00pm – 3:00pm			Workshop 4 Unlocking students' curiosity: Crafting compelling invitations to learn <i>Dr James Valentine, Shelley Worthington & Laura Fairbrother</i>
Rooms 1.22/1.23/1.24			
3:00pm – 3:30pm	Afternoon Tea and informal Q&A session about Special Edition Journal		
	Community Room 1.01		
3:30pm – 4:30pm	Hosts & Friends of Enabling Panel		
4:30pm – 5:00pm	Conference Closure – Awards / 2026 conference host		

Festival Learning 1.11	Festival Learning 1.12	Darwin City 3.26
A Trial of Block Delivery Pedagogy in a Transition Programme <i>Gareth Morgan, Clair De Goldie & Dr Nicky Blackmore</i>	Creating flexible pathways for entry to higher education while maintaining appropriate entry standards – Embedding school-based enabling programs into senior secondary curriculum as part of high school certification <i>Dr Angela Hames & Dr Tahereh Pourshafie</i>	Insights from Enabling Women in ICT <i>Shondell William</i>
Workshop 5 Bridging the Gap: Enabling Practices for Diploma Students in Undergraduate Subjects <i>Dr Natasha Wilson & Dr Alice Betteridge</i>	Workshop 6 Towards a Quality Framework for Enabling Education: Leveraging Sen's Capability Approach <i>Associate Professor Jonathan Green, Professor Jill Lawrence & Charmaine Davis</i>	

DANALA CDU CAMPUS



Third floor



54 Cavenagh St
Darwin City NT

MONDAY

10:30am – 10:55am

Enhancing Pathways Education through Hybrid-Flexible (Hyflex) Teaching: An Exploratory Study

Theme 1 – Digital Online & Distance Learning Practice

Dr Rhian Morgan¹, Ms Jaimee Hamilton¹

¹James Cook University, Townsville, Australia

Pathways courses serve as a crucial entry point to higher education (HE) for students from diverse backgrounds. Explorations of widening participation in Australia demonstrate a growing reliance on university pathways courses, particularly among students from low socioeconomic status (SES) backgrounds, those in regional and remote areas, Indigenous students, and students with disabilities (Jackson et al., 2023). Many pathways' students are also managing competing responsibilities while studying, such as part-time work, family or caring responsibilities, and cultural obligations. Traditional teaching models, which require students to commit to either on-campus, online synchronous, or asynchronous learning modes, can exacerbate the challenges of university study due to their lack of flexibility. In response to this challenge James Cook University (JCU) Pathways is trialling a Hybrid-Flexible (Hyflex) teaching model which allows students to choose their mode of participation on a session-by-session basis, thereby better accommodating their varying needs and schedules. We have coupled our flexible participation methods with an adaption of Martins (2003) Ways of Knowing, Being and Doing to write the learning materials so that all students have equal access to learning. The trial is using anonymous polls and anonymous feedback to engage students in a process of co-design, as shared decision makers during their learning journey (Dollinger & D'Angelo, 2020). This presentation provides some initial insights into the logistical, technical, and pedagogical victories and challenges associated with implementing the Hyflex model in a digital literacies pathways subject.

Riawunna's Murina Program reimagining success to shape a future embedded in Truth Telling, through a Pakana lens and First Nation Knowledges and Perspectives.

Theme 2 – First Nations Perspectives and Knowledges

Ms Jodi Haines, Ms Fiona Green

¹UTAS, Hobart, Nipaluna, Australia

This presentation aims to showcase the unique pedagogy of Riawunna's Murina Pathway Program at the University of Tasmania (UTAS). The program aims to meet student personal and vocational goals at the cultural interface between 'western' and Aboriginal ways of 'being' and 'doing'. Riawunna provides holistic and cultural support to strengthen student well-being while engaging them in a curriculum that invites Truth Telling using a variety of media including virtual tours on Country that honors and centers Pakana voices and perspectives. We aim to redefine success in a contest space that often has limiting views of success. We propose ongoing research and evaluation tools to reflect First Nations perspectives and knowledge that embody self-efficacy and self-determination principles, representing our stories and outcomes. We seek to broaden the narrative surrounding 'success' within institutional, higher education, and government spaces, to fully understand the personal, cultural, and social impact of our student experience, ensuring that we contribute to shaping a future direction that is meaningful to us.

Translating Inclusion: Empowering Academics through a Reflective Audit Approach

Theme 3 – Enabling Practice & Pedagogy

Mrs Kristy Stanwix¹, Dr Angela Jones¹

¹Edith Cowan University, Mount Lawley, Australia

The National Universities Accord Final Report (2024) highlights that students from underrepresented backgrounds continue to face lower success rates within Australian Universities. It acknowledges the importance of equity, inclusion and diversity however, it does not clearly identify tangible teaching and learning strategies that can be applied at unit, course and whole of university level to achieve parity (Ballard et al., 2020; Eaton, 2022). Edith Cowan University's enabling program UniPrep provides university entry through a scaffolded curriculum. To develop tangible inclusive strategies, the UniPrep team created three inclusive practice audits to address inclusion at its core, specifically asking enabling educators to increase visibility, voice, and perspectives of underrepresented cohorts, including Aboriginal and Torres Strait Islander Peoples, LGBTQIA+, and people with disability within units. Additionally, educators reflected on equitable access through Universal Design for Learning principles. The audits adopt a reflective cycle, asking educators to specifically assess their units against tangible, actionable examples of inclusive practice and goal setting. The process is reflective, encouraging continual curriculum development and furthermore inviting practitioners to be active participants in the recursive process of audit design, modelling best practice and reviewing audits for cultural appropriateness. This presentation shares the process for translating inclusion into a tangible language, empowering academics to self-assess curriculum, learning outcomes, delivery, and assessment, to identify areas of strengths/challenges, guiding inclusive practice goals.

Navigating student support challenges in pathway diploma programs

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Michael Brickhill¹, Dr Rikki Quinn¹, Dr Liz Goode¹

¹Southern Cross University, Coolangatta, Australia

Supporting students' academic success is an ongoing concern in higher education. Diploma programs present distinct challenges for student support due to their unique structure. Commencing Southern Cross University diploma students take diploma-specific units managed by SCU College; later units are managed by other University faculties. Consequently, maintaining direct contact with students beyond their initial terms of study becomes difficult and our ability to embed ongoing support into faculty units is limited.

At SCU College, students in Diploma programs are supported through College Connect (CC): a dedicated strategy intended to develop academic skills through scheduled support sessions and self-directed online materials.

Previously, CC was linked to an academic literacies unit taken by all Diploma students in their first term, with access provided only during this term. However, engagement with CC sessions and the website was low, decreasing throughout the term. Students were also unsupported in subsequent faculty-managed units. To address this, CC was decoupled from the academic literacies unit for 2024. Sessions are now provided to all Diploma students regardless of term of study, while online support materials have been reorganised to focus on three support avenues: academic, university/ life and social.

After implementation of the revised CC structure, we gathered engagement data and student feedback on preferred support services. Student feedback highlighted a desire for additional academic support. However, despite increased website traffic, student engagement in CC sessions remains limited. Consequently, challenges remain regarding how best to support Diploma students while being cognisant of their complex lives and commitments.

Writing should be for anybody: Principles for designing an enabling academic literacy course

Theme 5 – Directions & Future Focus of Government Policy

Dr Paul ‘Nazz’ Oldham¹

¹University of South Australia, Adelaide, Australia

Academic literacies and writing courses can be a confronting experience for many commencing students in enabling programs. There are many causes for anxiety about writing, including distressing prior educational experiences, matters of self-esteem, low literacy, English as an additional language, or learning disabilities or disorders (sometimes, all the above). These are the challenges that all teachers and students of academic literacies and writing face together. In this presentation, I discuss some of pedagogical approaches I have used over eight years of teaching enabling students to make academic writing more accessible in the hope that it will serve as an invitation for colleagues to share what approaches have worked for them. The academic literacy course I have written or co-written at the University of South Australia's College are designed to help students improve their academic writing skills in a functional, practical manner, so students can apply this knowledge to their chosen discipline. At their core, they are courses that teach that good writing is achievable because, rather than being dependent on talent or inspiration, it is a discipline and a set of rules that can be learned. A key aspect of the pedagogy is that competent writing is reliant on time and effort spent working through multiple drafts to elevate the quality of the work.

Some of the approaches discussed include a strong emphasis on writing as a process, the ‘why’ of their writing, and connecting the writing to the students’ life-worlds and prior skills. Students produce first drafts in class to a timer; work through preparation, structure, and planning strategies; how, where and when to use research; developing and protecting their voice as emerging writers; working with feedback; and demystifying the editing, proofing, and polishing process with ‘edit-along-with-me’ workshops. While working through these approaches, the students are also learning to practise achievable, reflexive iterative approaches that build strong study practice.

AI as a personal tutor. Enabling students to access smart tools

Theme 6 – AI in Enabling Education

Dr Daniel Lee¹

¹The University of Adelaide, Adelaide, Australia

Imagine having a personal tutor that could answer any question, about any assignment, on any topic, that is available 24 hours, and 7 days a week. Imagine that tutor also being free of charge and accessible from home, or on campus, or even at the local café. Now, imagine there's lots of them, all hovering around each and every student, just waiting to help. That's exactly what we have with Generative Artificial Intelligence tools. However, like any tools, they have to be used correctly and users need to be trained in how to use them.

I am a lecturer in the University of Adelaide's preparatory program delivering units on academic literacy and research design. I am also a post-doctoral researcher at the university's Unit for Digital Learning and Society. I have actively encouraged my preparatory student cohort to engage with AI tools ethically, responsibly and transparently as though they were a virtual personal tutor.

The students have access to Studiosity+ through the university's digital learning platform Canvas. They are also encouraged to engage with Grammarly. In my classes I have also given instructions on how to engage with GenAI, including ChatGPT and ChatPDF. This autoethnographic study discusses how I have actively encouraged the students to engage with these tools and my reflections on this process. AI as a personal tutor holds promise for enhancing student learning experiences. As we continue to explore its potential, understanding the effects on academic performance, self-beliefs, and socialization is essential for effective educational AI design.

11:00am – 11:25am

Teaching students from refugee backgrounds in blended and online learning contexts: what works and what can be improved?

Theme 1 – Digital Online & Distance Learning Practice

Dr Heidi Hetz¹, Dr Snjezana Bilic¹

¹University of South Australia, Adelaide, Australia

Students from refugee-backgrounds (SfRBs) have been historically under-represented in Higher Education (HE). There is a growing body of research on the challenges of SfRBs face at university (Naidoo, 2021; Ramsay & Baker, 2019), and these can be compounded in blended and online learning spaces. Recent research during the Covid-19 pandemic found that in comparison to Australian-born students, SfRBs felt ill equipped to succeed in their studies during emerging remote learning (Baker et al., 2022). This highlights the need to explore best practice approaches for effective teaching of SfRBs to support their meaningful participation in blended and online learning in HE. Drawing on interviews with ten SfRBs and fifteen staff from the enabling programs at UniSA College, we explore the educational challenges and opportunities of SfRBs enrolled in blended and online learning as well as the effectiveness of current learning resources and technologies. Staff and students outlined a range of useful digital tools such as prerecorded lecture clips and formative quizzes; however, there was a clear preference for a blended rather than fully online model. The participants felt that face-to-face tutorials provided much needed student-to-teacher and student-to-student connections that enhanced their learning. Our research shows that effective teaching for this cohort requires a combination of strong relationships developed during in-person classes together with the innovative use of digital tools tailored to their needs.

Curtin University's Indigenous Tertiary Enabling Course delivers First Nations perspectives and knowledges to enable academic success in vulnerable cohorts including incarcerated Indigenous West Australians

Theme 2 – First Nations Perspectives and Knowledges

Mrs Ana Blazey¹ Ms Marleigh Zada¹

¹Curtin University Centre for Aboriginal Studies, Perth, Australia

Curtin University Centre for Aboriginal Studies' (CAS) Indigenous Tertiary Enabling Course (ITEC) is a 100-credit point enabling/ bridging course that provides an entry pathway for Indigenous students to enrol in a variety of Curtin undergraduate degrees across a range of disciplines. ITEC began at Curtin University (then WAIT) in 1976, as the Aboriginal Bridging Course. The course is specified for Australian Indigenous students only and provides a culturally appropriate pathway to university. ITEC delivers quality, engaging, and innovative learning experiences that embed Indigenous perspectives and knowledges and incorporate Indigenous Terms of reference (ITR) into the course pedagogy. The course is targeted towards Indigenous students that are considered educationally vulnerable but receives enrolments from students of varying academic abilities. The course facilitates learning through culturally appropriate content and builds self confidence and efficacy in Indigenous students.

In 2021 ITEC was expanded to include delivery to incarcerated Indigenous students in a pilot program at Casuarina Prison (WA's largest, maximum-security prison) with huge success and lasting positive impact on students and community. The ITEC Prison Outreach Program was developed to provide access to education for incarcerated people who identify as Indigenous who are statistically over-represented in WA prisons, as well as under-represented within tertiary education whilst incarcerated. This presentation will share the innovative redevelopment of the ITEC to be suitable for prison delivery mode, which follows ITR to embed Indigenous perspectives, knowledges and teaching pedagogies. Since the ITEC Prison Outreach Program began in 2021, 18 incarcerated students have graduated successfully completed the course, and another six are currently enrolled in 2024. Seven ITEC graduates have continued onto undergraduate study with CAS/Curtin, both in prison and upon release. The program uses the government funded Indigenous Tutorial Assistance Scheme (ITAS) to implement a unique prison delivery style, which enables regular face- to -face tuition by CAS tutors who are trained in culturally safe and secure ways of working with Indigenous peoples and have an awareness of Indigenous ways of being, doing and knowing.

Analysing Andragogy: Leveraging Student Experiences to Enhance Learning in Enabling Education

Theme 3 – Enabling Practice & Pedagogy

Mr Liam Frost-Camilleri¹

¹Federation University Australia, Mt Helen, Australia

This presentation will explore the use of andragogical principles in the Federation Access Studies Program (FAST) at Federation University. Differing from the teacher-centred approach of pedagogy, andragogy is adult-learner centred and supports the growth of agency by empowering students to take control of their learning (Krajnc, 1989). Educators who apply the andragogical principles are said to understand the importance of individual student experiences and enhance student learning proficiency (Lewis & Bryan, 2021; Mann & Willians, 2020). Additionally, this presentation will examine how leveraging the rich, diverse experiences of adult learners can help students to internalise concepts and foster meaningful course engagement.

An important aspect of the andragogical approach is the re-framing or ‘unlearning’ of unhelpful educational mindsets, with an emphasis of self-compassion. The endorsement of a positive mindset to re-frame how education is viewed is a hallmark of andragogical enabling education (Mann & Willians, 2020), and will serve as a lens for this presentation.

By examining the student-centred experience-based andragogical approach implemented in the FAST program, attendees will gain practical tools to help their students reframe their learning and better prepare for their bachelor-level study.

Grit Matters: High Perseverance and Higher GPAs in University Diploma Students

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr. Sue Muloin¹, Dr Michael Brickhill¹, Dr Johanna Nieuwoudt¹

¹Southern Cross University (SCU College), Bilinga, Australia

Grit Matters: High Perseverance and Higher GPAs in University Diploma Students, December 2, Diplomas offer an alternative pathway into university. Diploma students disproportionately include first-in-family or students with additional learning needs and may have lower levels of success and higher attrition than traditional university students. Understanding the factors contributing to their success is crucial. Grit is a strong predictor of success in bachelor students, suggesting it may be an important predictor in diploma students as well. However, grit has not been measured against academic success in this population. This study surveyed 50 diploma students at a regional Australian university and found comparable levels of grit to bachelor students, with perseverance (a dimension of grit) most predictive of academic success. The study also noted that grit tends to increase with age, suggesting a maturation of motivation over time. Additionally, students who are working may have reduced focus which impacts their level of grit. The findings highlight perseverance as a critical trait linked to academic success in diploma students, offering an ideal target for intervention in first-year pathway students. By focusing on improving perseverance, educational interventions can potentially enhance retention and academic achievement among this diverse and frequently marginalised student population.

Skill development to support self-regulated learning in enabling students

Theme 5 – Directions & Future Focus of Government Policy

Dr Alice Betteridge¹, Dr Natasha Wilson²

¹University of South Australia, Adelaide, Australia, ²University of South Australia, Adelaide, Australia

Skill development to support self-regulated learning in enabling students, December 2, 2024, Traditional higher education models have historically favoured students with pre-existing study skills and social capital (Øysæd et al., 2016;). The Bradley Review increased student diversity, particularly from non-traditional backgrounds, highlighting educational disparities (Department of Education, 2024; Burke, 2013). This trend will continue with the Australian Universities Accord aiming for higher education participation parity (Department of Education, 2024). Consequently, universities must support under-represented groups to succeed.

In introductory science courses within our enabling program, we saw the need to embed study skills to help students become self-regulated learners. Our project aims to aid students' university transition by integrating Self-Regulated Learning (SRL) principles (Schraw et al., 2006). Our curriculum redesign aligns with transition pedagogy, emphasising strategic interventions to support students in overcoming challenges associated with entering higher education (Kift et al., 2010). We employ various strategies to develop skills for written and test-based assessments. One course introduces different learning strategies weekly, such as concept mapping, self-explanations, and drawing, enhancing metacognitive abilities and SRL skills. The second course focuses on scientific literacy through portfolio-based tasks, teaching students to find, skim, read, and comprehend scientific articles in a supportive setting. We evaluated the effectiveness of these strategies using analytics, student reflections, and quantitative metrics like assessment scores and completion rates to measure their impact on student learning outcomes. Fostering a supportive academic environment ensures we address the evolving needs of our diverse student body.

Applying an enabling approach to teaching students' artificial intelligence (AI) literacy while maintaining a focus on strengthening their foundational skills: insights from two pre-bachelor courses

Theme 6 – AI in Enabling Education

Mrs Marie Abi Abdallah¹, Ms Monica Thai¹

¹University of South Australia, Adelaide, Australia

In the age of artificial intelligence (AI), educators in enabling programs face many questions on how to prepare their students, what skills are necessary, and the responsible implications of AI. However, the literature points out that overreliance on AI can have several negative impacts, such as susceptibility to errors, ethical implications, and loss of critical thinking skills. Therefore, it is necessary to argue for a balanced approach that integrates AI experiences with foundational essential skills and investigate how to enhance the teaching methods and assessments to include AI interactions while drawing on enabling pedagogical practices. This approach is relevant in pathway programs where many students start their journey lacking fundamental skills due to equity and the digital divide. This presentation examines strategies to enhance student engagement, and it showcases two case studies in computer and anatomy courses on implementing changes in activities and assessment practices to develop students' ability to navigate the complexities of AI while maintaining a hold on digital literacy and foundational anatomy knowledge. Students are introduced to Generative AI tools like Chat GPT through hands-on, practical methods, facilitating interactive learning. We highlight how AI, when appropriately integrated, can positively impact personalised learning experiences and accessibility. We reflect on the successful balance between teaching core skills and AI competencies in these courses, ensuring that students are not just consumers of technology but also responsible and ethical users. Educators can guide students in mastering foundational essential skills alongside AI literacy to prepare them for future academic and professional work.

11:30am – 11:55am

Engaging students in the hybrid classroom for first year enabling and diploma units

Theme 1 – Digital Online & Distance Learning Practice

Dr Michael Brickhill¹, Assoc Prof Suzi Syme¹

¹Southern Cross University, Coolangatta, Australia

Use of information technology in higher education is now commonplace, coinciding with expansion of internet access and availability of devices which allow students to study university partially or even fully online. Synchronous hybrid classes provide on-campus and online students with opportunities for rich engagement, interaction, connection and learning in real time.

While merging face-to-face and online cohorts to include geographically isolated students is driven by good intentions, inherent tensions associated with hybrid delivery can affect students' participation. These tensions, framed within Croker et al's (2021) conceptual model "Joining via technology from ... learning", revolve around four pairs of competing priorities:

- a focus upon information technology vs a focus upon people;
- supporting planned connections vs supporting responsive connections;
- balancing perceived gains (e.g. media facilitating exchange) and possible losses (e.g. deficit view/s, misrepresentation of students); and
- experience of students joining classes remotely vs experience of students joining face-to-face.

Deploying strategies which promote interactive rather than passive class participation whilst managing these aforementioned tensions can create conditions to successfully engage students in the hybrid classroom, thereby enriching their learning experience.

This presentation reflects upon educators' experiences of hybrid delivery of two diploma units, one in science, the other in cultural literacy? and an enabling academic literacy unit throughout 2024 and proposes a suite of strategies to enhance students' learning experience regardless of location.

Supporting First Nations students transitions into tertiary education by teaching through the lens of their experience, languages, and epistemologies

Theme 2 – First Nations Perspectives and Knowledges

Dr Nicola Rolls¹, Ms Grace Skehan¹, Dr Emily Gilbert¹

¹Charles Darwin University, Darwin, Australia

Whilst CDU's current First Nations students Access and Participation rates of around 9.9% and 8% respectively are above the sector average nationally, engagement in the Northern Territory currently sits around 10.8% for participation, falling well below population parity of 30%.

In 2022 CDU received HEPPP funding to develop a cross disciplinary First Nations Introduction to University Program. This program's overall aim is to increase the number of First Nations students studying at CDU across university disciplines and their associated professions by providing a pathways into study that consider the unique and linguistically and culturally diverse First Nations populations in the Northern Territory.

The course was co-designed and delivered with language and learning and discipline experts under the guidance of a First Nations academic using a dual academy approach alongside a distinct literacy scaffolding approach. The dual academy approach is underpinned by a recognition of both First Nations and Western knowledge systems and seeks to engage First Nations students in ways that are responsive to the distinct epistemic methods derived through first peoples' cultural heritage (Woodroffe et al, 2021).

The literacy scaffolding approach (Rose 2018) recognises the language scaffolding required for our students, many of whom have a mother tongue other than English, particularly those from remote locations.

As part of this approach, the course explores First Nations knowledges as they relate to different disciplines, and draws on students' experience, languages, and epistemologies to develop their skills and abilities to express these in formal academic assessments. In this way we aim to foster a sense of success, agency and belonging in Higher Education.

This presentation describes our approach, and our experiences, celebrations and learnings over two years of delivery the program. With the help of our students' voices we present case studies from Teacher Education, Health and STEM.

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STEPS, LEAPS and bounds: Is there a recipe for success?

Theme 3 – Enabling Practice & Pedagogy

Ms Gabriela Toth¹, Mrs Karen Seary¹

¹CQUniversity, Sydney, Australia

The development of a student identity as it relates to the transition of commencing students to higher education has long been identified in the literature as essential to success. As importantly, the existence of a sense of belonging has been considered key to transition and success and the formation of a student identity. Less prominent in the literature, the newly articulated notion of mattering has evolved from and is currently challenging the concept of student belonging. Mattering offers a broader understanding of what it means to have students in transition believe they are important, that they matter to the institution of study. This paper draws on the work of Lizzio (2006) and MacFarlane (2018) to consider the essential ingredients any preparatory course should include to successfully transition underrepresented groups of students to study at the award level.

A comparison of the STEPS course in the Australian context to LEAPS in the Scottish context provided avenue to propose a five-tenet framework as a possible recipe for success to best support the transition of an increasingly diverse group of students aspiring to university study. This presentation will share the paper's explorations of the ways in which the STEPS and LEAPS courses effectively assist preparatory students develop a foundational student identity by adopting pedagogical practices that embrace the tenets proposed within the framework. Finally, the presenters will invite reflection on the concept of mattering and the role it plays in preparatory programs being successful.

Supports and Shackles: An autoethnographic study on increasing student self-efficacy

Theme 4 – Self-efficacy, Student Support & Wellbeing

Mr George Lambrinidis¹, Mrs Matilda Coleman¹, Dr Trixie James²,
Ms Ana Larsen², Dr Angela Jones³, Ms Amy Robinson⁴, Dr. Rachel Daniel⁵

¹ Charles Darwin University, Darwin, Australia, ² Central Queensland University, Rockhampton, Australia,

³ Edith Cowan University, Perth, Australia, ⁴ University of Adelaide, Adelaide, Australia,

⁵ Federation University, Ballarat, Australia

High levels of self-efficacy are linked to academic success; however, many students who enrol in enabling programs have negative experiences with previous attempts at education which may contribute towards entering with lower levels of self-efficacy (Crawford et al., 2018; Hodges et al., 2013, James, 2024). In recent years, enabling programs are seeing higher numbers of high school students enrolling in these programs. There are a multitude of factors that influence students' decision-making processes about post-school options but what is evident is that many students are enrolling in enabling programs as they do not have the cultural capital that higher education requires (Zacharias & Mitchell, 2020). Therefore, if enabling programs aim to ensure high levels of academic success, it is crucial to focus on developing students' sense of self-efficacy to address the diverse needs and experiences of all students.

An autoethnographic study was conducted as a project for the Self-efficacy special interest group during 2023-24. This presentation showcases the insights enabling practitioners offer this discussion, based on qualitative data collected from seven enabling educators at five Australian universities. Bandura's (1985) conceptualisation of self-efficacy is used to explore the factors that are perceived to support or shackle student self-efficacy. The overarching focus is on recent high-school graduates and the practical strategies that enabling educators are using to boost self-efficacy within their respective programs. The findings suggest that, despite diversity among students, educators, and the programs they are part of, there are commonalities in what supports and hinders the development of student's self-efficacy.

It's time to stop using the 4-letter 'F' word in Enabling education!

Theme 5 – Directions & Future Focus of Government Policy

Ms Kristen Allen¹

¹The University of Newcastle, Callaghan, Australia

Uncritical application of 'FAIL' grades in many Enabling programs is functioning to limit student access to university programs based on rigid institutional, government and economic agendas. Through an equity lens, my research proposes that pass/fail discourses contradict the distinct function of Enabling programs and our unique student contexts; students often pass other units of learning while minority 'fail' grades preclude future university opportunities. Furthermore, students' own experiences of success are often broader than those recognised as successful by the government.

The literature about success for all students in university programs argues that success is variable, contingent, and relative to individual goals. At the same time, students who enrol in Enabling programs have equally varied motives for study. Pass/retention rates are therefore valid as one measure of student success yet are inauthentic across whole student populations when we consider students' other motivations and outcomes.

The equity focus of the recent Australian Universities Accord is framed by commitments to increase under-represented students in higher education, to safeguard success by economic standards. This will arguably place Enabling programs in the government spotlight more than ever. Now, therefore, is the time to advocate: It's time to stop using the 4-letter 'F' word in Enabling education!

Real-time talk – discussion exams in the era of generative AI

Theme 6 – AI in Enabling Education

Ms Kelly Hart¹, Dr Stuart Levy¹

¹Federation University Australia, Berwick, Australia

The introduction of a group, open-book discussion exam held promise for mitigating student exam anxiety and addressing artificial intelligence's impact on online assessment (Naidu & Sevnarayan, 2023). With concerns around low student reading frequency (St Clair-Thompson et al., 2018) it was anticipated that opportunities to discuss content in real-time with classmates would incentivise engagement with readings and related practice discussions. The unforeseen was the online cohort's rejection of this premise, choosing distanced silence, while on-campus students embraced group practice opportunities during the preparation phase. In reflecting on the first implementation, key conclusions include: innovative approaches are needed to engage online students; on-campus student engagement and reading frequency were bolstered, with lecturers noting preparation stimulated valuable, audible classroom learning; AI-proofing was enhanced by using journal articles with scope for in-depth knowledge demonstration and higher order thinking; the introduction of multi-modal assessment practices enables our students to demonstrate understanding without the barrier of academic written conventions. Despite initial nerves, many groups exhibited a sense of elation and achievement upon conclusion. A tentative baby giraffe at the outset, this model of assessment has found its footing and warrants a place in our unit, albeit with some tweaks.

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12:00pm – 12:25pm

Don't Forget to Save! How to create an online Maths Textbook with Pressbooks

Theme 1 – Digital Online & Distance Learning Practice

Mr Andrew Higgins¹, Ms Madelyn Casey¹, Ms Camilla Robson¹

¹James Cook University, Townsville, Australia

The 2023 Australian Universities Accord interim report indicated that many higher-education students face financial challenges that prevent them from accessing and continuing university studies. In response to these findings, and that of the 2022 NCSHEH study whereby students make strategic choices as to whether to buy or borrow textbooks, James Cook University has made it a strategic priority to reduce the costs of textbooks. Reductions in costs have been achieved by implementing a Textbook Affordability Program, which includes collaborative Pressbooks projects with academic teams to create foundational and first-year textbooks for students.

The initial Pressbook “Foundations of Academic Success”, created by Pathways staff, now in its second edition, was a success and continues to be utilised by Pathways students to assist with their academic studies. Therefore, the team decided to create a similar Pressbook for Mathematics Foundations, which we envisaged would cover numeracy content for the two Mathematics pathways subjects and assist all students across the university with their foundational mathematics skills.

In this presentation, we will discuss the overall process of creating not only a foundational mathematics text, differed from the previous Pressbook experience, but also how its creators and collaborators transformed their ‘old-school notions’ and ideas of your basic hard copy mathematics textbook into an online version that would be interactive, easy to use/navigate, and ultimately could be used as an additional learning resource for all students studying Mathematics.

Connecting First Nations with STEM pathways at Charles Darwin University

Theme 2 – First Nations Perspectives and Knowledges

Dr Cat Kutay¹, Dr Carla Eisemberg¹, Ms Sarah Sutcliffe¹

¹Charles Darwin University, Darwin, Australia

In 2022 and 2023, a First Nations pre-STEM course was offered at Charles Darwin University for remote First Nations. In 2024, a First Nations pre-Engineering course was also offered. In 2022, for one week, students were introduced to the various pathways and areas of STEM (Science, Technology, Engineering and Mathematics), including digital technologies, VR, AR, cybersecurity, GIS and drones. The 2023 and 2024 courses were more extensive, running over a period of two weeks and included a unit entitled “Exploring Diverse Ways of Knowing and Doing in STEM/Engineering”. This unit aimed to develop the skills and knowledge for students to confidently contribute to and engage with critical thinking, discussing new ideas about community needs related to STEM or Engineering. Students were also introduced to Generative AI (Gen-AI) as a tool for communication in their current role as Rangers. We observed that although Gen-AI has a potential to assist First Nation in many tasks, including Caring for Country report and grant writing, it must be used with caution as it carries a lack of support for culture embedded in low resourced languages. Gen-AI also can mirror harmful biases and can miss First Nations Cultural perspectives on knowledge, such as Data Sovereignty. In conclusion, these courses offered an immersive opportunity for First Nations People to experience University life. However, many challenges remain, including a need to connect the acquired knowledge focused on community during these pre-undergraduate courses with an undergraduate course that is culturally relevant to the First Nations aspirations in STEM.

UniPrep English Language Courses at UniSQ

Mrs Jane Zaun¹

¹University of Southern Queensland, Toowoomba, Australia

The University of Southern Queensland began implementing an English language component to its UniPrep program in 2023 with a pilot that successfully garnered wider interest from secondary schools with substantial cohorts from non-English speaking backgrounds. At the current time, the program is being conducted in high schools across Toowoomba, Ipswich, and Brisbane that align with UniSQ's enrolment footprint.

UniPrep English Language 1 and English Language 2 are being delivered to high school students in need of support as they seek a way forward on their pathway to university. In addition, these courses are currently undergoing the process for Queensland Certificate of Education recognition to further assist students in gaining qualifications for tertiary entry. Classes are currently being held within partner schools delivered by registered teachers from the university, however there is also scope for the classes to be offered online or at UniSQ campuses as required.

The aim of these courses is to enable students to develop their academic English reading and writing skills to an intermediate level prior to entering the UniPrep program. The course goals are to improve student knowledge of English grammar, sentence structure, and paragraph and essay structure within an academic context. Additionally, to enable students to develop their reading comprehension of intermediate academic texts and understand how to use these texts in writing. As a result, students will have the pre-requisite reading and writing skills to enter UniPrep courses and later transition to undergraduate study.

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

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Trixie James¹, Ms Ana Larsen¹, Dr. Susan Hopkins², Dr. Kieran Balloo²,
Marguerite Westacott³, Dr. Gemma Mann¹, Juliette Subramaniam⁴

¹Central Queensland University, Mackay, Australia, ²University of Southern Queensland, Australia,

³University of the Sunshine Coast, Australia, ⁴Western Sydney University, Australia

The term ‘student support’ is frequently used in the enabling education sector; however, there is a lack of a clear, unified definition that encompasses its practical application. The ambiguity around the term reflects the diverse needs of students and the different ways institutions approach meeting those needs. This is problematic as it leaves the concept of student support unscrutinised and undertheorized in a time when students clearly need scaffolding to ensure success. Consequently, a more detailed and consistent understanding of ‘student support’ is necessary to ensure consistency and effectiveness in helping students overcome challenges and succeed in their educational journeys. Enabling practitioners are in a unique position to contribute to this discussion for two reasons. First, they are at the forefront of student support, working with cohorts that include a large proportion of equity group students. Second, unlike many other discipline areas, they come from a variety of academic backgrounds. This diversity among practitioners enriches both their practice and their research, suggesting that they possess skills and practices that could inform optimal strategies for supporting equity students. The Universities Accord emphasizes the importance of student safety, mental health, and academic success. In light of this, enabling practitioners, with their wealth of lived experiences, can offer valuable insights that contribute to a more meaningful and realistic definition of student support. This presentation is based on an autoethnographic study from seven enabling practitioners across four Australian Universities which examined how student support is experienced in enabling programs. The findings highlight diversity in the needs presented by enabling students, the frustrations and barriers experienced by enabling practitioners, and the factors which facilitate student support and ultimately student success. Implications for practice indicate a need for holistic and flexible student support with an equity focus; however, there is ambiguity in definitions of student support, the emotional labour demanded of educators, and the impact of neoliberal influences.

Writing for learning: An educative approach to empower strong student writing outcomes and mitigate the uncritical use of AI for writing in Enabling

Theme 5 – Directions & Future Focus of Government Policy

Ms Michelle Briede¹

¹Federation University Australia, Mount Helen, Australia

This session shares the practices and pedagogies in approaching academic writing within an Enabling academic writing unit. The intention of the session is to facilitate discussion for how best to contextualise academic writing practices, and consider teaching and learning approaches towards writing into the future. The discussion scope includes: the examination of the role of writing in learning and writing for thinking, a scaffolded approach to teaching the process of writing, the development of an agentic writers' identity, the position of Generative AI in Enabling, the educative approach to integrity issues, and the writing process stages of pro-active communication, consultation, and formative feedback. The session aims to be very practical, providing transparency about current effective practices, recent developments and challenges faced, and would be valuable for any educators wanting insights into other institutions' approaches. Provision of supporting materials for adaption and use will be available.

Dialogic Pedagogy Meets Gen-AI: Fostering Critical AI Literacy in Enabling Education

Theme 6 – AI in Enabling Education

Ms Tamra Ulpen¹, Dr John Pike¹

¹University of South Australia, Adelaide, Australia

The emergence of Generative Artificial Intelligence (Gen-AI) tools has called for a reconceptualisation of pedagogical approaches and curriculum design in higher education. While Gen-AI ultimately must be accepted and embraced as a digital learning tool, it nonetheless can present a threat if not used wisely. In addition to maintaining the validity of assessments, educators must ensure students are supported in developing a critical approach to the use of Gen-AI. This is especially pressing for enabling educators whose students are developing core academic skills which could be compromised through injudicious use of Gen-AI. This presentation explores how Dialogic Pedagogy, a key element of Critical Pedagogies, can guide students towards responsible use of Gen-AI to enhance learning experiences.

Through a reflective case study of two Enabling Education courses, one in information literacy and another in English language studies, we'll provide examples of how Dialogic Pedagogy can foster critical AI literacy skills by encouraging students to share interpretations, question outputs, and exchange ideas about AI-generated content. Incorporating a dialogic approach can equip students with knowledge for effective Gen-AI use in learning while also teaching them to avoid maladaptive practices.

Through exploring the intersection of Dialogic Pedagogy and Gen-AI, we'll share insights on fostering an environment where students can question, analyse, and leverage AI-generated content to support their learning. Our discussion offers examples for educators seeking to integrate Gen-AI tools responsibly and effectively into their curriculum, while cultivating students' critical AI literacy skills essential for workforce preparation in the digital age.

Show me what you mean: Enhancing Student Engagement and Comprehension through Video Feedback

Theme 1 – Digital Online & Distance Learning Practice

Mrs Katrina Johnston¹, Mrs Hermina Conradie¹, Mrs Michelle Gray¹,
Mrs Chris Maurer-Smolder¹, Mrs Peppa Piacun¹

¹CQUniversity, KEPNOCK, Australia

This study investigates the impact of feedback format on student engagement and comprehension within the unit COIT40206 Computing Skills for University (CSU). Research was completed within the context of Skills for Tertiary Education Preparatory Studies (STEPS), an enabling course that facilitates access to higher education for diverse student groups. In CSU, students are taught how to use Microsoft Office programs to effectively create and format academic documents. This study implemented a shift from traditional written feedback for formative Consolidation Activities (CAs), to more instructive video feedback. This study also aims to determine if feedback format impacts student's perceived value of the CAs. In an increasingly online learning environment, it was hypothesised that this shift would enhance student engagement and understanding. Video feedback can show exactly how to use the Microsoft Office tools where text-based feedback can be misunderstood. Agricola, Prins, and Sluijsmans (2019) note that "students often misunderstand teachers' written feedback". Research was conducted over Terms 2 and 3 of 2023. In both terms students received written feedback for the first module of work (weeks 1-3) and video feedback for the remaining three modules (weeks 4 -12). Data collection included tracking CA submissions and individual student grades throughout the term, along with an end-of-term anonymous online survey. The survey explored students' qualitative perceptions of the CAs' value and the different feedback formats. Of the students surveyed, 83% indicated that they preferred video feedback to written feedback. The research suggests positive benefits of video feedback on student learning and engagement.

Deadly Indigenous Internships: The value and impact of Indigenous research internships

Theme 2 – First Nations Perspectives and Knowledges

Mr Zane Ratcliff¹, Mr Christopher Duncan¹, Mr Ryan St John¹,
Mr Adoni Chessells¹, Ms Katelyn Bell¹, Prof Rhonda Craven¹,
Dr Diego Vasconcellos¹, Dr Georgia Durmush², Mr Lachlan Sibir¹,
Ms Sharon Morton¹, Ms Violet Craven-Miller¹, Ms Hayley Creed¹,
Mrs Emily Jeffrey¹, Ms Bronte Powell¹, Dr Jenny McMullan¹, Dr Alicia Egan¹

¹ Australian Catholic University, North Sydney, Australia, ² University of Western Sydney, Parramatta, Australia

Over the past decade there has been a push from Australian governments for Australian universities to develop strategies to support Indigenous students to successfully complete degrees and increase the number of Indigenous students enrolled in postgraduate research degrees. Despite some improvements in enrolment numbers, Indigenous undergraduate degree completion rates are not commensurate with their non-Indigenous peers. There also remains an under representation of Indigenous students enrolled in research degrees and Indigenous academics across the Australian university landscape. The current research study aimed to evaluate the value and impact of a novel Indigenous research internship program which immersed undergraduate Indigenous students in the vibrant research culture of a leading research institute and provided opportunities for interns to develop an appreciation of, and skills in, research and working with Indigenous communities. Seven Indigenous interns completed a survey and in-depth interviews to ascertain their perceptions about: their motivations to enrol in the internship, perceptions of the usefulness of the internship, the impact of the internship on their research self-concept, research skills, and academic goals, the extent to which they valued engaging with and contributing to community-led research, and areas in which the internship program could be improved. Findings demonstrate the value and powerful impact of Indigenous research internships as a potential new pathway to provide Indigenous undergraduate students with skills to complete their degrees, learn about research, and gain the skills, confidence, and aspirations to develop an interest in pursuing research degrees and university careers.

Empowering enabling students: Bridging the literacy divide through the normalisation of assistive technology

Theme 3 – Enabling Practice & Pedagogy

Mrs Kristy Stanwix¹

¹Edith Cowan University, Mound Lawley, Australia

Edith Cowan University's (ECU) UniPrep enabling pathway assists students transitioning to higher education. A core unit, Academic Writing, is offered to refine students' academic communication skills for undergraduate study. Research shows that students in enabling programs often come from underrepresented equity groups (Crawford et al., 2018; Jackson et al., 2016). ECU's UniPrep attracts 68% of students from one or more of these groups, necessitating support and inclusive practices to improve academic communication and literacy skills (Murray & Nallaya, 2016). Assistive technology (AT) enables students with disabilities to participate more equitably in education, enhancing academic performance and self-efficacy (McNicholl et al., 2023; Mills et al., 2021). Despite the prevalence of Universal Design for Learning (UDL) in higher education and evolving technologies like generative AI, research on broader AT use for diverse students is lacking. This study aims to normalise AT for academic communication and literacy in an enabling pathway, aligned with UDL principles. Using an action research model, the project integrates AT into an Academic Writing unit to support academic communication and literacy development. A survey at the semester's start assessed students' AT usage and perceptions for reading and writing. AT instruction was embedded into the curriculum through explicit teaching and practice. A second survey at the semester's conclusion gauged changes in students' AT usage and perceptions. Survey results were compared with comments on AT in the final reflective assignment. The presentation is the findings from the NAEAA grant and aims to enhance support for enabling students.

2:15pm – 2:40pm

Trauma, ethics, empathy, and self-reflection: Caring for both researcher and student during a qualitative PhD pilot study

Theme 1 – Digital Online & Distance Learning Practice

Ms Ana Larsen¹

¹Central Queensland University, Mackay, Australia

Every student has their own unique journey however the research suggests that collectively enabling students all experience some challenges in their education and many have experienced some form of trauma. For this reason, exploring the student voice through qualitative research has become central to improving practice. However ethical considerations are paramount when researching the enabling students' experience, as they are a vulnerable group. This presentation reports on a pilot study relating to a PhD which uses Social Cognitive Theory to explore student self-efficacy. I gathered qualitative data from three female former enabling students in late 2023. Two students participated in an online focus group, and I conducted an email interview with the third student. This presentation begins with a brief examination of these student interactions and an assessment of the quality of the data collected via each method. I then discuss the trauma which was openly shared by each student and the ethical implications associated with my research. Finally, I attempt to openly and honestly explore the emotional labour associated with the empathy I felt for these students and some practical steps that I took. Empathy, seeking support and self-reflection played a vital role in caring for myself and the participants in my pilot study.

Crossing a Bridge at Ground Zero: Teaching CDU's First Nations Pre-Law Enabling Program

Theme 2 – First Nations Perspectives and Knowledges

Fejo (James) Parfitt¹, Dr Susan Bird²

¹Top End Dreaming Indigenous Employment and Consultancy NAAJA, ²CDU, Darwin, Australia

Darwin, or Garramilla, sits on Larrakia Country. This is a place saltwater meets fresh; the two waters blend together, gently and almost invisibly. Here, we also find another blending: the coming together of stories, cultures and knowledges, between Indigenous and non-Indigenous Peoples. These interactions between have not always been gentle or peaceful. Colonisation and its ongoing legacies have resulted in dispossession and destruction of culture and Country. However, Larrakia culture is not only strong, but welcoming. The ways that educators work together in our teaching can recognise the impacts of colonisation, without letting them define us.

In this paper, the coordinators of Charles Darwin University's First Nations pre-law program will discuss our approach to giving Indigenous students an introduction to law school. The First Nations pre-law program is run by two coordinators – One Larrakia and one non-Indigenous. Through a process of mutual respect and mentoring, our teaching team creates a culturally safe space for First Nations students within a colonial institution: The University. This paper will discuss how we strive to overcome the challenges of teaching in our unique pre-law enabling program.

Enabling Transition Pedagogy

Theme 3 – Enabling Practice & Pedagogy

Dr Cinzia Loddo¹, Mrs Helen Rogers¹

¹The University of Notre Dame Australia, Perth, Australia

Enabling programs, designed to bridge educational gaps and prepare students for a smooth transition into university, have become pivotal in fostering equitable access to higher education. However, the success of these programs depends heavily on the pedagogical approaches and support strategies implemented in the program to prepare students for their undergraduate learning.

This presentation will explore best practice and pedagogy within the enabling programs at The University of Notre Dame Australia (UNDA), focusing on transition pedagogy (Kift, 2015).

Drawing on current research, the presentation will highlight the holistic approach adopted in supporting students while building their self-confidence and sense of belonging in a university context (Pedler et al., 2021). Further, academic writing and skills development is a core component of enabling programs. Research indicates that students who participate in academic writing and research skills workshops, which focus on areas such as critical thinking, reflective writing, and journaling, show significant improvement in their university performance (Wingate, 2007).

In the context of enabling programs, students often face many challenges, mainly lack of self-confidence and under preparedness. Strategies that have been integrated in the curriculum of teaching and learning in the UNDA enabling programs include scaffolded learning practices, peer collaboration, use of problem-solving strategies, constructive feedback, and the use of anatomical models (experiential learning).

Qualitative findings will be shared to highlight past lived student experiences.

In-school enabling programs – how enabled are the students? UniPrep Schools—transition and preparedness for tertiary studies

Theme 4 – Self-efficacy, Student Support & Wellbeing

Mrs Shaz Attree¹

¹Edith Cowan University, Bunbury, Australia

UniPrep Schools is Edith Cowan University's (ECU) in-school enabling program for senior school students. Students who pass the four units in UniPrep Schools and achieve their Western Australian Certificate of Education (WACE) can apply for undergraduate studies at ECU.

The benefits of the program can be measured through success rates while studying and this is important for evaluating enabling programs (Syme, Roche, Goode, & Crandon, 2021), however, the student experience of transition provides actionable insights (Olds et.al, 2024).

While anecdotally graduates were positive, a solid study to capture experiences was needed. The methodology included interviews with UniPrep Schools graduates who transitioned to ECU from a cross-section of high schools. The questions focussed on self-efficacy and sense of preparedness for undergraduate studies, including skills and attributes taught in UniPrep Schools. Alongside the qualitative responses, quantitative analysis of rates of program completion, conversion to ECU and success in first year of undergraduate studies was also considered.

Overall findings showed that UniPrep Schools provided students with a smooth transition to university and allowed a robust level of preparedness.

Outcomes provide institutions the evidence to signal the importance and relevance of in-school enabling programs. Additionally, it encourages practitioners who create and promote school pathways to learn more about in-school enabling programs and the successful transition of students. Finally, the project will inform enhancements for UniPrep Schools in terms of pre-program communication, curriculum modification, contextual teaching and learning resources, and improvement to transition processes.

This research was partly funded through a small grant from NAEAA.

Enabling Education: Empowering Undergraduate Student Success

Theme 5 – Directions & Future Focus of Government Policy

Mr George Lambrinidis¹, Dr Stuard Levy², Assoc Prof Suzy Syme³

¹Charles Darwin University, Darwin, Australia, ²Federation University Australia, Berwick, Australia,

³Southern Cross University, Lismore, Australia

Retention and success in the first year of university are global concerns, particularly for students from equity groups and first-generation university students. The 2023 Australian Universities Accord acknowledges the challenges these students face in completing university studies and the role of Enabling programs in equipping non-traditional learners to navigate university successfully. This paper reports on the challenges encountered in obtaining Enabling program performance data from three Institutions, why this data is important to obtain, and what the implications of this may be for our sector. The Enabling program performance data obtained from two universities reveals that the Enabling students attain higher or comparable progress rates and grade point averages to their peers in their first year of undergraduate studies. The data underscores the effectiveness of Enabling programs in preparing students for university success and contributing to government goals of increasing the number of graduates from equity groups.

Behind the Scenes: Unveiling Enabling Educators' Attitudes Towards GenAI

Theme 6 – AI in Enabling Education

Dr Trixie James¹, Dr James Valentine⁴, Michael Brickhill³, Dr Grant Andrews³, Julie Sharp⁵, Tamra Ulpen²

¹CQUniversity, Kepnock, Australia, ²UniSA, Adelaide, Australia, ³Southern Cross University, Gold Coast, Australia, ⁴Charles Darwin University, Darwin, Australia, ⁵Federation University, Melbourne, Australia

In recent years, discussions surrounding the integration of Generative AI (GenAI) into higher education have intensified. Universities are proactively developing policies to balance maintaining academic integrity with empowering educators to seamlessly incorporate GenAI into teaching methodologies, curriculum design, and assessment tasks. Among the applications of GenAI, large language models (LLMs) offer unique opportunities to enhance language proficiency and academic performance. However, it is crucial to address concerns regarding academic integrity and ensure that the use of LLMs contributes positively to the development of students' skills, rather than replacing their critical thinking and learning processes. This research study, undertaken by members of the GenAI Special Interest Group, aims to uncover Enabling educators' attitudes toward GenAI tools and their receptiveness to using AI-generated content in teaching. Data collected through surveys will examine educators' perceptions of potential barriers to or facilitators of implementing GenAI in educational settings. Anecdotal evidence reveals a range of emotions among academics regarding students' use of GenAI. This study begins with the premise that there are Traditionalists, who see it as a threat to academic integrity, Progressives, who view it as a valuable educational tool, and the Uncertain, who are unsure of the role GenAI will play in education and its future implications. This presentation will expand on the findings of this study to determine whether these perspectives accurately reflect current attitudes or require updating in light of evolving technologies and educational practices.

We want “active safe spaces”: Educational experiences of LGBTIQ+ students in Enabling programs

**Dr Michelle Mansfield¹, Dr Barrie Shannon², Dr Zoe Griffiths¹,
Assoc Prof Sarah Hattam²**

¹University of Newcastle, Newcastle, Australia, ²UniSA, Adelaide, Australia

Research on the educational experiences of LGBTIQ+ university students often concentrates on instances of institutional or interpersonal discrimination occurring on campus. Yet, there remains a significant gap in understanding the initial pathways into university for this demographic, particularly among those facing substantial barriers to higher education participation. This paper presents findings from a research initiative investigating the experiences and perceptions of LGBTIQ+ students within enabling education programs. Additionally, the study explores perspectives of non-LGBTIQ+ students on diversity initiatives within these programs, revealing the implicit boundaries around queer students in educational settings. Conducted as a mixed-methods study, the research engaged LGBTIQ+ students enrolled in or having completed enabling pathway programs at two Australian universities. Participants shared insights into their educational journeys, encompassing school experiences and university transitions. The study identifies distinct obstacles faced by LGBTIQ+ individuals from working-class backgrounds, rural locations, or those prioritising working to earn money for necessary health care and gender affirming treatment, highlighting the challenges in envisioning or achieving a university pathway. These findings underscore the need for a nuanced, intersectional approach to equity in higher education, challenging fixed notions of categories like socioeconomic status, disability, and gender.

How Martin's (2001) Ways of Knowing, Being and Doing has been adapted to a pedagogy to teach Learning in a Digital Environment.

Theme 2 – First Nations Perspectives and Knowledges

Miss Jaimee Hamilton¹, Dr Rhian Morgan¹

¹James Cook University, Smithfield, Australia

I have used Martin's (2008) theory Ways of Knowing, Being and Doing as the basis for developing an Aboriginal Social Theory. As a result of this, I have adapted my theory to reflect an Aboriginal pedagogical standpoint. Using this pedagogical standpoint a comprehensive rewrite of the JCU Pathways subject Learning in a Digital Environment, was required. The new purpose of the subject is for students to articulate Computational Thinking, to be cognisant of the ethical implications of designing and using technology and, finally to, ethically use technology, especially AI within their academic and professional lives. The subject was first modularised into 3 modules with each module emulating Ways of Knowing, Being and Doing. Module one, Ways of Knowing builds their foundational knowledge and gives the underpinning theory they need to build their Ways of Being and Doing. In Module Two they build their relationships with technology and explore the ethical implications. Finally, module three Ways of Doing is the practical application of their Ways of Knowing and Being. This presentation will explain how this Aboriginal pedagogical standpoint is inclusive and can be applied by all.

A fine wine, best savoured, or a shot of plum brandy to be taken as bitter medicine': Cross-institutional staff reflections on the effectiveness of enabling practice and pedagogy in shorter immersive delivery models compared with the longer traditional semester and the impact on staff wellbeing and student success

Theme 3 – Enabling Practice & Pedagogy

Ms Janet Turley¹, Dr Liz Goode², Dr Suzi Syme², Dr Luke Ryan¹,
Dr Phyllis Araneo¹, Dr Bruno Basic¹, Dr Johanna Nieuwoudt², Dr Aruna Devi¹,
Ms Anne Kerridge¹, Ms Dericka Frost¹, Ms Judi Warmerdam¹, Dr Greg Nash¹

¹University of the Sunshine Coast, Sippy Downs, Australia, ²Southern Cross University, Lismore, Australia

Recent studies indicate that shorter, immersive block delivery models have enhanced learning outcomes and success for enabling students (Goode, 2024). This cross-institutional study is the first to compare 6-week and 13-week delivery models within Australian enabling education. It reports on staff reflections, at Southern Cross University (SCU) and the University of the Sunshine Coast (UniSC), on the effectiveness of enabling practice and pedagogy in shorter immersive models compared with the longer traditional semester. Quantitative data compared student pass rates for courses in both models for 5 years at SCU and 3 years at UniSC. Qualitative data analysed reflections from 10 educators gathered using collaborative autoethnography (Hobbs & Whitsett, 2023). While inferential tests indicated a statistically significant increase in student success rates in the shorter model at both institutions, the reflections from educators revealed rich, nuanced but often contradictory insights into the complexities, challenges, and benefits of both models. Thematic analysis (Braun & Clarke, 2006, 2022) of the de-identified reflections revealed that the shorter model creates a sense of urgency, encouraging students to stay motivated and avoid procrastination. It improves time management, reduces distractions, and promotes peer support and collaboration. However, educators were concerned that the intensive model increases tutor stress, associated with marking and administrative tasks while reducing opportunities for building strong student-tutor relationships. The staff reflections provide recommendations for teaching and learning in the shorter delivery model and contributions to best practice pedagogy in course design, communication, and constructive alignment for enabling programs.

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Is University for Me? Equity Students Journey to University Through an Enabling Program: Introducing the Peregrination of Belonging Model

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Trixie James¹

¹CQUniversity, Kepnock, Australia

Is university for me? This unspoken question lingers in the minds of many students whose cultural capital may not align with the demands of the university sector. Thankfully, Enabling programs address the persistent issue of inequitable access to higher education by providing opportunities for many disadvantaged students to assimilate into higher education. My recent PhD study explores students' experiences as they navigate through an enabling program, with the aim to understand their journey and how these programs foster a sense of belonging in higher education. I will present the "Peregrination of Belonging" model, which encapsulates the progression of students' identity and assimilation into higher education through an Enabling program. This conceptual framework charts the students' journey, transitioning from "outsiders" to "insiders" within the higher education environment. The model outlines three pivotal phases: "learning about place," "adapting to place," and "belonging to place." This presentation will examine how students' past encounters can lead to internalising self-limiting beliefs rooted in their specific conditions of existence, shaping their perceptions as their own 'truth tellers.' This presentation will offer more than just a death by PowerPoint presentation; participants will actively engage in a game of bingo as we delve into Bourdieusian terminology to explore this model. By integrating these interactive elements, the presentation underscores how Enabling programs are transformative, promoting equity and facilitating significant societal change that empowers many students to achieve social mobility.

Lessons from enabling classes: pedagogical innovation, student equity and becoming ADEPT at university

Theme 5 – Directions & Future Focus of Government Policy

Dr Jennifer Stokes¹

¹University of South Australia, Adelaide, Australia

The Australian Universities Accord (Department of Education, 2024) directed attention to student equity and set goals for participatory parity of students from low-SES, First Nations, rural and regional backgrounds, and students with disability by 2050. Recognising the value and impact of enabling programs, the Federal budget committed \$350 million to FEE-FREE Uni Ready programs (Australian Government, 2024). Research shows enabling programs work: they provide the best retention for students from equity groups transitioning into first year (Pitman et al., 2016, p. 4), alumni perform the same or better than peers at undergraduate level (Li et al., 2023, p. 153), and programs lead to greater undergraduate success than other pathways (Syme et al., 2022). As the nation strives for participatory parity, enabling programs provide guidance in supporting new students at university.

Building upon sector research, this paper examines how enabling programs support student equity and university participation through pedagogical innovation. First, reporting on a mixed-methods case study with enabling program students, alumni and staff; then the development of the ADEPT framework for enabling pedagogy, which focuses on accessible, dialogic, empowering purposeful and transformative learning (Stokes, 2023). This evidence-based framework is a powerful addition to the field of enabling pedagogy, which supports students to build confidence, recognise capabilities, and develop strategies for success at university and beyond (Bennett et al., 2018; Stokes, 2014). Educators and practitioners can utilise the ADEPT framework to embed enabling approaches at all university levels and better support students from underrepresented backgrounds in alignment with participatory parity goals.

Reassessing Rubrics in the Age of genAI

Theme 6 – AI in Enabling Education

Mr Stuart Parker¹

¹ Australian Catholic University, Melbourne, Australia

Academic writing is an integral part of university study, both in the expression of thoughts and ideas and in the synthesis of knowledge. Indeed, it could be argued that the careful and deliberate composition of language into ‘artifacts’ is the purest form of understanding available. The emergence of generative AI writing tools, however, has necessitated a reappraisal of how assessment tasks are structured and delivered and, in turn, how rubrics can best reflect these adaptations. This is particularly the case in the ACU Foundation Studies program due to having a large online cohort.

Trust but Verify: Rubrics in the age of genAI is an action research project being conducted within the ACU Foundation Studies’ Academic Communication and Academic English units with 3 main areas of focus:

1. How rubrics can be revised to accommodate the emergence of genAI (to address both acceptable and unacceptable uses of genAI where applicable)
2. How to encourage students through rubric descriptors to value their own voice and ideas against the lure of genAI’s instant output and seemingly effortless solutions
3. What accompanying teaching materials and approaches can best highlight the inherent limitations of genAI writing tools in developing academic stances and constructing language

The proposed presentation will offer an overview of the action research project, including its rationale, construct, and the initial teacher and student feedback garnered through surveys and focus group discussions. Rubric samples and accompanying teaching materials will also be presented.

Attendees will be invited to consider what common/traditional rubric descriptors are readily achievable by genAI and how these might best be modified or indeed replaced. Also, there will be an exploration of the limitations of genAI and how to scaffold their use of this tool in ethical and efficient ways.

3:30pm – 4:30pm

Workshop 1 – Defining and Implementing Enabling Curriculum: A Framework for Student Success

Theme 1 – Digital Online & Distance Learning Practice

Dr Brownyn Relf¹, Ms Lisa Moody², Ms Michelle Briede³

¹University of Newcastle, Callaghan, Australia, ²James Cook University, Townsville, Australia,

³Federation University Australia, Ballarat, Australia

Enabling programs have a unique role in providing access to Australian higher education institutions. However, little research at a national level has been undertaken to develop an Enabling curriculum framework. With the Australian Universities Accord recommendation for increases in quality fee-free preparatory courses, it is important the strengths and distinctions of existing Enabling curriculum are defined and endorsed by current NAEAA member institutions and disseminated to inform the development of any new programs, maintaining program quality and integrity.

This workshop explores the concept of Enabling curricula, a proposed definition, and a review of current literature regarding Enabling program development and implementation within the context of higher education in Australia. This session aims to foster a shared understanding of Enabling curriculum and provide opportunity for contribution to this important initiative in Enabling education. It will explore the distinction between Enabling programs and other educational pathways, emphasising the unique role Enabling programs in Australia have with respect to re-engaging students with education while preserving the individuality and contextuality of each program. A proposed definition will be presented during the workshop for discussion. This definition draws on NAEAA Learning Outcomes, the six guiding principles underlying Enabling program curriculum design outlined by Relf et al. (2017) and underpinned by a four-fold understanding of 'curriculum' comprising: the intended curriculum; the enacted curriculum; the experienced curriculum; and the hidden curriculum.

Participants will consider the applicability of these curriculum design principles and theories to their current programs, contributing to the development of a definition for Enabling curricula.

Workshop 2 – The pedagogy of wellbeing: how to explicitly strengthen learning dispositions in the classroom to cultivate self-determined lifelong learners

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Natalie Quinlivan¹

¹4C Transformative Learning, Sydney, Australia

Pedagogical practice is integral to wellbeing and learner self-efficacy. In this interactive workshop, we will explore the learning dispositions needed to be self-determined learners (dispositions like focus, empathy, making and expressing meaning, teamwork and others). In particular, the workshop will demonstrate how we can explicitly strengthen these dispositions with metacognitive and playful pedagogy in combination with reflective practice.

Key to this workshop is the explicit use of the Learning Disposition Wheel (LDW), a metacognitive pedagogical tool developed by researchers Professor Michael Anderson and Dr Miranda Jefferson in their book *Transforming Education*. The Learning Disposition Wheel is explicitly used in a network of schools and organisations nationally and internationally.

By enabling teacher and student awareness of themselves as learners, we provide the conditions for learners to identify their dispositional strengths and yet-to-be strengths in order to increase feelings of self-worth, a sense of belonging, and autonomy.

This workshop is about wellbeing but it is also about pedagogy and practice. As you will experience, pedagogy and practice are not separate entities. They are inextricable. To enable better pedagogical and reflective practice in education is to cultivate wellbeing in our learners.

The curation and content of our workshop draws on academic research including Ryan's and Deci's self-determination theory. Our work is also supported by extensive qualitative data and testimonials from our partners school and their learners.

Workshop 3 – An Update on Benchmarking Enabling Programs at Nine Universities: Enabling Education and Student Success

Theme 5 – Directions & Future Focus of Government Policy

**Dr Stuart Levy¹, Ms Charmaine Davis², Dr Fiona Navin³,
Assoc Prof Sarah Hattam⁴, Mr George Lambrinidis⁵, Mrs Kelly Nowak⁶**

¹Federation University, Berwick, Australia, ²University of Southern Queensland, Toowoomba, Australia,

³Edith Cowan University, Perth, Australia, ⁴University of South Australia, Adelaide, Australia,

⁵Charles Darwin University, Darwin, Australia, ⁶Curtin University, Perth, Australia

This workshop will provide an update on the NAEAA benchmarking project involving nine enabling programs across Australia. It represents a continuation of the first extensive benchmarking study to ensure quality, transparency, and the potential transferability of enabling program completion as a university entry pathway. The initial phase focused on examining the alignment of university enabling program curriculum and assessments with NAEAA's Learning Outcomes in study preparation, academic communication, and mathematics. It further examined the moderation processes, program structures, subject offerings, and student satisfaction. Additionally, the workshop will present a comparative analysis of Program Learning Outcomes across the nine universities.

While the focus on consistency of curriculum and learning outcomes is important, the need for further investigation of success and retention outcomes of Enabling programs sector wide was also identified. Universities' monitoring of success and retention is often haphazard with difficulties in tracking students enrolled in non-award courses. The significance of attaining this data cannot be overstated –the support and investment in enabling programs by university leadership is based on these metrics. The presentation of this data to showcase the comparable success of our programs can shore up long-term support for enabling programs.

This workshop will focus on the second phase of research, which evaluates the academic success rates of enabling students in their first year of undergraduate studies. The early results are encouraging and show these students are meeting and often exceeding the academic achievements of their peers. An interactive component of the workshop will encourage networking and collaboration among educators.

Participants will engage in meaningful discussions defining:

- What constitutes success,
- The concept of student belonging,
- A set of Transition Success Principles that underpin the observed student successes,
- Methodologies for evaluation and data collection, and
- Strategies to enhance institutional support for enabling education.

The workshop will present information from the second phase of the benchmarking study and facilitate a dialogue on best practices and future directions for enabling education in Australia.

The presenters would like to acknowledge the original project team: Davis, C., Syme, S., Cook, C., Dempster, S., Duffy, L., Hattam, S., Lambrinidis, G., Lawson, K., Levy, S. (2023). Report on Benchmarking of Enabling Programs across Australia to the National Association of Enabling Educators of Australia (NAEEA). ISBN: 978-0-646-87548-4. <https://enablingeducators.org/wp-content/uploads/2023/03/Report-on-Benchmarking-of-Enabling-Programs-Across-Australia-2023.pdf>

TUESDAY

10:45am – 10:55am

Improving student wellbeing and belonging through collaborative rubric design

Theme 1 – Digital Online & Distance Learning Practice

Dr Pranit Anand¹

¹University of NSW, Figtree, Australia

Many University students, particularly those from various underrepresented backgrounds including international students, often experience significant challenges adjusting to campus life. As reported by (Crawford et al., 2020) many of these challenges relate to unfamiliar settings, such as social and cultural environments and norms. However, these challenges also include unfamiliar expectations around coursework tasks. While a lot of extracurricular work is being done to help students settle in, little is done within the curriculum to alleviate the loneliness and anxieties for students.

While rubrics are increasingly used across disciplines for grading and feedback post assessments, they can be a very useful tool for educators to engage students, provide a sense of belonging and improve awareness about expectations. As Phill Dawson (Dawson, 2017) mentions 'rubrics are just as effective as the conversation around it', and if we involve students in this conversation, through collaboration, its likely to also help improve connections between students. Using rubrics to engage students with the course expectations as well as each other is more likely to lead to better engagement and motivations from students and therefore improved outcomes.

During this presentation I will share a collaborative learning activity where students worked in small groups to interrogate rubrics and provide better, relatable expectations for my assessments. Students use this rubric throughout the term as they are working on their assessments to seek feedback from tutors about their progress and use it to finalise their work before submission. Feedback from students about their experience with this approach will be shared.

Furthering Futures: A Systematic Review of the Enablers of and Barriers to Indigenous University Completion, Retention, and Transition

Theme 2 – First Nations Perspectives and Knowledges

Mr Zane Ratcliff¹, Mr Ryan St John¹, Ms Katelyn Bell¹, Mr Adoni Chessells¹, Prof Rhonda Craven¹, Dr Diego Vaconcellos¹, Dr Georgia Durmush², Mr Christopher Duncan¹, Dr Alicia Egan¹

¹Australian Catholic University, North Sydney, Australia, ²University of Western Sydney, Parramatta, Australia

Completing university is a powerful ‘game changer’ in transforming outcomes for Indigenous peoples, their communities, and their nations. Despite a myriad of recommendations and actions taken by academics, governments, and policymakers to improve Indigenous higher education outcomes, considerable inequalities in the completion rates of Indigenous students globally in universities persist. Thus, a stronger evidence base of successful higher education strategies for Indigenous students is needed in order to establish parity of educational achievements and long-term outcomes in universities for Indigenous people. This paper contributes to this evidence base by synthesising the international literature to identify the key barriers (e.g. experiences of racism and discrimination, poor teaching, support and accessibility, isolation from family) and enablers (e.g. sense of purpose and meaning, Indigenous peer support and role models, support from family and kin, positive relationships with staff) of university completion, retention, and transition for Indigenous university students, across international literature. Implications for policy and practice are discussed.

Do gatekeeping English-language tests affect enrolment and success of equity groups?

Theme 3 – Enabling Practice & Pedagogy

Ms Jillianne Segura¹, Dr James Valentine¹

¹Charles Darwin University, Darwin, Australia

The University Accord seeks to grow the population of university students from equity backgrounds. Enabling education, and other pathway programs will play a vital role in fulfilling this objective. Enabling programs are founded on the concept of open access and the use of English language diagnostic tests as a gatekeeper for entry does not align with this concept.

Previously, the Tertiary Enabling Program (TEP) at Charles Darwin University (CDU) used an English language diagnostic test as a gatekeeper activity (2017 – 2022) to ensure all students entering TEP possessed a sufficient level of English language proficiency to enable success. All English language diagnostic testing was removed from the second semester 2022 onwards due to internal research finding only a weak correlation between student English language diagnostic scores and the likelihood of success in TEP units.

This research is exploratory with the aim of determining if changes in English language diagnostic testing requirements from 2017 to 2024 have affected enrolment into TEP by different equity groups and their success. Historical enrolment and grade data sourced from the student management system will be used to compare the proportional size of equity groups enrolled before and after the removal of the gatekeeping test, and also investigate their success rates. The results of this exploration will help inform whether the lack of an English language diagnostic gatekeeper results in equity students entering enabling programs needing additional support to achieve success.

Factors contributing to student self-efficacy: Some preliminary findings in a PhD study

Theme 4 – Self-efficacy, Student Support & Wellbeing

Ms Ana Larsen¹

¹Central Queensland University, Mackay, Australia

Student self-efficacy is convincingly linked to student retention and success in the literature. As enabling practitioners, we are privileged to see self-efficacy develop as students experience transformation during higher education. This presentation pertains to an ongoing PhD project which aims to investigate the factors that impact enabling students' self-efficacy. By developing a more nuanced understanding, the project aims to improve educators' practice and increase the effectiveness of enabling education in raising student self-efficacy. The larger project uses mixed methods to explore the lived experience of former enabling students with a focus on how equity group status may also impact self-efficacy. As a case study, three female enabling students from one university shared their stories in a pilot study conducted in late 2023. This presentation shares the preliminary findings from this pilot as participants discussed trauma, pedagogy, the student-lecturer relationship and a complex tangle of experiences that impacted their success and self-efficacy development during the enabling program.

“Setting them up to fail”: Can we support “at risk” students too much?

Theme 5 – Directions & Future Focus of Government Policy

Dr Susan Bird¹

¹Charles Darwin University, Darwin, Australia

Starting out at university is a special time for students – it is also known to be a time when they are at risk of dropping out. There is much statistical evidence to support this. As enabling educators we ask ourselves, how much should we support at risk students? When is our support too much? By helping these students, are we “setting them up to fail” down the track?

This paper is delivered in light of the Universities Accord, released earlier this year. In the Accord, Jason Clare advocates a widening participation policy, designed to increase access to university. As an educator, I work with students that are often deemed to be at risk, predominantly First Nations students, but also students who are first in family, low SES, and from regional and remote areas – the ones that Clare suggests need to be targeted as recruits in the university of the future. However, some of these students need more support than others if they are going to succeed and eventually graduate. It is in light of this change in demographic that I seek to answer the question: How much support is too much?

GenAI's impact on academic literacy, skills and the academic identity.

Theme 6 – AI in Enabling Education

Miss Gemma Lynch¹

¹James Cook University, Townsville, Australia

Generative Artificial Intelligence (GenAI) and Large Language Models (LLMs) such as ChatGPT and Bard have been the locus for much disruption and innovation in higher education. While recent focus tends towards academic integrity and ways in which GenAI can be used as a teaching tool, a potential area for significant research is the implications for academic skills, academic literacy, and academic identity. This presentation will outline the current research regarding the impacts of generative AI and LLMs on academic skills, what it means to be academically literate, and the development of an academic identity. Within this emerging paradigm, enabling practitioners must navigate these new skills, competencies and expectations to prepare learners for what university study will become, as highlighted in the 2019 NAEAA benchmarking of enabling programs and courses. Additionally, this presentation also poses provocative questions about the role and value of educators in an AI laden landscape, the discursive framing of AI in enabling and higher education spaces, how this may or may not align with dominant pedagogical and learning theories such as self-formation and transformative learning; and will seek personal perspectives from other enabling practitioners.

11:00am – 11:25am

Academic disciplines and the struggle for legitimacy: The case for Enabling education

Theme 1 – Digital Online & Distance Learning Practice

Ms Charmaine Davis¹

¹University of Southern Queensland, Toowoomba, Australia

Australian Enabling education programs have long provided a pathway into higher education for students from underrepresented groups who would otherwise be excluded from participation. The value of these programs has been recognised through the Australian Universities Accord, but they have traditionally been devalued academically and often marginalised within the broader tertiary sector. While Enabling programs are accredited by universities and largely subject to the same internal quality assurance mechanisms as undergraduate and postgraduate programs, their exclusion from the Australian Qualifications Framework has contributed to a persistent perception that these programs are overly diverse and lacking in rigour and transparency. However, recent studies have identified a growing coherence across the Enabling education sector. Research focusing on the nature and generative impacts of academic disciplines offers some insight into this apparent cohesion. However, this field of research is itself a contested site, and the degree to which academic disciplines influence learning, teaching and research is unclear. This paper aims to synthesise a view of Enabling education as an emergent and legitimate sub-disciplinary area within higher education and considers the applicability of divergent theoretical frameworks for describing the learning, teaching and research practices characteristic of the Enabling sector.

A New Lecturer Guidebook to Help Lecturers Support First Nations Students at CDU

Theme 2 – First Nations Perspectives and Knowledges

Dr Tracy Woodroffe & Dr Kate Golebiowska

Charles Darwin University

A new resource for CDU lecturers in Higher Education has been released by researchers from the Northern Institute and the Faculty of Arts and Society. The lecturer guidebook aims to support lecturers engaging with First Nations students in ways that demonstrate and promote cultural responsiveness, inclusion, and respect. It is available from the Northern Institute, and online

The guidebook was created as part of a larger, strategic initiative funded by the Higher Education Participation and Partnerships Program (HEPPP). The project was led by Dr. Tracy Woodroffe, Senior Lecturer and 2024 ACSES First Nations Fellow, alongside Dr. Kate Golebiowska, who led the works in 2024, Ms. Alicia Boyle, Associate Professor Guzyal Hill, with support from Ms. Pawinee Yuhun.

This pioneering resource for CDU is a result of an intensive 3-year-long research project. It included consulting strategies for engaging with First Nations students produced by other Australian universities, querying unpublished CDU statistics on First Nations undergraduate students, a First Nations student survey, interviews, and focus groups with lecturers and professional staff at the Casuarina and Sydney campuses. The team was also guided by an Advisory Group.

A companion guidebook for First Nations undergraduate students developed as part of this research will be published by the end of the year.

Introducing the Discourse Force Framework as an analytical tool for evaluating educational multi-media

Theme 3 – Enabling Practice & Pedagogy

Dr Trixie James¹

¹CQUniversity, Kepnock, Australia

Many multimedia applications are used for educational purposes to stimulate content presentation within learning environments. This presentation introduces the Discourse Force Framework as a theoretical lens to evaluate the effectiveness of educational media. Building upon founding notions of discourse force from Brewer and Lichtenstein (1982), the Discourse Force Framework comprises four domains, one of which investigates the discourse's effectiveness in achieving its purpose, while the remaining three concentrate on the text user's emotions, actions, and existing cognitive structures. This analytical framework guides educators in evaluating the effectiveness of educational multimedia as a pedagogical tool. Ultimately, this analytical tool contributes to a deeper understanding of the synergetic correlations between discourse force, cognitive structures, action, and emotional responses in the educational context. The authors' intent is to rekindle the validity of discourse force and its potential to gain a deeper, more systematic understanding of the effectiveness of educational media discourse and the way meaning-making is experienced by the user, thus breathing new life into this aged yet intriguing perspective. This presentation will provide examples from a case study to demonstrate the efficacy of the framework. The intention from the session is to provide educators with a credible tool they can use to analyse the effectiveness of educational multimedia to achieve its pedagogical intent.

“But how is that fair?”: Challenging our processes for the sake of equity and student success in a five-week Intensive Enabling Program

Theme 4 – Self-efficacy, Student Support & Wellbeing

Ms Grace Chipperfield, Dr Edith Hill¹

¹Flinders University, Adelaide, Australia

The Australian Universities Accord (Department of Education, 2023) calls for a greater focus on student equity and increased access and participation for students from underserved groups. Enabling programs, such as the Flinders Foundation Studies Program, provide access and pathways to university for our equity cohorts. However, as the landscape of higher education rapidly evolves, especially with the prevalence of Generative Artificial Intelligence, adaptable and nuanced approaches to student equity and support are required (Beckingham et al. 2024). Our five-week Intensive Foundation Studies Program is a fast-paced pathway option for students to gain entry to an undergraduate degree, and it comes with its own idiosyncratic challenges and affordances. In this context, we have noticed our cohort is often higher-needs, with a demand for greater-than-usual pastoral care and more flexibility in their learning. With student wellbeing a rising concern, we center our enabling program approaches around a philosophy of care (Crawford & Johns, 2018), recognising the changing needs of our students. Moreover, these students are challenging us to rethink our processes for support and equity, to better and more fairly serve them. In this paper, we will present several ‘tricky’ cases that we have come across that have led us to reconsider what is ethical and equitable and to change our processes. We explore these cases and reflect on how the students are teaching us to constantly reevaluate our teaching practices, and how they are teaching us to better serve future student cohorts.

The low-ses lemming effect – exploring the representational efficacy of low-ses as an equity category, and its implications for enabling education

Theme 5 – Directions & Future Focus of Government Policy

Dr Matthew Bunn¹

¹James Cook University, Townsville, Australia

Connected to an ongoing discursive analysis of Australian equity research, this paper explores how the reification of the formal equity group of low socioeconomic status is connected to the persistence of higher educational inequity. It explores how the ‘field of equity’ has been established in Australia that requires researchers, practitioners and administrators to presuppose the representational efficacy of low-socioeconomic status for understanding inequity and stratification. I argue that this presupposition produces what Loic Wacquant refers to as a ‘lemming effect’, where the salience of the category is placed beyond question through its official use in reporting, policy, research and broader discourse. The concept of low-ses becomes decoupled from its use as a quantitative measurement and is produced as a political discourse that hegemonically fixes the possible interpretations, relevant questions and salient characteristics of inequality as they pertain to the problem of equity. Subsequently, this reduces the range of life experiences, circumstances, forms of social inequality and social systems of subordination/domination that can be taken into account within enabling, equity and widening participation practice and reporting.

This helps to explain the divide between policy and on the ground practice, especially within enabling programs. Enabling students have a disproportionate experience of educational and social inequalities in comparison to the student body overall. But these reflect a diversity and complexity of life circumstances not neatly reduced to policy categories, yet salient in their effect on educational opportunity. The paper thus argues for the importance of alternative, pluralistic or even antagonistic accounts of inequality and stratification to deepen and extend the understanding of social inequality in Australia and its effects on higher educational opportunity.

In-School Enabling Programs: Bridging learning and assessment between Year 12 to First-Year university in context of evolving GenAI

Theme 6 – AI in Enabling Education

Mrs Kelly Nowak¹, Selena Tenakov², Helen Rogers³

¹Curtin University, Bentley, Australia, ²Edith Cowan University, ³Notre Dame University

In-School Enabling Programs are designed as a senior school pathway from high school to university by preparing students for university study and fostering educational partnerships between senior school teachers and university academics (Olds et al., 2022). Throughout several meetings in 2024, members of the NAEAA In-School Enabling Programs SIG identified a shared emphasis across all current offerings on aligning learning and assessments between senior school and first-year university to foster seamless transitions, and awareness of impact and access to generative artificial intelligence (GenAI) across partner high schools. As enabling educators and high school teachers navigate the evolving landscape of GenAI, it has been important to recognise the opportunities these tools offer high school students; assisting with note-taking, summarising, reading, brainstorming, drafting and editing during processes of learning (Lodge et al., 2024; Perkins et al., 2024). The opportunities for learning about and with GenAI as part of In-School Enabling Program curriculum not only aligns with the principles outlined in the Australian Framework for Generative AI in Schools (Department of Education, 2023), but also with outcomes of enabling programs in development of critical thinking ready for university (James et al., 2023). In particular, the ethical and responsible use of these technologies as Year 12s move into first-year undergraduate courses and equity of access for learning. In this presentation we will showcase how several university and high school partnerships collaborate for learning, practical assessment examples integrating GenAI planned for 2025/2026, and demonstrate how all university enabling programs can utilise NAEAA Common Learning Outcomes to address augmentation of learning.

11:30am – 11:55am

Evaluating an innovative three-pronged approach to overcoming student math anxiety in enabling education

Theme 1 – Digital Online & Distance Learning Practice

Dr Joanne Lisciandro¹, Debra Monteith¹

¹University Preparation Pathways, Murdoch University, Perth, Australia

Adult enabling students tend to have lower self-efficacy, negative attitudes and raised anxiety related to math learning than traditional cohorts. This is often linked to negative past learning experiences and a history of educational disadvantage. Research shows that it is possible to successfully redress long-held negative student attitudes, perceptions and emotions; however, traditional approaches to teaching math are ineffective. Student outcomes are dependent on a teaching and learning experience that attends to the affective, as well as the cognitive needs of the student. In 2023, a new compulsory math unit called Divide and Conquer: Navigating Numeracy in Uni Culture was launched as part of Murdoch University's OnTrack Flex post-secondary enabling program. A number of innovations were implemented in this unit to attempt to reduce math anxiety and improve student attitudes and confidence in math learning, conceptualised as a three-pronged approach that targets curriculum, learning environment and learning experiences. The effectiveness of these innovations is currently being evaluated via a mixed method approach. Quantitative data on pre- and post- intervention math anxiety, attitudes and self-efficacy is being collected using established survey instruments, as well as data on math performance (grades) and learning behaviours (attendance, participation and/or engagement). Quantitative and qualitative data on the student experience of these interventions is also being collected via post-intervention surveys and focus groups. These innovations, along with the progress of this research and preliminary findings, will be discussed.

Enhancing First Nations Student Wellbeing through Culturally Responsive Counselling

Theme 2 – First Nations Perspectives and Knowledges

Mr Yohann Devezy¹

¹Murdoch University, Murdoch, Australia

Student wellbeing directly impacts academic outcomes, with those experiencing higher levels of stress and mental health difficulties showing lower retention and success rates (Baik et al., 2019). Furthermore, Indigenous students encounter unique barriers that exacerbate these challenges, including cultural disconnection, systemic racism, and limited access to culturally appropriate support services (Bodkin-Andrews & Carlson, 2016). Murdoch University's Access, Wellbeing and Equity team, following consultation and co-design with First Nations students and the Kulbardi Aboriginal Centre, identified that Indigenous enabling students requested an in-situ, culturally safe and accessible mental health support additional to the existing mental health support services. The key outcome of this consultation was the need for a dedicated counsellor based at the Kulbardi Aboriginal Centre. Additional key initiatives were implemented within the existing Counselling service to meet the needs expressed by Murdoch's Indigenous enabling students, including unlimited counselling sessions for First Nations students and adapted holistic and relational models of counselling that resonate with the cohorts needs. This provision supported in-curriculum wellbeing learning and initiatives having a positive impact on student experience and retention. This new approach also bridged the gap between the Kulbardi Aboriginal Centre and the Counselling service, seeing an increase in appointments booked by Indigenous students and an upskilling in non-Indigenous counsellors' culturally safe approaches through ongoing professional development provided by a Noongar clinical supervisor.

Enhancing Equity in Education through The Light Board Project

Theme 3 – Enabling Practice & Pedagogy

Mrs Shelley Worthington

Charles Darwin University

How can innovative tools like the light board enhance equity and accessibility in education? This presentation explores the collaborative project led by Dr David Ompong, Assoc Prof Bill Wade and Shelley Worthington, which secured HEPPP funding for a light board to embed enabling pedagogy within a first-year university subject. Through this project, the team identified challenges and refined their approach to ensure the videos produced by the light board met diverse student needs.

Key highlights include the development of a detailed success criteria matrix to evaluate tools and technologies, prioritising student experience and equity. This matrix guided the selection of a “hybrid compromise” solution using YouTube, which, despite not being officially supported by the university, effectively met the core needs of equity students.

Join us to learn how design thinking at an institutional level and an evaluation process can overcome barriers to learning and ensure educational activities genuinely support diverse student cohorts. This presentation will showcase the project’s impact on creating more accessible and equitable learning environments, emphasising the importance of clear success criteria and student-centred decision-making.

Empowering Equity: The Start@Uni project and its impact on university transition.

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Michelle Mansfield², Associate Professor Anna Bennett²,
Mary Teague¹, Dr Harriet Ridolfo¹

¹University of New South Wales, Sydney, Australia, ²University of Newcastle, Newcastle, Australia

Transitioning from school to university can be particularly challenging for students from underrepresented backgrounds as they navigate a new academic environment and develop essential skills for scholarly engagement. In response to this, the University of NSW, the University of Sydney and the University of Newcastle have completed the Start@Uni project, which includes two digital toolkits. The Uni Ready toolkit is tailored for first-year university students transitioning from high school from educationally disadvantaged backgrounds, while the Inclusive Teaching Guide is designed for their educators. Funded by the NSW Department of Education, these resources are freely accessible to everyone.

During the presentation, we will explore the inclusive and consultative process behind developing these toolkits, highlighting the importance of incorporating the perspectives and experiences of students, first-year teachers, and equity practitioners. The Uni Ready toolkit comprises five comprehensive modules: What to Expect, Getting Support, Study Smart, Acing Assessments, and Thinking Critically. It aims to prepare students for their university experience, provide study tips and strategies, normalise help-seeking behaviours for academic and well-being concerns, and foster the development of academic self-efficacy. In this session, we will focus on the Inclusive Teaching Guide, which focuses on principles of inclusive teaching and inclusive teaching in action to equip teachers with inclusive teaching practices to support the success of all students.

We will also outline our evidence-based theory of change, describe how we assess the effectiveness of these toolkits, and present an evaluation of their impact.

Ka mua, ka muri: Reflecting back on 20 years of Foundation Education in Aotearoa, New Zealand

Theme 5 – Directions & Future Focus of Government Policy

Dr Emily Saavedra¹, Dr Sonia Fonua²

¹Massey University, Auckland, New Zealand, ²Auckland University, New Zealand

Aotearoa New Zealand's foundation and bridging sector has changed significantly in the last few decades. Alongside funding, policy, and institutional shifts, there is an increasing diversity among students enrolling in foundation and bridging education. These differences mean that the foundation and bridging context is a vibrant, active, ever-evolving space particularly with respect to students' identity, academic preparation, mental wellbeing, and employment status. For us to shape the future of our sector, we must consider what has come before – ka mua, ka muri (walking backwards into the future).

In this presentation, we will highlight the derived benefits for students, their families and communities and will reflect on shared collective experiences within the foundation and bridging sector to illustrate how dramatically the sector has changed both nationally and internationally. Acknowledging the value and importance professional networks provide to the educational landscape, we will consider the New Zealand Association of Bridging Educators (NZABE) and the Foundation and Bridging Educators New Zealand (FABENZ) conferences since 2005. Through narrative and storying our experiences, with reference to research within the sector, we will examine how ongoing collaboration can continue to strengthen the positioning of our sector in Aotearoa New Zealand and Australia as we reflect on how the past can inform our future opportunities.

Entertaining AI: Encouraging artificial intelligence use as a stepping stone to critical engagement

Theme 6 – AI in Enabling Education

Dr Joyleen Christensen¹

¹University of Newcastle, Ourimbah, Australia

Though there is understandable apprehension amongst the academic community about the disruptive impact of Artificial Intelligence (AI) and the lure of ‘instant essays’, my experience with introducing the technology in class has demonstrated great potential for inspiring students to look beyond easy answers. While still currently discouraging student use of AI programs in the preparation of formal assessment tasks, a series of AI experiments in an enabling-level Communications and Media Studies course has revealed exciting opportunities for developing critical thinking skills, encouraging student engagement with course content and improving peer-to-peer interaction. Students in the course are offered regular opportunities to use AI technologies to generate draft responses to discussion prompts in tutorials but must then engage critically with the output – and each other – to justify the inclusion of suggested answers or come up with new options to offer as their final response as part of the class discussions. As students discover, AI can offer quick and easy answers however they rarely hold up against the student’s own careful reasoning on a topic.

12:00pm – 12:25pm

Using Culture to Create Inclusion

Theme 2 – First Nations Perspectives and Knowledges

Mrs Erin O'donoghue¹

¹ Curtin University, Perth, Australia

"Using Culture to Create Inclusion", explores the links and benefits of culturally centric environments, and how this has positive impacts on student wellbeing. Drawing from experiences in the public, private and tertiary sectors, Erin underscores the transformative power of learning and speaking one's native language, advocating for a deeper understanding beyond the superficial and condensed societal version of Indigenous culture(s). The presentation has participatory elements that draw research from Canada, New Zealand, and North America, revealing a consistent correlation between bilingualism, academic success, and heightened cultural pride among students. With a poignant reflection on the historical impact of the Stolen Generation, the presentation stresses the crucial role of preserving and revitalizing language, framed as the 'gift of awakening' from its silent slumber by dedicated Elders. Erin will highlight the potency of language as a connection tool in the classroom, alongside relevant teaching strategies to further foster cultural inclusivity and safety.

Attendees can anticipate the introduction of a pedagogical 'shell' system, a comprehensive framework designed to empower educators in delivering lessons enriched with meaningful cultural inclusions. Join us on a journey to shift our perspectives to create educational environments that not only impart knowledge but also celebrate and preserve the rich tapestry of Indigenous cultures. About Erin: [Gamilaraay Language] Yaraadha gaba. Yaama gayrr ngaya Yirrin, Kamilaroi, Mandandanji. Maliyan, dhinawan, Biyaagarr and marayn. Condamine-dhi. Gaba Nginda. Translates to: Day, good. Hello, my name is Erin. I am from Kamilaroi and Mandandanji Country. My totems are Wedge-Tail Eagle, emu, small brown falcon and dingo. I am from Condamine (in South-West QLD). Thanks, onto you. Ever since Erin started as a high school teacher in 2016, her passion has stemmed from the development and implementation of Indigenous pedagogies.

As it was in her own classroom experiences, Erin saw the benefit and impacts she had on students through the sharing of her own culture and letting this shape her delivery. She found through the use of Aboriginal ways of learning, she could create inclusive learning environments, regardless of the students or subject. The more inclusive a space is, the easier it is for students to learn and thrive. This led to the creation of the Winanga-Li Pedagogy and Teachers Program which she officially launched in 2021 after a successful pilot program. The program and framework were soon recognised. Erin was a 2023 TEACHx Award Finalist for Innovation and also one of four successful Academics who won the 2023 University Learning and Teaching Award for “outstanding contribution to the proliferation and embedding of Country-based First Nations knowledge and content across the University of Southern Queensland”. Moving forward, Erin plans to further develop her pedagogy as she is the 2024 recipient of Curtin University’s Indigenous Research and Development Scholarship studying Master of Philosophy, moving into PhD.

The research that Erin will conduct via Winanga-Li is entitled: “Empowering Incarcerated Women through Culture and Education”. At UniSQ College as an Associate Lecturer, Erin works within secondary schools and correctional centres, delivering tertiary pathway programs. Erin has been instrumental in the expansion of the UniPrep and UniPrep English Preparatory Programs. In this space, Erin is predominately working with refugee students, where English is not their first dialect. For many of these children, it is a huge achievement to be on a tertiary pathway. For many, these students are the first in family to attend a and be students at a university institution.

The Teaching Learning Cycle for enabling students with under-developed English for academic purposes

Theme 3 – Enabling Practice & Pedagogy

Dr Mikiko Kawano¹

¹Charles Darwin University, Darwin, Australia

This presentation highlights the importance of the Teaching Learning Cycle (TLC) and scaffolding for enabling students to develop academic reading and writing skills. Collaboration between teachers and students is highly valued by teachers in English for academic purposes and academic literacy for academic language skills development, especially when teaching students in equity groups. However, it is hardly discussed in the context of an enabling program despite the claim that language and literacy constitute the core work of enabling education. This presentation begins with setting the context of the discussion and then contends that a certain level of English proficiency should not be an entry requirement for enabling programs. After that, the presentation describes how an essay writing unit in an enabling program employs the TLC and scaffolding to assist students in developing academic language skills.

Travelling the rocky road: Navigating the challenges of an enabling program

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr James Valentine¹, Ms Susi Woolf², Ms Jillianne Segura¹,
Ms Matilda Coleman³

¹Charles Darwin University, Darwin, Australia, ²Charles Darwin University, Sydney, Australia,

³Charles Darwin University, Adelaide, Australia

Enabling programs typically experience high attrition rates. However, the specific timing of students' departures and whether the reasons for departing vary over time are poorly understood. This project seeks to fill this knowledge gap by using a mixed methods approach to explore the challenges students face and when they encounter them in Bioscience, an elective science unit in the Tertiary Enabling Program at Charles Darwin University (CDU). Understanding when and why students discontinue study will help develop better just-in-time support strategies for students.

This presentation will present preliminary results from the three stages of this project. In the first stage, data from the CDU learning management system (LMS) was used to divide Bioscience students into four distinct groups based on their engagement with the LMS and success in the unit. This stage also identified when students discontinued their studies. The second stage employed a thematic analysis of student emails and online communications to identify the challenges students faced. In the third stage, surveys were distributed to past students to determine the extent to which different challenges influenced their decisions to discontinue their studies. The results from the second and third stages were then mapped onto the first stage to identify how the challenges faced by students and their reasons for discontinuing study changed during the semester.

Better together: An Enabling and undergraduate academic partnership to improve student transitions into undergraduate human bioscience

Theme 6 – AI in Enabling Education

**Dr Brownyn Relf¹, Dr Jennifer Irwin¹, Dr Judith Weidenhofer¹,
Dr Karen Mate¹, Ms Maureen Townley-Jones¹, Mrs Catherine Burgess¹,
Dr Sharon Cooper¹, Dr Zoe Griffiths¹, Dr Dean Sculley¹**

¹The University of Newcastle, Callaghan, Australia

Nursing is the most popular degree destination for students completing Open Foundation at The University of Newcastle. In preparation for their undergraduate nursing studies, most students enrol in an Enabling unit specifically designed to prepare them for the challenging core first year human bioscience unit. Despite this preparation, Enabling student success and performance in human bioscience has declined over the past 4-5 years. To investigate the reasons for this decline, a collaborative partnership was formed between Enabling and undergraduate academic staff teaching these units with a view to improving student transition and success. Guided staff discussions identified which assessments, pedagogical and curriculum approaches in Enabling were most useful to students in their undergraduate studies. Students who completed both units were then surveyed to identify factors impacting their studies. Staff reflections on the partnership were also gathered. This presentation will discuss the learnings from this partnership, how these learnings can improve the transition of students into their undergraduate subjects and the importance of establishing these partnerships to address recommendations for Enabling programs in the Australian Universities Accord report.

Social Innovation in Action: Equity and Empowerment through Enabling Education

Theme 1 – Digital Online & Distance Learning Practice

Dr Trixie James¹, Ms Anne Braund¹, Ms Ana Larsen¹, Ms Herna Conradie¹,
Ms Leonie Keating¹

¹CQUniversity, Kepnock, Australia

Social Innovation (SI) is a response to societal challenges that aims to improve the welfare and well-being of individuals and communities. Throughout the sector, there is an unspoken recognition of the importance of giving back to the community. CQUniversity has taken steps to address this by embedding Social Innovation principles and practices across our institution. This presentation will showcase the findings of a conceptual paper introducing the Social Innovation Change Model (James et al., 2024). This paper argues that enabling programs serve as a form of social innovation in action, addressing the complex issue of inequality in higher education. Secondly, educators within the enabling sector play a crucial role as agents of change, empowering students to cultivate a proactive and agentic mindset through transformative learning approaches. Finally, equity students, with their firsthand understanding of the challenges faced by their communities, possess a distinct advantage as social innovators to bring about societal change. Whilst there is no consistent conceptual definition of SI due to its multidisciplinary nature, this paper defines SI as the interrelation of a socially constructed concept and an agentic mindset, that empowers its actors to create positive social change. By integrating these elements, this presentation aims to highlight the transformative power of Social Innovation in fostering equity and driving meaningful societal change within higher education.

From enabling to employment: The impact of the employability agenda on equity students

Theme 5 – Directions & Future Focus of Government Policy

Ms Tanya Weiler¹

¹Education Futures, University of South Australia, Adelaide, Australia

Graduate employability has become an increasing focus of higher education policy and practice with an emphasis on delivering job-ready graduates expanding from the university sector through to national debate. This has led to the proliferation of experiences to enhance employability and graduate employment (related but distinct outcomes) including unpaid placements, work-integrated learning and extra-curricular activities (Osborne & Grant-Smith, 2017). Although widely adopted, how these experiences impact students from equity groups comparative to others and the extent to which they can engage in them remains an underexplored area (Jackson & Dean, 2022).

Graduate perceptions of the labour market and future careers are shaped by a range of factors including social class (Burke et al., 2020) which create structural barriers that impact the smooth transition from education-to-employment particularly for equity students (Richardson et al. 2016).

Drawing from a larger research project into graduate employability, this presentation provides insights into the lived experience of the employability agenda on equity students. Using a narrative case study approach, it highlights how these students, including those who have entered their degrees through university enabling programs, approach the transition from education-to-employment, and how despite their successes in navigating the university environment, the playing field remains uneven.

Thriving, Not Just Surviving: Using positive psychology to build psychological wellbeing in Pre-tertiary students

Theme 1 – Digital Online & Distance Learning Practice

Dr Trixie James¹, Katrina Johnston¹

¹CQUniversity, Kepnock, Australia

This presentation outlines the findings from the NAEAA-funded study published in the Journal of University Teaching and Learning Practice, titled “Thriving, not just surviving: Using positive psychology to build psychological wellbeing in pre-tertiary students.” The study evaluates the impact of the Be Positive program, a 12-week positive psychology intervention (PPI) designed to help students reframe their thinking about themselves and their academic pursuits. Piloted with 37 students using a case study approach, the program incorporated weekly wellbeing questionnaires, including the World Health Organisation’s Wellbeing Index (WHO-5) and weekly self-reflections on their subjective wellbeing. Results showed fluctuating but generally positive wellbeing levels, with 78.6% of participants reporting high wellbeing by the program’s conclusion. Thematic analysis revealed improvements in four key areas: affective balance, adaptive psychological resources, self-regulation, and positive impacts on both academic and personal life. The findings highlight the value of integrating PPIs into higher education to promote student wellbeing and academic engagement. Programs like Be Positive offer a proactive approach to mental health by equipping students with tools for resilience and emotional regulation, ultimately enhancing both academic performance and overall wellbeing.

1:30pm – 1:55pm

Ready, Set, Success: A targeted support program for enabling students

Theme 1 – Digital Online & Distance Learning Practice

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This paper presents the results of a pilot project of the Ready, Set, Success integrated transition program implemented in partnership between the Student Success Team (SST) and the Tertiary Enabling Program (TEP) in Semester 2, 2024, at Charles Darwin University (CDU).

The extensive social, cultural, and academic challenges commonly experienced by commencing students is well documented (Kift, 2015). These challenges are often more pronounced in enabling programs aimed at fostering equity and expanding access for diverse student populations (Willians & Seary, 2018). Students from equity backgrounds often navigate intersecting factors that contribute to high attrition, particularly in regional universities, which host a higher proportion of equity students compared to their metropolitan peers (Nelson, 2019). Effective pastoral care, characterised by being tailored, flexible, and timely, is essential to addressing these challenges (Willians & Seary, 2018).

CDU is Australia's most remote university. In TEP many students are from regional or remote areas and 88% of students study externally. The student cohort is highly diverse: 19.5% First Nations, 18.2% Low SES, 15% living with a disability, and 7% form non-English-speaking backgrounds. Combined with geographic isolation and remote delivery, this leads to highly complex transition challenges impacting both students and staff.

Ready, Set, Success commenced four weeks prior to O-Week and provided students with tailored support from the SST over three key stages of their transition. Stage 1 (Ready), provides students with support through pre-commencement activities and 1:1 engagement with the SST. Stage 2 (Set) sees the SST embedded into TEP units to provide proactive support to students identified as at-risk in the first three weeks of semester. Stage 3 (Success) emphasises collaboration with academic staff to identify critical themes and student needs, targeting support throughout the progressive transitions experienced by commencing students.

Enabling educators engaging with social equity discourses: Preliminary findings from a 2022 NAEAA grant project

Theme 3 – Enabling Practice & Pedagogy

Ms Ana Larsen¹

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This presentation reports the initial findings from the 2022 NAEAA grant project titled Enabling educators engaging with social equity discourses. This project sought to further understand the social equity discourses adopted by enabling educators and how these discourses impact their practice as they strive to create an inclusive learning environment within their respective enabling programs.

The personal values and beliefs of seven enabling educators across four universities were examined using email interviews. (At the time of writing, additional interviews were underway and data from these interviews may be included in this presentation.) After discussing their personal values and beliefs, participants were presented with a typology of four distinct social equity discourses as defined by Larsen and Emmett (2021, 2023a, 2023b): neoliberal, meritocratic, transformative, and social justice discourses. Providing definitions and boundaries to the discourses in this way allowed for discussion on the political climate and changing priorities, conflict between discourses existing simultaneously, and disparities between the discourses adopted by practitioners and their institutions.

The initial findings suggest that enabling educators share a concern for social justice and typically believe strongly in the transformative nature of higher education. However, views on the role and measurement of academic merit varied significantly between participants, as did their perspectives on the neoliberal discourse and how it was adopted by government and universities. Participant views on how these discourses exist simultaneously or conflict with one another also varied. This presentation will discuss some preliminary implications for how participants' adoption of various discourses influences their practice.

A Trial of Block Delivery Pedagogy in a Transition Programme trial

Theme 4 – Self-efficacy, Student Support & Wellbeing

Mr Gareth Morgan¹, Dr Nicky Blackmore, Ms Clare DeGoldi

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Student Transitions and Engagement at the University of Canterbury (UC) offers students the opportunity to gain university entrance by completing the Certificate in University Preparation (CUP). Historically, a CUP programme of study consisted of four courses, delivered concurrently over 12 weeks. In 2022 UC Transition programmes began a trial delivering their courses in a 6-week block format, where students enrol in two courses at a time. Block teaching compresses a course into a shorter length with longer, more intensive teaching and learning periods. To compensate, students enrol in fewer or just one course at a time. Block teaching models are not uncommon in post-graduate level programmes. Some universities, including Victoria University in Australia, have utilised the model in their undergraduate study and have reported improved outcomes after implementing the change. At the time of the trial, the authors were not aware of block delivery model being applied to a preparatory programme, nor the impact it would have as preparation for conventionally structured degree delivery. The results of the trial are generally favourable across all curriculum areas with increase in both UC's CUP course pass rates and overall qualification completion rates. Results also indicate improved grade point averages when students' progress to 100-level degree courses. This presentation examines the outcomes of the 6-week block teaching trial in UC's CUP programme and discusses the methodology, benefits and challenges encountered while implementing the changes to course delivery.

Gareth and co-authors Nicky and Clare have worked in enabling or transition education for longer than 50 years collectively, with both domestic and international students. All have postgraduate qualifications: Nicky, a PhD in Chemistry, Clare, a Masters in Education and degree in Social Work, while Gareth has a Masters in Anthropology. They were all drawn to the field through a love of teaching and education, and are inspired by the challenges of teaching in transitions, maintaining quality education in education, and innovations that work for their students.

“Creating flexible pathways for entry to higher education while maintaining appropriate entry standards” – Embedding school-based enabling programs into senior secondary curriculum as part of high school certification

Theme 5 – Directions & Future Focus of Government Policy

Dr Tahereh Pourshafie¹

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As part of a research project which seeks to identify the perceptions and lived experiences of participants in an enabling program, preliminary results suggest a demand to establish earlier opportunities for university enabling programs at the high school level. While still in the early stages, the project has identified a missed opportunity for participants who may have benefited from such options while still at school. At present, current high school students who are suddenly unable to continue with their final years, (students who fall ill, have family commitments or students located in areas of teacher shortages such as remote, regional, rural) may not be able to gain university entry via standard pathways as they commonly require in-person daily attendance and rely on teacher-led dissemination of subject materials and content.

Through the research project as well as the enabling initiatives currently being offered at the school level, we hope to learn how best to provide pathways and university opportunities for students who become ineligible for university entry while still in the schooling system and furthermore, how these opportunities could foster smoother higher education transitions and closer relationships between the tertiary and secondary sectors. By presenting our results and undertaking a collaborative discussion, we hope to share current models of our enabling programs as well as gain insights into alternative approaches, offering avenues of intervention clearly outlined in the Universities Accord, to support increased participation and success for not only disadvantaged and under-represented cohorts but for all students seeking a university education.

Insights from Enabling Women in ICT

Theme 6 – AI in Enabling Education

Ms Shondell Williams¹, Professor Karen Blackmore,
Dr Michelle Mansfield, Professor Regina

Berretta

Current economic conditions in countries like Australia have made it challenging to meet workforce demands across many industries. Particularly, the Information and Communication Technology (ICT) sector expects to see long-term shortages. At the same time, the technology workforce is significantly skewed towards males. Despite efforts to promote ICT careers to female school leavers, there is still much work to be done to address these issues. Research suggests women's interest in ICT can increase in later life and evidence also exists indicating that they are more motivated than men to consider a career change. It is at this juncture that enabling education can have a significant impact addressing both ICT worker shortage and gender imbalance.

This presentation explores the experiences of women enrolled in STEM diplomas as part of a Federally funded cadetship program. The diplomas were a joint offering from the University of Newcastle's Pathways Programs and the School of Information and Physical Sciences. The presentation is based on a pilot study of these female students in their first year of study, and utilised both quantitative and qualitative research methods. The study considered motivators for enrolling in the diplomas, barriers and enablers to study, expected outcomes on completion, and implications for program enhancement. Preliminary findings suggest there is a market for reskilling and upskilling women in ICT, and that pathways programs can play a pivotal role in mature women engaging/reengaging in this area of study.

2:00pm – 3:00pm

Workshop 4 – Unlocking students' curiosity: Crafting compelling invitations to learn

Theme 6 – AI in Enabling Education

Dr James Valentine¹, Ms Shelley Worthington¹, Ms Laura Fairbrother¹

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How can you ignite your students' curiosity and interest them in learning from the very first day? The first impression of learning students receive from a unit or course description can set the tone for students' engagement and enthusiasm to learn. This hands-on workshop invites you to transform that first impression into a compelling invitation to learn that engages students, sparks their curiosity and motivates them to participate actively in the learning process.

In this workshop, you will learn how to:

1. Craft compelling questions that are thought-provoking and incite students to seek answers.
2. Design your invitation to learn so it engages and excites students about the learning process.
3. Highlight the academic benefits and personal growth opportunities students will receive.
4. Incorporate a call to action that encourages students to begin their learning journey.
5. Employ language that resonates with and inspires students to learn.

Bring your unit or course description with you, and we'll take you through crafting an inviting and compelling invitation to learn that engages students' curiosity and promotes deep learning. You will leave this workshop equipped with a draft of your invitation to learn and a toolkit to refine and enliven your unit or course descriptions, ensuring your students are eager and excited to embark on their learning journey.

Workshop 5 – Bridging the Gap: Enabling Practices for Diploma Students in Undergraduate Subjects

Theme 4 – Self-efficacy, Student Support & Wellbeing

Dr Alice Betteridge

¹Southern Cross University, Adelaide, Australia

Diploma programs offered by universities exist somewhat in a ‘middle ground’, occupying a space between open access enabling programs (that are not currently recognised in the AQF) and Bachelor level degrees. While students entering University through Diploma programs often share similar educational backgrounds to those entering through enabling programs, their study/ enrolment plans commonly include units/courses that involve studying alongside students enrolled in Bachelor degrees. This juxtaposition manifests in unique challenges that Diploma students must navigate in their transition to university.

The NAEAA Diploma Special Interest Group seeks to bring together a community of practice and have identified a shared focus on student support. The purpose of this interactive workshop is to explore and share practical, evidence-based enabling practices tailored to the unique challenges faced by diploma students. The key objectives for this workshop will be to:

1. Identify the specific challenges that diploma students encounter in undergraduate subjects.
2. Present proven enabling practices and strategies that can mitigate these challenges.
3. Facilitate an interactive discussion among participants to share experiences and ideas.
4. Develop a collaborative framework for ongoing support and innovation in enabling education.

This interactive workshop is open to everyone. We encourage both educators involved in teaching Diploma level units/subjects/courses and professional staff delivering student support services to participate. We also welcome educators teaching outside of Diploma programs to bring their perspectives. Together, we can identify solutions and establish frameworks to enhance student support.

Workshop 6 – Towards a Quality Framework for Enabling Education: Leveraging Sen’s Capability Approach

Theme 5 – Directions & Future Focus of Government Policy

Prof Jill Lawrence, Dr Jonathan Green, Ms Charmaine Davis

Enabling education in Australia has sought over the decades to provide opportunities for higher education study for underrepresented groups and for individuals who may not have gained access via more traditional pathways. While the sector’s widening participation efforts are united by a strong equity underpinning, research in the Enabling field is conceptually eclectic and institutional contexts diverse. In an arguably maturing sub-disciplinary area, Sen’s capabilities approach provides an opportunity for a common discourse in Enabling education, one that nevertheless preserves evolving theorisation and diverse contexts. Recognising that each student has their own pathway, Sen’s approach emphasises providing individuals with the freedom to achieve their potential by enhancing their opportunities and capabilities. Simultaneously, it provides a means for identifying and addressing diverse socio-economic barriers, thus fostering a more inclusive and equitable society. In this presentation, we outline Sen’s capability approach as it relates to theory and practice in Enabling education. We then make an argument for adopting Sen’s approach as a scaffold for developing theorisation in the field and addressing both the social good of higher education and the agency of individual students. Finally, we invite participants to contribute to a working list of ideal capabilities, contextualised to Enabling education, that may provide impetus for future quality assurance and policy initiatives.

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