University of South Australia

UNISA TEACHING AND LEARNING SYMPOSIUM 2024

ABSTRACTS

Friday 15 November
City West Campus

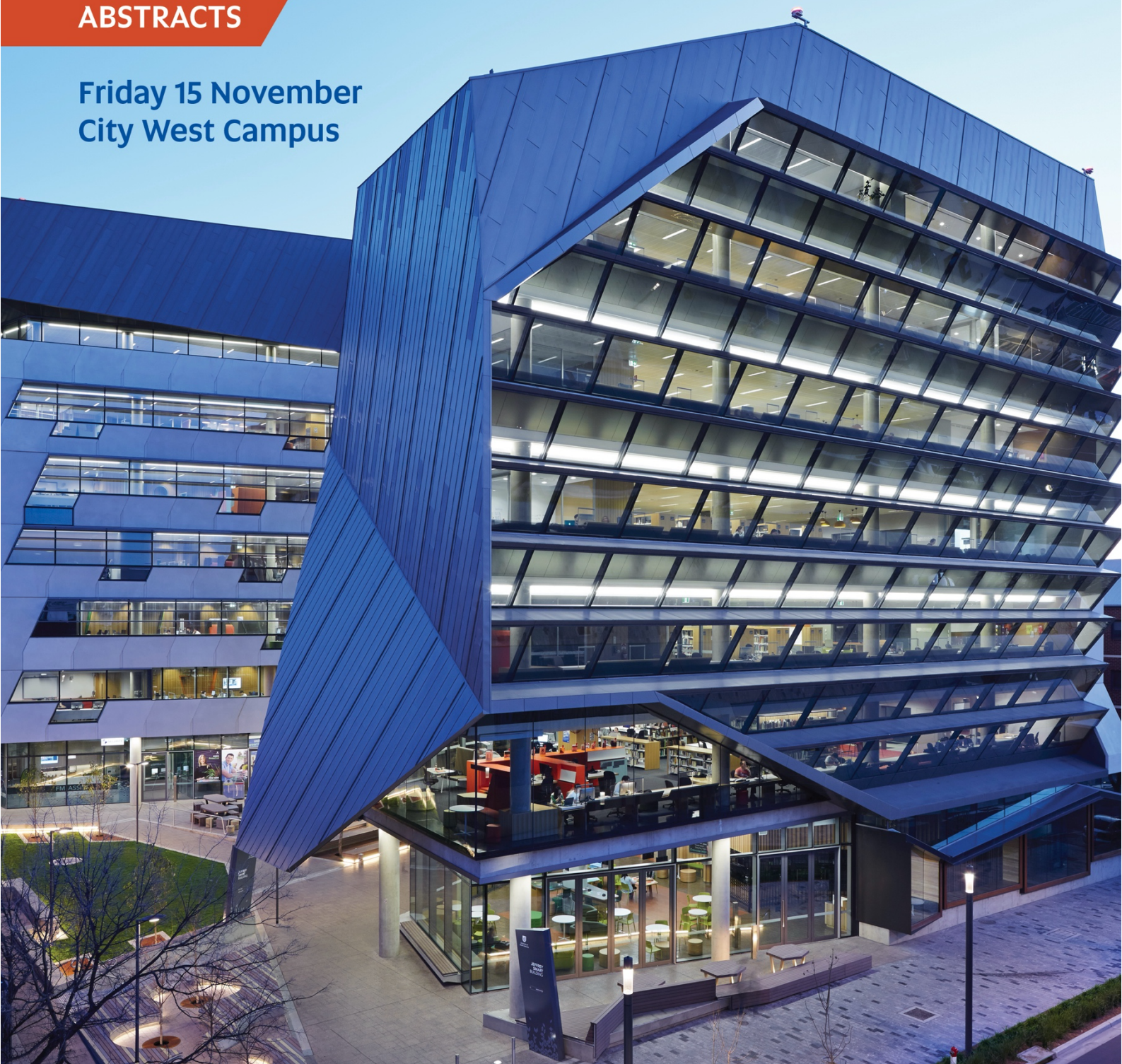

TABLE OF CONTENTS

Room H6.03

Title:	An Experience of Project-Based Learning with Industry Collaboration in a Civil Engineering Postgraduate Course
Presenters or Panelists:	Faisal Ahammed
Academic Unit/s:	STEM
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

The Civil Engineering capstone course (CIVE 5091: Engineering and Environmental Masters Design Project) in the Master of Engineering program at the University of South Australia was delivered to students with the help of GHD (formerly known as Gutteridge Haskins & Davey), a consulting company in recent years. GHD provided real life projects related to drainage design of Adelaide City Council Nursery and improvement of Rymill Park to teach students. The first stage of the project was tender and the 'call for tender' document was prepared with help of experienced engineers from GHD. Students formed few consulting companies in the first week of the study period and each students led consulting company submitted the tender to win the project bid. Winning tender company was announced in the third week and feasibility stage started thereafter. Engineers from GHD provided a guest lecture in the feasibility stage to explain the project to students. Students under various departments (e.g. structural, environmental, transportation, water, geotechnical and urban planning) identified few options to provide a sustainable solution and performed techno-economic feasibility of the project. They applied multi-criteria analysis to rank the associated options in the feasibility stage and the best option was selected for detailed design. Students utilised industry-oriented models and software and performed the detailed design for each component of the project to make it ready for construction and implementation. They also got the opportunity to discuss their ideas with the engineers of GHD in a class during the detailed design stage. Students' engagements with GHD at various stages provided them professional practice experience and confidence for their careers. They found this industry-oriented project-based tasks challenging, occasionally frustrating and ultimately rewarding. One of the comments from a student about the course is "This was a very practical course, it taught us to work on practical environmental engineering issues and leadership skills with team management were learnt. It was great working with engineering students, who taught us important skills in design and planning for construction. Having stakeholders of the project present for presentation of options was really great, because their evaluations taught a lot." Engineers from GHD enjoyed working with bright and promising future engineers.

Title:	Creating a 100% online non-workplace WIL Public Health capstone course for workforce readiness
Presenters or Panelists:	Talia Blythman, Margaret Becker and Caroline Adams
Academic Unit/s:	UniSA Online Allied Health and Human Performance
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

Research suggests that employers are seeking graduates who have both industry-specific academic knowledge and are 'work-ready' (Schweinsberg & Garivaldis, 2020). With the rapidly increasing demand for online learning (McKenzie, Garivaldis & Dyer 2020), it is critical to develop skills training in the online curriculum through work-integrated learning (WIL).

UniSA Online students are learning asynchronously 100% online and located across Australia and internationally. Therefore, it is important to develop courses that deliver a fully online authentic learning experience for work readiness. UO Health Practice Project 1 and UO Health Practice Project 2 are interconnected non-workplace work-integrated learning (WIL) capstone courses that are delivered 100% online. The courses are project based with authentic assessments designed for workforce readiness. To provide a real world learning experience, students propose and plan a health project that is responding to an authentic need within their local community using current data. The students are provided with a choice of 3 different population groups from which to focus on. Students apply a strengths-based approach and consider the broader context surrounding the health issue being addressed. Following the courses, the students can showcase their project to prospective employers, demonstrating work readiness.

Research shows that WIL positively impacts graduates' perceived skill outcomes and preparedness for employment (Jackson & Dean, 2023). A key aim of this presentation is to share our approach to non-workplace WIL in a fully online learning environment and our reflections on the initial iterations of the courses. We will provide insights that may benefit other educators. It is also an opportunity to receive constructive feedback on our work.

References

Jackson, D. & Dean, B. A. (2022). The contribution of different types of work-integrated learning to graduate employability. *Higher Education Research & Development*, 42(1), 93–110. https://doi.org/10.1080/07294360.2022.2048638

McKenzie, S., Garivaldis, F. & K. Dyer. (2020). Preface. In S. McKenzie, F. Garivaldis & K. Dyer (Eds.), *Tertiary online teaching and learning: TOTAL perspectives and resources for digital education* (1st ed., pp. vii-x). Springer. https://doi.org/10.1007/978-981-15-8928-7

Schweinsberg, A. & Garivaldis, F. (2020). Ready or not, Here I Come—Preparing Online Students for the Real Working World. In S. McKenzie, F. Garivaldis & K. Dyer (Eds.), Tertiary Online Teaching and Learning: TOTAL Perspectives and Resources for Digital Education (1st ed., pp. 187-197). Springer. https://doi.org/10.1007/978-981-15-8928-7_17

Title:	A Good Evaluation Tool, Yields Good Results: Work-Integrated Learning Program Review
Presenters or Panelists:	Annabel Axford & Dr Colin Ireland
Academic Unit/s:	Clinical and Health Sciences
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

In 2023-2024, the Bachelor of Nursing (BN) program conducted a comprehensive evaluation review and redesign of the Experiential Learning Activity (ELA) (or work integrated learning) courses to enhance student learning, communication, and experience. The primary challenges for the BN program are that it uses over four different teaching platforms in the ELA courses, managing a large cohort of 700-800+ students and diverse learners with complex external accreditation and industry venue requirements. Therefore, evaluation review and redesign had multiple areas to consider including focusing on the two main online teaching platforms, LearnOnline and PebblePad.

The Teaching Innovation Unit (2023) Course Quality Checklist (CQC) was a crucial evaluation tool used to identify issues and plan solutions for accessible content and universal course layout, language, and experiences. The evaluation review did find the CQC was easily translated to other teaching platforms (PebblePad), to guarantee the same student experience could be consistently fostered across teaching platforms.

Communication pathways between teaching staff, students, and venues is fundamental but complex, these pathways needed to be strengthened to ensure tracking of student learning, program compliance, and ensure consistent course check-in engagement points with students occurred in each course across the program. As part of the evaluation and redesign process, a communication pathway plan was designed to foster consistent, positive student communication and experiences, which is showing promising results. Other communication improvements included student's formative and summative assessment flowcharts to assist with explaining the learning tasks and assessment stages within the course from both visually and in writing aspect. Student and venue PebblePad e-user guides were created to assist navigating this teaching platform, to ensure that all users have the same understanding of how to use the platform, promoting consistency, efficiency, and accessibility for all.

There are many more enhancements as part of the evaluation review and redesign, but all of these actions aimed to support students' clinical thinking and decision-making by enriching student's ELA journey that encourages them to consider beyond their current ELA course and start advancing their future career from day one, week one. This approach aligns with the broader teaching philosophy and goal of creating an inclusive, accessible, and meaningful connection for students between their learning, nursing content, their ELA experience, venue environment and the student's

graduate quality of being 'prepared for life-long learning in pursuit of personal development and excellence in professional practice' (UniSA, n.d.).

References

Teaching Innovation Unit (2023) *Course Quality Checklist (CQC)*. LearnOnline platform. University of South Australia. Retrieved from https://lo.unisa.edu.au/course/view.php?id=9964&sectionid=168123

University of South Australia (n.d.) *Graduate Qualities*. University of South Australia. Retrieved from https://www.unisa.edu.au/Student-Life/Teaching-and-Learning/Graduate-qualities/

Title:	Country Journalism Internships and Employment: Mapping Perception versus Reality
Presenters or Panelists:	Charlotte Chalken, Chrisanthi Giotis & Simon Howson
Academic Unit/s:	Creative
Theme:	Other
Format:	Research Stream

Abstract (250 - 500 words)

Journalism student graduates and Australian regional media outlets enjoy a symbiotic relationship: interns and graduates develop on-the-job skills and have greater responsibility than they might in a metro newsroom, while rural and regional media outlets benefit from enthusiastic and affordable employees who bring new skills and fresh perspectives to the communities in which they work. Country journalism is also recognised in academic and policy work as particularly important to civic-community building, resulting in government support for salaries in rural media, which has increased graduate employment opportunities.

However, some country outlets struggle to attract and retain the interns and graduates who would benefit most from the rural experience. For a multitude of reasons, both real and perceived, many young journalists are reluctant to 'go country'; meanwhile, even when employers do attract the talent they need, they must regularly watch as their new recruits move on to supposed greener pastures in larger media outlets.

This phenomenon comes at a time when rural and regional outlets are in flux and searching for sustainable business models (Hess et al 2023). While others have mapped the availability of rural and regional news in Australia (Dickson & Arturi 2021) and the response of news organisations themselves (Hess et al 2023; Attard et al 2022; Fray & Giotis 2019) less attention has been paid to the importance and needs of the workforce.

To better understand the barriers and enablers to student internships and graduate employment in rural and regional media outlets, we have conducted a survey of UniSA journalism students, and in-depth interviews with employers in rural media outlets. This presentation will highlight insights from initial findings and discuss future directions, including exploring collaborative opportunities in internships and training.

References

Attard, M., Dickson,G., Jehangir,A. (2022). Regional News Media. Centre for Media Transition, University of Technology Sydney, Australia

Dickson, G., & Arturi, S. (2021). Australian Newsroom Mapping Project: local news producers.

Fray, P., & Giotis C. (Eds.) (2019). Regional News Media: State of Play, Centre for Media Transition, University of Technology Sydney: Sydney, Australia

Hess, K., Mcadam, A., Blakston, A., Waller, L., & Lai, J. (2023). Media Innovation and the Civic Future of Australia's Country Press.

Title:	A Flexible, Contemporary Work-Integrated Learning Course to Enhance Placement Opportunities, Timeliness, and Outcomes for Students
Presenters or Panelists:	Noah d'Unienville & Scott Adams
Academic Unit/s:	Allied Health and Human Performance
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

Work-integrated learning (WIL) has received increasing interest within higher education due to its ability to provide students with rich and meaningful learning experiences that require the application of knowledge established across numerous previous courses within an authentic, professional context. With students and staff further benefiting from establishing connections with industry through WIL courses, they are expected to be further integrated into programs within Adelaide University. However, the design of WIL Courses appears to be highly varied, more limited to programs with a more limited scope of career roles, and they also lack transferability and flexibility, posing limitations for academics looking to adopt them within their programs in a time-efficient manner.

Following review and consultation with coordinators of other WIL courses, the Professional Practice in Human Movement course established an innovative approach to WIL that offers students unique breadth in their placement opportunities and flexibility in when these opportunities are utilised. Together, these enable students to experience a wide range of valuable learning experiences that help to guide future career decision-making, at times that suit them, enhancing their ability to maintain their other study and personal commitments. The course also utilises a distinct approach to placement preparation, practice, and reflection to establish professional readiness, which can be effectively adapted to future WIL courses. This presentation will discuss the design of the course, experiences from its students and staff, and highlight its benefits and limitations.

Title:	Bringing the Workplace into the Academic Classroom
Presenters or Panelists:	Matthew Atkinson & Paula Zito
Academic Unit/s:	Justice and Society
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

It is a truism that work-integrated learning (WIL) links the workplace to academic study: students learn workplace skills related to their field of study at university. However, at the nexus of workplace skills and academic study, university teachers involved in WIL programs can face a challenge - having students engage with a subject of academic study that complements the practice of a workplace skill.

Matthew Atkinson and Paula Zito, both clinical legal education (CLE) academics, have brought the workplace into the academic classroom to respond to this challenge. As part of the curriculum in the law program at the University of South Australia, where students engage in the workplace at a legal clinic, they have workplace speakers introduce three subjects of academic study in the classroom - reflective practice, client-centred practice, and access to justice. This initiative seeks to show students that these subjects of academic study matter, not just in getting a good grade for their course but also when they enter the workplace. This presentation will explain how including workplace speakers in the course furnishes students with insights into the speakers' lived experiences of providing legal and non-legal services to a range of clients. It will underscore how this enriches students' learning and understanding of academic study and how it is integral to being a holistic lawyer.

In this presentation, Mathew and Paula outline the curriculum of their CLE courses and how they involve workplace speakers in the academic classroom. They explore why scaffolding a course curriculum in a way that enables students to understand how their academic engagement in client-centred practice, reflective practice, and access to justice is vital to learning and practising workplace skills, especially in their future professional lives. They also highlight preliminary research into students' perceptions of involving workplace speakers in classroom teaching and learning and whether their initiative is of value in helping to better engage students in subjects of academic study that complement the practice of workplace skills.

References

Pauline Calleja et al, 'Feedback and Clinical Practice Improvement: A Tool to Assist Workplace Supervisors and Students' (2016) 17 Nurse Education in Practice 167.

Lesley Cooper, Margaret Bowden, and Janice Orrell, 'A Conceptual Framework for Work Integrated Learning' in A Conceptual Framework for Work Integrated Learning (Routledge, 1st ed, 2010).

Adrian Evans et al, 'Australian Clinical Legal Education: Designing and Operating a Best Practice Clinical Program' in an Australian Law School, ANU Press, 2017.

Bosse Jonsson et al, 'From Work Integrated Learning to Learning Integrated Work - A Pedagogical Model to Develop Praxis in Nursing Education' (2014) Journal of Nursing Education and Practice 4(11) 91.

Georgina Ledvinka, 'Reflection and Assessment in Clinical Legal Education: Do you See What | See?' (2006) 9 International Journal of Clinical Legal Education 29.

Neil B Niman and Jennifer R Chagnon, The Work-Ready Graduate Preparing Tomorrow's Workforce, Springer International Publishing, 1st ed, 2023.

Sally Tazewell, 'Using a Funds of Knowledge Approach to engage diverse cohorts through active and personally relevant learning' in G. Crimmins ed, Strategies for supporting inclusion and diversity in the academy, Springer Nature 2022.

Peter Teo, 'Teaching for the 21st century: A case for dialogic pedagogy' Learning, Culture and Social Interaction (2019) 21170.

Stephen Wizner, 'The Law School Clinic: Legal Education in the Interests of Justice' (2002) 70(5) Fordham Law Review 1929

Title:	"No-One Else Knows What They're Doing Either": Embedding Academic Skills Development into First Year Curriculum
Presenters or Panelists:	Belinda McCartern, Amanda Richardson & Elissa Pearson
Academic Unit/s:	Justice and Society Teaching Innovation Unit
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Research Stream

Abstract (250 - 500 words)

The transition into university study can be difficult, with many students thrust into unfamiliar academic learning environments that can be overwhelming, intimidating, and isolating (Heath et al., 2018; Schutze et al., 2021). When students do not feel adequately prepared for university, they are more likely to experience low self-confidence, a sense of not belonging, underachievement, disengagement, and withdrawal (Schutze et al., 2021). While most universities provide some form of initial orientation support to new students, high levels of attrition persist in the first year of study, suggesting that these current supports may not enough (Heath et al., 2018; McPhail et al., 2015). Opportunities exist to extend current supports by both spreading the orientation information load for students over several weeks, as well as embedding key academic skills that support student transition into the first-year curriculum (Cassar et al., 2012).

The *My First Year Skills – Getting Started* module is an embedded 6-week extended orientation module aiming to support students' development of, and confidence with, key first-year academic study skills. Secondary aims relate to the embedded nature of this module contributing to students' connections with peers and teaching staff, as well as exploring how students seek and access study related information. First-year psychology students (N=261) enrolled in the *Personal and Professional Development* course (Study Period 2) at the University of South Australia participated in the embedded module across their first 6 weeks of classes, co-facilitated by tutors and peer assisted study session (PASS) leaders. During these weeks, classes started with 15-20 minutes of collaborative active learning whereby students were introduced to key skills (e.g., submitting assessments, accessing the library, referencing) and encouraged to practice and/or explore further pre-prepared online resources together with their peers (held on a non-course learn**online** site). Tutors and PASS leaders circulated the room, encouraging and answering questions. The remainder of the lesson was then carried out as per usual with the PASS leader remaining for the first hour of the two-hour class.

To evaluate the impact of the module, students completed questionnaires before and after the 6-week module answering questions about their confidence with the range of academic skills covered by the module, as well questions relating to how they seek and access study information. Interviews with students, PASS leaders and tutors were also carried out in the early weeks of Study Period 5. In this presentation, we will outline the details of the Getting Started module, changes in

students' confidence levels following their participation, as well as insights gained regarding how students were accessing key study information. Finally, we will explore the opportunities that exist for coordinators of first-year cohorts to adapt and embed similar supports and partnerships with PASS leaders in their own courses.

References

Cassar, A., Funk, R., Hutchings, D., Henderson, F., & Pancini, G. (2012). Student transitions – evaluation of an embedded skills approach to scaffolded learning in the nursing curriculum. *The International Journal of the First Year in Higher Education, 3*(1), 35-48. https://doi.org/10.5204/intjfyhe.v3i1.102

Heath, G., Overton, L., & Lancione. (2018). *My First Year: A program designed to increase first year students' engagement by extending orientation*. Emerging Initiatives.

McPhail, R., French B., & Wilson, K. (2015). Valuing orientation efficacy: Rethinking undergraduate business student's first impressions. *Journal of International Education in Business, 8*(2), 109–124. https://doi.org/10.1108/JIEB-04-2015-0012

Schutze, H., Bartyn, J., & Tapsell, A. (2021). Increasing self-efficacy to improve the transition to university: an Australian case study. *Journal of Further and Higher Education, 45*(6), 845–856. https://doi.org/10.1080/0309877X.2020.1826034

Title:	Embedding Scientific Literacy for Student Success
Presenters or Panelists:	Alice Betteridge & Natasha Wilson
Academic Unit/s:	Education Futures
Theme:	Other
Format:	Practice Stream

Abstract (250 - 500 words)

As educators teaching an introductory science course, we identified a need to meaningfully embed academic literacy skills to support students after recognising that our assessment design made implicit assumptions about students' scientific literacy. Prior to our redesign, the major assessment in an introductory bioscience course involved students producing a scientific report, yet the design of this course failed to provide explicit skill development in this area. Drawing from the principles of transition pedagogy, which advocates for deliberate interventions to aid students in navigating the challenges of transition to higher education (Kift et al. 2010) we sought to redesign this course to better support students' development of scientific literacy skills and ultimately their transition to university.

In reviewing the alignment between our assessment, curriculum and intended learning outcomes, we replaced the existing scientific report with a portfolio-based task that scaffolds students through scientific literacy skills. This reframing of our assessment offers a highly practical and engaging approach to developing essential academic skills of finding, skimming, reading, and comprehending scientific articles in a safe and supportive environment. By proactively addressing the evolving needs of our student body, we aim to create a supportive learning environment that enables all student to thrive academically.

Evaluation of the effectiveness of these interventions involves a combination of student feedback, and analysis of engagement and performance in assessment tasks. Ultimately, we advocate for the integration of transition pedagogy principles into teaching practices to create an inclusive and supportive learning environment conducive to academic success for all students.

References

Kift, S., Nelson, K., & Clarke, J. (2010). Transition pedagogy: A third generation approach to FYE-A case study of policy and practice for the higher education sector. *Student Success*, 1(1), 1-20.

Title:	The Relationship Between Students' Expectations, Approaches to Learning, Academic Performance, and Wellbeing in an Online Undergraduate Program
Presenters or Panelists:	John Mingoia, Laura Engfors and Brianna Le Busque
Academic Unit/s:	UniSA Online, Justice and Society, STEM
Theme:	Other
Format:	Research Stream

Abstract (250 - 500 words)

Online higher education is becoming increasingly important as it provides accessibility and flexibility to students with diverse needs and backgrounds. Consequently, the popularity of online enrolment has surged over the past two decades, with a 900% increase in enrolments globally since 2000 (Oxford Learning College, 2024). However, students often enter higher education with unclear expectations about what learning entails. This misalignment, referred to as a negative mismatch-when the reality of their academic experience falls short of their initial expectations- has been found to result in poorer academic outcomes.

While there has been some research on expectation mismatches in traditional higher education, understanding these mismatches in the context of online higher education is a novel and emerging area of investigation. There is even more limited research examining the mechanisms linking these mismatches with online learners academic and wellbeing outcomes. Our study addressed this gap by specifically examining online learners' expectations and investigating whether students' approach to learning acts as a potential mechanism linking expectations to academic performance and wellbeing.

Students' approaches to learning can take the form of a deep approach, an attempt to meaningfully engage in learning and develop an understanding of how to apply the content, a surface approach, an attempt to avoid failure by selectively memorising content, or a strategic approach, a specific focus on assessment demands (Entwistle et al., 2000). Our research also draws on Biggs' (2000) 3P model, which proposes that the product of academic learning (e.g., student grade or wellbeing) is a result of presage (e.g., expectations, experience) and process (e.g., approaches to learning) factors. We surveyed 113 online psychology students from first-, second-, and third-year online courses measuring their expectations of their undergraduate studies, learning approaches, university-related stress, anxiety, and burnout, and academic achievement (measured as GPA). We found that negative mismatches (when current expectations fell short of initial expectations) correlated with more study-related stress, anxiety, cynicism, and a surface approach to learning. Conversely, positive mismatches (when current expectations met or exceeded initial expectations) were associated with greater self-efficacy, higher GPA, more time spent studying, and deep and strategic learning approaches. Importantly, learning approaches mediated the relationship between expectation mismatches and wellbeing.

The findings we present demonstrate the importance of aligning student expectations with program realities and fostering effective learning strategies. We discuss how these factors interact in online learning contexts, highlighting the role of institutional support and course design in shaping student experiences. Our research concludes that addressing expectation mismatches and promoting strategic learning approaches are important for enhancing online student success and wellbeing. Implications for educators, academic support units, and institutions include the need for more targeted onboarding processes, curriculum design that encourages strategic learning, and enhanced support systems for online learners. By focusing on these areas, institutions can better leverage the potential of online education to provide rewarding learning experiences for all.

References

Biggs, J. (2001). Enhancing learning: A matter of style or approach? In R. J. Sternberg & L. F. Zhang (Eds.), Perspectives on thinking, learning, and cognitive styles (pp. 73–103). London: Lawrence Erlbaum.

Entwistle, N., Tait, H., & McCune, V. (2000). Patterns of response to an approaches to studying inventory across contrasting groups and contexts. *European Journal of Psychology of Education*, 15(1), 33-48. https://doi.org/10.1007/BF03173165

Oxford Learning College. (2024). *Online Education & E-Learning Statistics UK*. https://www.oxfordcollege.ac/news/online-education-statistics/

Room H6.09

Title:	Improving accessibility of online courses by understanding how students use screen readers.
Presenters or Panelists:	Carly Austin & Lucy Andrew
Academic Unit/s:	Student Engagement Unit UniSA Online
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Practice stream

Abstract (250 - 500 words)

Assistive technologies such as screen readers are an essential tool that provide educational as well as psychological and social benefits for students with disabilities (McNicholl et al., 2019). However, professionals and academics rarely encounter content that covers digital accessibility requirements in tertiary education or any continuing professional development programs (Cloverdale et al., 2024).

Screen readers are used by people who are visually impaired as well as people with cognitive differences, or neurodivergences, including Autism Spectrum Disorder (ASD), Attention-Deficit Hyperactivity Disorder (ADHD), and Specific Learning Disabilities (SpLD). Screen readers interpret **code** and **content** to convey to the user what is on the screen. Code is the underlying programming that configures and presents content on a webpage or digital document, and a screen reader accesses code and content using tools such as audio, headings, links, buttons, form fields, and other elements.

The accuracy and efficiency of screen readers depends on the accessibility of information with respect to content, context, navigation, and interactivity of the online information. Depending on the type of information being extracted, screen readers are less accurate and require longer time to interact with the data (Sharif et al., 2021). Apple screen reader technology VoiceOver is one of the more advanced screen readers and is commonly used by UniSA students. Apple uses machine learning to implement accessibility with VoiceOver, using an integrated screen recognition feature that can scan the screen and automatically recognise the various elements available, even if those parts of the screen were completely inaccessible to the screen reader before.

This presentation is a hands-on (or more accurately an eyes-on and ears-on) demonstration of screen reader technology to interpret a first year UniSA Online course. We present the good, the bad and the ugly parts of an online course from the perspective of readability using a screen reader. Importantly we provide practical solutions that can be implemented to improve readability of learning resources and overall accessibility of online courses.

References

Coverdale, A., Lewthwaite, S., Elglaly, Y. N., Hollier, S., Horton, S., Sonka, K., & Zimmermann, G. (2024). Editorial: Advancing digital accessibility in academic and workplace education. *Frontiers in Computer Science (Lausanne), 6,* Article 1419986. https://doi.org/10.3389/fcomp.2024.1419986

McNicholl, A., Casey, H., Desmond, D., & Gallagher, P. (2021). The impact of assistive technology use for students with disabilities in higher education: a systematic review. *Disability and rehabilitation: assistive Technology*, *16*(2), 130-143. https://doi.org/10.1080/17483107.2019.1642395

Sharif, A., Chintalapati, S. S., Wobbrock, J. O., & Reinecke, K. (2021, October). Understanding screen-reader users' experiences with online data visualizations. In *Proceedings of the 23rd International ACM SIGACCESS Conference on Computers and Accessibility*, *4,* 1-16. https://doi.org/10.1145/3441852.3471202

Title:	Making blended and online learning spaces work for refugee students: insights from staff and students
Presenters or Panelists:	Heidi Hetz & Snjezana Bilic
Academic Unit/s:	UniSA College Education Futures
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Practice stream

Abstract (250 - 500 words)

Online offerings at Australian universities attract students from equity groups in significant numbers (Stone 2017; 2021). There is emerging research that explores effective strategies to teach the diverse cohorts of students enrolled in online education, including in online enabling programs (Krautloher, 2021; McDougall, 2019; Stone, 2017). However, research that analyses the experiences of students of refugee backgrounds (SfRBs) in blended and online learning is scarce.

Our study aims to contribute to this emerging field of research. We draw on interviews and focus groups with SfRBs as well as teaching and professional support staff in the enabling programs at UniSA College. We aim to 1) identify the educational challenges and opportunities of SfRBs enrolled in blended and online learning; 2) investigate the effectiveness of current learning resources and technologies for SfRBs engaged in blended and online learning; and 3) develop recommendations on best practice approaches for the implementation of learning resources and technologies for SfRBs engaged in blended and online learning.

Participants identified a range of effective digital tools such as prerecorded lectures and formative quizzes but expressed a strong preference for a blended rather than fully online model. These findings highlight that positive learning outcomes for this cohort are not achieved by using digital tools alone, but also require strong student-to-student and student-to-staff relationships developed during in-person classes.

While our data is drawn from enabling programs, these recommendations can be adapted to undergraduate courses.

References

Krautloher, A. (2021). CSU Pathway Courses during COVID-19 : A multi-faceted support strategy for online engagement. JANZSSA. *Journal of the Australian and New Zealand Student Services Association*, 29(1), 101-107. https://doi.org/10.30688/janzssa.2021.1.06

McDougall, J. (2019). "I never felt like | was alone": a holistic approach to supporting students in an online, pre-university programme. *Open Learning*, 34(3), 241-256. https://doi.org/10.1080/02680513.2019.1583098

Stone, C. (2017). *Opportunity through online learning: Improving student access, participation and success in higher education*. Equity fellowship final report. National Centre for Student Equity in Higher Education (NCSEHE). Curtin University. https://www.ncsehe.edu.au/wp-content/uploads/2022/06/CathyStone__EQUITY-FELLOWSHIP-FINAL-REPORT-1.pdf

Stone, C. (2021). Improving Student Engagement, Retention and Success in Online Learning. In: Shah M., Kift S., Thomas L. (eds) *Student Retention and Success in Higher Education*. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-80045-1_9

Title:	Providing Reasonable Adjustments to Oral Assessments: A Case Study from the Law Curriculum
Presenters or Panelists:	Lisa Cooper (Parker) & Tracey Coleman
Academic Unit/s:	Justice and Society
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Practice Stream

Abstract (250 - 500 words)

In the recent decision of The University of Bristol u Abrahart [2024] EWHC 299 (KB), the UK High Court found the university failed to make reasonable adjustments for a student with a disability studying at the university. The student tragically took her own life on the day she was due to give an oral presentation before her peers and lecturers. The student had a disability which substantially impaired her ability to participate in oral assessments. This decision has significant implications for higher education institutions in their duty to accommodate students with disabilities and provide reasonable adjustments, especially in oral assessments.

This presentation presents the findings of a review of oral assessments within the law curriculum in the Bachelor of Laws (Honours) degree. In addition to oral presentations, the law curriculum has several oral advocacy assessments which may be challenging for some students with disabilities, such as those experienced in University of Bristol u Abrahart. This presentation provides recommendations for changes to be made to assessment marking criteria and course learning outcomes to comply with the University's duty to provide reasonable adjustments for students with disabilities, particularly in relation to oral assessments.

References

The University of Bristol v Abrahart [2024] EWHC 299 (kB),

Title:	Enhancing Pedagogical Practices through Interdisciplinary Teaching Squares: A Reflective Approach
Presenters or Panelists:	Kathy Darzanos & Tanya Weiler (Presenters) Joanne Harmon & Amanda Bridgewater
Academic Unit/s:	STEM, Education Futures, Clinical and Health Sciences
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Practice Stream

Abstract (250 - 500 words)

Teaching Squares provide a unique opportunity for higher education (HE) academics to engage in mutual observation and reflection in a non-judgmental and supportive environment (Atkins et al., 2018). Unlike traditional professional development initiatives, which often focus on evaluating peer performance, the goal of Teaching Squares is to encourage self-reflection and inspire pedagogical improvement (Friedman et al. 2022). Within this presentation, we will showcase the experiences of four UniSA academic staff members from diverse disciplines who participated in an interdisciplinary Teaching Square, highlighting the benefits and insights gained from this collaborative approach.

The concept of Teaching Squares involves forming small groups of four HE academics who agree to observe each other's teaching over a specified period. Following these observations, the group meets to discuss their experiences, focusing on self-referential reflection rather than critiquing their peers (Berenson, 2017). This model promotes a culture of appreciation and mutual respect, where participants feel valued and supported in their professional growth.

Our interdisciplinary Teaching Square included two nursing educators, one STEM educator, and one Social Science educator. Over a three-week period, we observed various educational settings, including a workshop, an online tutorial, and two face-to-face tutorials across three separate campuses. These diverse contexts provided a rich foundation for reflective discussions, allowing us to gain new perspectives on teaching practices across different disciplines.

Our reflective findings were guided by key principles: self-referential reflection, confidential reciprocity, appreciation, and mutual respect. These principles ensured that our discussions were constructive and focused on personal growth. We discovered that our group's interdisciplinary nature added significant value to the Teaching Square experience. Observing different teaching styles broadened our understanding of effective pedagogy and inspired us to consider new classroom approaches.

An unforeseen but highly beneficial outcome of our Teaching Square was the formation of an informal community of practice that has provided ongoing opportunities for peer mentorship and professional development. As a direct result of this collaboration, the Teaching Squares initiative will also be launched within the STEM Academic Unit, extending the benefits of this approach to a broader academic community.

We also recognised the potential of Teaching Squares as a structural framework for professional development for both continuing and casual staff (Hattam & Weiler, 2021). Our reflections underscore the value of collegial observation and reflective practice in promoting teaching excellence and building inclusive, supportive academic communities.

References

Atkins, B., Hunter, W. J., Baxter, A., & Natoli, A. (2018). Teaching squares: Crossing new borders. Universal Design & Higher Education in Transformation Congress, Dublin Castle.

Berenson, C. (2017). Teaching squares: Observe and Reflect on Teaching and Learning. In Taylor Institute for Teaching and Learning. (Ed.). Calgary, Canada: University of Calgary. https://taylorinstitute.ucalaary.ca/sites/default/files/Teaching%20Squares%20Guide%20Final%20v2.pdf

Friedman, R., George, A,, Li, M., & Vijayan, D. (2022). Making teaching communal: Peer mentoring through teaching squares. Papers on Postsecondary Learning and Teaching, 5, 67-74. https://journalhosting.ucalgary.ca/index.php/pplt/article/view/73172/55652

Hattam, S. K., & Weiler, T. (2021). 'Every single student counts': Leadership of professional development underpinned by social justice for sessional staff in a South Australian university. Professional Development in Education, 47(1), 128-140. https://doi.org/10.1080/19415257.2020 1814388

Title:	Adapting ICAP Engagement Framework for Analysing Cognitive Engagement in Asynchronous Online Discussion Forums for STEM Courses
Presenters or Panelists:	Sisi Liu, Ruchini Jayasinghe, Rupinderdeep Kaur, Danda Li & Hansani Thanippuli Kankanamalage
Academic Unit/s:	UniSA Online
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Research Stream

Abstract (250 - 500 words)

Understanding and enhancing student engagement is crucial for online learning as it reflects student satisfaction and academic achievement. Cognitive engagement is described as students' investment in learning, their strategic, reflective, and self-regulatory behaviours while developing problem-solving skills (Chi and Wylie, 2014). It emphasises critical thinking skills, understanding concepts and theories, and general cognitive abilities. Online discussion forums can support student cognitive engagement.

To conceptualise different dimensions of cognitive engagement, Interactive, Constructive, Active, and Passive (ICAP) framework is used (Chi, 2009). ICAP hypothesis highlights that student cognitive engagement is increased when they move from the passive to the interactive phase sequentially (Wiggins et al., 2017). The ICAP framework has been mainly applied to synchronous learning environments, with lesser attention to asynchronous and online learning environments (Farrow et al., 2021). Of relevance to our study, Wang et al. (2015) analysed students' cognitive engagement using discussion forums in Massive Open Online Courses to explore the relationship between student participation and their learning gains. However, this study was limited to one course and its unique requirements. To address the gap, this study aims to capture cognitive engagement in discussion forums in asynchronous and fully online learning environments using the ICAP framework.

A mixed-method approach is employed, combining content analysis with machine learning models to investigate student interactions in discussion forums. Discussion forums within the University of South Australia Online STEM courses are utilised. The study targets selecting courses from IT and Construction Management programs for four consecutive study periods from 2023-2024, with over 80 students each. From these courses, the discussion forums are categorised into general, assessment, and weekly content and learning activities, plus characteristics such as student or teacher-initiated posts. Then ICAP framework dimensions are applied to determine the level (low, medium, and high) of cognitive engagement using keywords and phrases.

The strength of this research is to contribute to understanding how to capture and analyse students` cognitive engagement in discussion forums. It provides empirical evidence in fostering cognitive engagement in online discussion forums, guided by the ICAP framework. The insights can

inform instructional design and strategies to maximise student engagement in fully online learning environments.

References

Chi, M. T. H. (2009). Active-Constructive-Interactive: A Conceptual Framework for Differentiating Learning Activities. *Topics in Cognitive Science*, 1(1), 73 105. https://doi.org/10.1111/j.1756-8765.2008.01005.x

Chi, M. T. H., & Wylie, R. (2014). The ICAP Framework: Linking Cognitive Engagement to Active Learning Outcomes. *Educational Psychologist*, 49(4), 219 243. https://doi.org/10.1080/00461520.2014.965823

Farrow, E., Moore, J., & Gasevic, D. (2021). A network analytic approach to integrating multiple quality measures for asynchronous online discussions. *ACM International Conference Proceeding Series*, 248 258. https://doi.org/10.1145/3448139.3448163

Wang, X., Yang, D., Wen, M., Koedinger, K., & Rosé, C. P. (2015, June 26-29). *Investigating how student's cognitive behavior in MOOC discussion forums affect learning gains*. 8th International Conference on Educational Data Mining (EDM), Madrid, Spain. https://eric.ed.gov/?id=ED560568

Wiggins, B. L., Eddy, S. L., Grunspan, D. Z., & Crowe, A. J. (2017). The ICAP Active Learning Framework Predicts the Learning Gains Observed in Intensely Active Classroom Experiences. *AERA Open*, 3(2), 1 14. https://doi.org/10.1177/2332858417708567

Title:	Co-Design and Evaluation of SELFIE©: A Bespoke Debriefing Tool
Presenters or Panelists:	Lyn Gum & David Freer (presenters) Michelle A Kelly, Kathy Hill, Darlene Archer & Joanne Harmon (contributors)
Academic Unit/s:	Clinical and Health Sciences
Theme:	Inclusive and Accessible Teaching and Learning
Format:	Research Stream

Abstract (250 - 500 words)

Debriefing following clinical simulations is a key contributor to enhancing learners' experiences, particularly facilitating reflection on events and actions [1,2]. For health disciplines, highlighting ways to incorporate and/or translate new learning into subsequent clinical practice connects with the global patient safety agenda, surfaces clinicians' responsibilities in reducing medical errors, and prepares graduates to enter the workforce[3].

Facilitating debriefing requires a skilled approach in order to draw out comments, thoughts, and questions about what occurred in the simulation and promote discussion amongst learner groups. Where debriefing is a new concept, or there are a majority of novice debriefers, having frameworks and guided questions may help promote learner discussions and reflection[4].

Simulation is a core, integrated component across numerous courses within the large Bachelor of Nursing program with close to 3,000 students. During COVID-19, simulation workshops continued at UniSA ensuring students gained clinical practice related hours to attain registration, ensuring employment and to meet future workforce needs. An audit of debriefing practices following COVID-19, revealed that debriefing was no longer included at the end of simulation workshops. To resurrect this key component of learning, a team of nurse academics and clinical staff from the Horizon Hospital and Health Service (HHHS) workshopped options and ways to reinstate debriefing.

Using a co-design approach and exploring relevant literature, websites and contemporary practices, the team were successful in attaining a UniSA Teaching and Learning grant to create a bespoke debriefing framework and multi-use pools of questions.

This presentation outlines the co-design processes used in developing, deploying, and evaluating the SELFIE© debriefing framework.

S = set the scene & opening;
E = examine what went well, & challenges;
L = look into, focus & discuss key issues;
F = feedback & translation to practice;
I = improve practice as a result of the debrief; and
E = evaluate & self-reflect post debrief/clinical practice.

Following UniSA HREC approval, input from staff via surveys helped the team refine and rank developed questions for relevance and applicability within each of the SELFIE© components. HHHS staff interviews pre-implementation indicated an appetite for a structured debriefing framework. The SELFIE© tool was rolled out in SP2 (2024), in the Health of Adults course and qualitative feedback from students is currently being analysed.

A LearnOnline site including instructional videos and other resources, in addition to in-person education, posters and small prompt cards in the HHHS were created. are examples of initiatives to inform and support staff during the rollout. For SP5 in 2024, 3 additional courses in the Bachelor of Nursing are incorporating SELFIE© in similar or different ways. Approaches from staff in other academic units reflect the applicability of the SELFIE© tool for other professions and learning contexts. Plans for expanding the use of SELFIE© to post graduate nursing and undergraduate and postgraduate midwifery programs are also being discussed.

References

1. Yeoungsuk, S., & Seurk, P. (2022). Effectiveness of Debriefing in Simulation-Based Education for Nursing Students: A Systematic Review and Meta-analysis. *Journal of the Korean Academy of Fundamentals of Nursing*, 29(4), 399-415. https://doi.org/10.7739/jkafn.2022.29.4.399

2. Cheng, A., Eppich, W., Sawyer, T., & Grant, V. (2018). Debriefing: The state of the art and science in healthcare simulation. In D. Nestel, M. Kelly, B. Jolly, & M. Watson (Eds.), *Healthcare Simulation Education* (pp. 158-164). Wiley. https://doi.org/https://doi.org/10.1002/9781119061656.ch21

3. Mossenson, A. I., Ocholi, D., Gower, S., & Livingston, P. L. (2023). Skill Translation Following the Vital Anesthesia Simulation Training Facilitator Course: A Qualitative Study. *Anesthesia & Analgesia*, 12, Article 12.

4. Ng, G., & Lugassy, D. M. (2021). A Pilot Study to Explore Novice Debriefers' Post-Simulation Debriefing Experiences. *Simulation and Gaming*, 52(4), 465-477. https://doi.org/10.1177/1046878120970990

Title:	Opportunity of a Lifetime: A Programmatic Approach to Contemporary Course Design for Student Engagement and Success in a New University
Presenters or Panelists:	Scott Polley & Scott Adams
Academic Unit/s:	Allied Health and Human Performance
Theme:	Other
Format:	Practice Stream

Abstract (25O - 5OO words)

The formation of the new Adelaide University provides a unique opportunity to develop programs and courses from the ground up with a unifying aim of educating the most capable graduates in the world. To realise this lofty ambition, there is a need to ensure high quality teaching and learning resources and approaches that foster explicit and authentic learning, which engage and connect students to their Program and professional identity and enable contextualisation of their body of Knowledge at all stages of their learning journey.

Drawing on interviews and discussions with UniSA Online and UniSA Human Performance staff, we explore current best practices in quality assurance in the online components of tertiary education courses, and the opportunities to employ these consistently across program and course development in a new world-class University.

Key concepts that emerged surrounded 'beginning with the end in mind' and incorporated backward course design principles, consistent program narratives and ongoing contextual statements for the why, what, and how of student learning, clear relationships between teaching and learning resources and learning objectives, an established hierarchy of topics and sub-topics, explicit application to the professional role and the use of authentic assessment principles in assessment design.

This presentation explores the key concepts and outlines a process for considering successful strategies and practices to guide current and future course design and development for programs at Adelaide University.

References

Summary of Key Resources Available from the Teaching Innovation Unit: (https://iunisa.edu.au/staff/teaching-innovation-unit/)

Academic Development: Scholarship of Teaching and Learning: https://iunisa.eduau/staff/teaching-innovation-unit/academic-development/scholarship-of-teaching-and-learning/

Curriculum Design: https://iunisa.edu.au/staff/teaching-innovation-unit/curriculum-design

- Course Quality Checklists: https://lo.unisa.edu.au/course/Vview.php?id=9964; https://lo.unisa.edu.au/course/view.php?id=99645sectionid=348128
- Quality Teaching Framework: https://iunisa,edu.au/staff/teaching-innovation-unit/curriculum-design/quality-teaching-framework/
- Course Development: https://lo.unisa.edu.au/course/view.php?id=26O51&_gl=1*1dbmall*_gcl_aw*RONMLjE3MTgxNDIyODQuQ2p3SONBanc2NS16QmhCaOVpdOFqcnFSTU9uYjdRcVFwVnBKejFiZ1pMQ1hZWFRScjJOTVYxWkhteFFZQOxqWVFJWVhUUVY5alREQndSbONNTE1RQXZEXOJ3RQ..*_gcl_au*NzQzNTEzMjY2LjE3MTcONDU1Mzg

Accessible and Engaging Curriculum Project: https://iunisa.eduau/staff/teaching-innovation-unit/strategic-projects/accessible--engaging-curriculum-project

Authentic Assessment Project: https://iunisa.edu.au/staff/teaching-innovation-unit/strategic-projects/authentic-assessment-project

Engaging Learners online: https://iunisa.eduau/stafft/teaching-innovation-unit/academic-development/short-courses-workshops/short-courses/engaging-leamers-online-elo,Learning

Design teaching tips and tools: https://iunisaedu.au/staff/teaching-innovation-unit/learning-design/

Stone, C. (2O17). Opportunity through online leaning: Improving student access, participation and success in higher education — executive summary. NCSEHE and the University of Newcastle. https://www.acses.edu.au/app/uploads/2O17/O3/CathyStone_EXECUTIVE-SUMMARY-1.pdf

UniSA Online (2O24). UniSA Online Quality Assurance Guidelines (QA). Not published — per Gisela van Kessel.

Title:	When *less* Groupwork Assessment is *more:* Capturing Students' Diverse Funds of Knowledge in an Ultimate Year Law Course
Presenters or Panelists:	Paula Zito
Academic Unit/s:	Justice and Society
Theme:	Other
Format:	Practice Stream

Abstract (250 - 500 words)

Ultimate year law students typically aim to obtain quality results to make their grade point average (GPA) appealing to potential law graduate recruiters. Historically, law students require a competitive ATAR for entry into their Law degree and a competitive GPA on their exit to enhance employability. The GPA is a useful filter for potential recruiters when they have too many applicants for a position (WLegal, 2024).

Consequently, law students expect to finish their program work with the highest grade possible. While they are taught the importance of teamwork and collaboration during their studies, echoing the graduate quality of being able to "work both autonomously and collaboratively as a professional' (University of South Australia, 2024), when it comes to assessments, ultimate year law students want to be assessed on their own individual merit, rather than groupwork assessments. In the context of an ultimate year law course taught at UniSA, the research investigated the question:

> H*ow might funds of knowledge approaches inform the development of a supportive learning framework to improve assessment engagement and quality and set the law students up to be career ready?*

This study observed that in an ultimate year law course the emphasis on building groupwork as an assessable component was impacting on the overall success and experience of the students. The findings of the research were that sometimes less groupwork is more and those findings will be shared in this presentation.

References

Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58, 280-299.

Gonzalez, N., et al.'s. (1995). Funds of knowledge for teaching in Latino households. Urban Education, 29(4), 443-470.

Gonzalez, N., Moll, L.C.,, & Amanti, C. (Eds.). (2005). Funds of knowledge: Theorising practices in households, communities and classrooms. Lawrence Erlbaum Associates Publishers.

Lopez, S. J., & Louis, M. C. (2009). The principles of strengths-based education. Journal of College and Character, 10(4).

Motta, S.C., & Bennett, A. (2018). Pedagogies of care, care-full epistemological practice and 'other' caring subjectivities in enabling education. Teaching in Higher Education, 23(5), 631-646.

Tazewell, S. (2022). Using a funds of knowledge approach to engage diverse cohorts through active and personally relevant learning. In Crimmins, G. (Ed.), Strategies for supporting inclusion and diversity in the academy (pp. 247-266). Springer Nature.

Zyme, S., Roche, T., Goode, E., & Crandon, E. (2022). Transforming lives: The power of an Australian enabling education. Higher Research & Development, 41(7), 2426-2440.

Stolker, C. (2014). Rethinking the Law School. Cambridge University Press.

Crawford, J. (2024). Universities Accord: almost 50% students don't feel like they belong at uni. We need to fix this if we're going to double enrolments. The Conversation.

JLegal, Recruitment. (2024). Retrieved from http://www.jlegalcom/home

Title:	Strategic Choices when Designing Professional Learning: Evidence from Literature and your Experiences
Presenters or Panelists:	Corinne A. Green
Academic Unit/s:	Teaching Innovation Unit
Theme:	Other
Format:	Research Stream

Abstract (250 - 500 words)

Central teaching and learning units (e.g., UniSA's Teaching Innovation Unit) are typically responsible for facilitating academic staff's professional development to enhance teaching and learning (Chalmers et al., 2012). When planning these offerings, teaching, and learning units often make arbitrary and isolated decisions (Geertsema & Chng, 2017). They may facilitate workshops despite limited evidence regarding long term changes in participants' behaviour (de Grave et al., 2014), rely upon asynchronous modules although they give limited opportunities for collegial interactions and collaborative learning (Cook, 2014), or neglect the value of formative peer reviews of teaching (Johnston et al., 2022).

To support informed decisions regarding what works in teaching and learning professional

development, the presenter conducted a literature synthesis that gives collective evidence on a variety of teaching and learning professional development formats (e.g., workshops, professional learning networks, longitudinal programs, etc.). This is in alignment with Kolomitro and Anstey's (2017) assertion that central teaching and learning units' professional development programming "needs to be strategic if they are going to shape change rather than follow change" (p. 186), with a view to "work predictively, rather than only reacting to the needs of individual faculty members" (Geertsema & Chng, 2017, p. 183). The literature synthesis serves as a foundation for the presentation and will support discussion with attendees.

The presentation, which will include opportunities for the audience to share their experiences and opinions, will give insight into how teaching and learning professional development can be intentionally and strategically planned with formats that are informed by evidence and sensitive to context and needs. By purposefully designing teaching and learning professional development offerings that are informed by evidence, we can use our resources wisely, support academics effectively, and be intentional about whether we are aiming to develop people or develop products (Aitchison et al., 2020).

The presenter will speak to the literature synthesis evidence for various formats of teaching and learning professional development, focusing on the items of most interest to the audience. Copies of the literature synthesis document (with each format of teaching and learning professional development described alongside its benefits, recommendations for when to (not) use it, and resources required) will be provided to attendees. Attendees will be encouraged to share their experiences and opinions in response, as we collectively explore what works in teaching and

learning professional development and consider how we can best support educators in higher education.

References

Aitchison, C., Harper, R., Mirriahi, N., & Guerin, C. (2020). Tensions for educational developers in the digital university: developing the person, developing the product. *Higher Education Research & Development*, 39(2), 171-184. https://doi.org/10.1080/0729436O.2019.1663155

Chalmers, D., Stoney, S., Goody, A., Goerke, V., & Gardiner, D. (2012). *Identification and implementation of indicators and measures of effectiveness of teaching preparation programs for academics in higher education: Final report 2012*. Australian Government Office for Learning and Teaching. https://ltr.edu.au/vufind/Record/365190

Cook, D. A. (2014). Faculty development online. In Y. Steinert (Ed.), *Faculty development in the health professions: A focus on research and practice*. Springer. https://doi.org/10.1007/978-94-007-7612-8_11

de Grave, W., Zanting, A., Mansvelder-Longayroux, D. D., & Molenaar, W. M. (2014). Workshops and seminars: Enhancing effectiveness. In Y. Steinert (Ed.), *Faculty development in the health professions: A focus on research and practice*. Springer. https://doi.org/10.1007/978-94-007-7612-8_9

Geertsema, J., & Chng, H. H. (2017). 'Moving beyond': Academic developers, academic identity, and strategic development. *International Journal for Academic Development*, 22(3), 183-185. https://doi.org/10.1080/1360144X.2017.1334992

Johnston, A. L., Baik, C., & Chester, A. (2020). Peer review of teaching in Australian higher education: A systematic review. *Higher Education Research & Development*, 41(2), 390-404. https://doi.org/10.1080/0729436O.2020.1845124

Kolomitro, K., & Anstey, L. M. (2017). A survey on evaluation practices in teaching and learning centres. *International Journal for Academic Development*, 22(3), 186-198. https://doi.org/10.1080/1360144X.2017.1313162

Room H6.10

Title:	Interdisciplinary Discussion on Preparing Students for a GenAI World
Presenters or Panelists:	Stuart Baulk & Reid Honan
Academic Unit/s:	UniSA Online
Theme:	GenAI in Higher Education
Format:	Practice Stream Research Stream

Abstract (250 - 500 words)

Generative Artificial Intelligence (GenAI), has been a prominent focus of higher education research post-COVID, and continues to be labelled as a "digital disruptor", a "wicked problem" or a "race against the machine" for universities (Shackter & Karlsson, 2023). In the pivoting of management strategies, academics have focussed on Academic Integrity (AcAI) (Dawson, 2021), in terms of policy updates and detection strategies, and increasingly, academic competence (Ipek et al., 2023) as GenAI platforms develop, evolve and become ever more integrated into traditional software (e.g. Microsoft CoPilot, Google Gemini, Adobe Firefly etc.).

As GenAI moves from primarily text-based in its inputs and outputs, we are seeing more specialised platforms which give broader outputs such as: tech-focused (ie. programming code); visual (ie. creative images); audio (ie. voices), and; layouts (ie. templates for web design, other design documents). These areas have had less focus to date, but importantly have potentially furtherreaching implications for copyright law and society. The discussion (amongst academics) around GenAI has slowly shifted through a version of the stages of grief model (Kübler-Ross, 1970) from "not a problem" (denial) via "they can use it but have to reference" (bargaining) through to "GenAI is here to stay" (acceptance). While some academics are still working through the various stages, this nascent discussion has advanced towards the questions of "what do students now need to know?" "How do we teach them?" and "how can we check knowledge?" as we look toward the ever-changing future with GenAI.

We support interdisciplinary discussion and further research to consider these issues in terms of both AcAI and academic competency – furthermore with a view to preparing students for career trajectories in their chosen fields. Perspectives from STEM, Creative, Justice, Psychology, Construction, Health and beyond are all important in the development of a framework for humanGenAI collaboration, emphasizing transparency, accountability, and inclusiveness (Hao et al., 2024).

References

Alasadi, E. A., & Baiz, C. R. (2023). Generative AI in education and research: Opportunities, concerns, and solutions. *Journal of Chemical Education*, 100(8), 2965-2971.

Bin-Nashwan, S.A., Sadallah, M., Bouteraa, M. (2023) Use of ChatGPT in academia: Academic integrity hangs in the balance. *Technology in Society*. Volume 75, November 2023, 102370

Dawson, P. (2021). Defending assessment security in a digital world: Preventing e-cheating and supporting academic integrity in higher education. Routledge. https://doi.org/10.4324/9780429324178

Hao, X., Demir, E., Eyers, D. (2024). Exploring collaborative decision-making: A quasi-experimental study of human and Generative AI interaction. Technology in Society. Volume 78, September 2024, 102662

Henriksson Shackter, E., & Åshage Karlsson, M. (2023). RACE AGAINST THE MACHINE: Managing Disruption of Generative AI in Higher Education. Masters Thesis, UMEA University.

Ipek, Z. H., Gozum, A. C., Papadakis, S., & Kallogianakis, M. (2023). Educational applications of the ChatGPT AI system: A systematic review research. Educational Process: International Journal, 12(3), 26–55. https://doi.org/10.22521/edupij.2023.123.2

Kübler-Ross, E. (1970). On death and dying. Collier Books/Macmillan Publishing Co.

Parra Pennefather, P. (2023). AI and the Future of Creative Work. In: Creative Prototyping with Generative AI. Design Thinking. Apress, Berkeley, CA. https://doi.org/10.1007/978-1-4842-9579-3_13

Title:	LLM Powered Chatbots in Education - A Usability Perspective
Presenters or Panelists:	Fernando Marmolejo-Ramos & Siamak Mirzaei
Academic Unit/s:	UniSA Online
Theme:	GenAl in Higher Education
Format:	Research Stream

Abstract (25O - 5OO words)

This study utilises a sequential explanatory mixed-methods approach to evaluate the usability and effectiveness of generative Al platforms used by academic staff for teaching and learning. Initially, a survey will be conducted to identify the specific strengths and weaknesses of these platforms. This survey will incorporate the System Usability Scale (SUS), a well-established tool for assessing usability. The SUS consists of ten questions, which participants rate on a Likert scale, providing a reliable quantitative measure of user experience.

The inclusion of the SUS in this study is valuable as it assesses overall user satisfaction and delves into specific aspects such as efficiency, effectiveness, and overall ease of use of the Al platforms. By analysing the responses, we aim to gain a comprehensive understanding of how academic staff interact with these platforms, what challenges they face, and what features they find most beneficial. This quantitative phase will provide a broad overview of the usability of each platform, highlighting key improvement areas.

Following the survey, qualitative interviews will be conducted to explore the findings in greater depth. These interviews will allow us to gather more nuanced insights into the user experience, uncovering details that may not be fully captured through the quantitative survey alone. By engaging directly with the academic staff, we aim to understand the context in which these platforms are used, the specific tasks they are employed for, and the user expectations and preferences.

In the context of generative Al platforms, the SUS can help identify which platform is more user-friendly, intuitive, and efficient for academic staff. The survey questions will cover a range of usability aspects, including ease of use, the learning curve associated with the platform, system integration capabilities, and the availability and quality of user support. By examining these dimensions, we can identify the strengths and weaknesses of each platform, providing a detailed comparison that will inform decisions about which platforms are best suited for different teaching and learning contexts.

The results of this study will be invaluable for academic staff, as the findings will offer clear guidance on which Al platforms are most effective and user-friendly, enabling them to make informed choices about which tools to adopt in their teaching. For developers, the feedback will highlight areas where improvements are needed, guiding future development efforts to better meet the needs of academic users. For educational institutions, the study will provide a basis for decision-making about technology adoption and integration, ensuring that investments in Al

platforms are well-founded and aligned with the needs of staff and students. Ultimately, this research aims to contribute to the optimisation of generative Al platforms for educational use. By systematically evaluating the usability of these tools and exploring user experiences in depth, we hope to identify best practices and recommendations that can enhance the effectiveness of Al in education. This will not only improve the immediate teaching and learning experience but also support the broader goal of integrating advanced technologies into educational practices in a way that is both effective and user-friendly.

Title:	Embedding GenAI in the Business Curriculum: A Pilot of Informal and Formal Interventions
Presenters or Panelists:	Sandra Barker
Academic Unit/s:	Business
Theme:	GenAI in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

The release of text-based Generative Artificial Intelligence (GenAI) tools such as ChatGPT, Bard and Copilot has provided education institutions with a series of dilemmas as well as some opportunities to improve the way that teaching and learning is conducted in higher education. Over the past 12 months significant research has been undertaken into how GenAI can be used in all forms of education to benefit student learning (eg Chan & Hu, 2023; Chiu, 2024) as well as the issues related to the unethical and improper use of this technology (Farrelly & Baker, 2023; Walczak & Cellary, 2023). This presentation looks at the different ways that a UniSA Business course coordinator has embedded the use of GenAI into two core courses in the Bachelor of Business (Management) program.

The two sections of this presentation will show how GenAI was used in a second-year communications course and a third-year decision making course for the Bachelor of Business Management. In the decision-making course, Managing Decision Making, students were given in class activities to assist in understanding the theory related to decision-making. Many of these exercises required students to locate recent business decisions but they could analyse. Students were not discouraged from using Gen AI but were not directly advised to do so in the first activity. What the coordinator discovered was that the students who used Copilot were able to analyse and discuss the decisions made in terms of the theory faster for that week. In future weeks students were encouraged to use the technology to assist in finding examples. A major in-class activity that has been run for many years is The Amazing Race activity which encourages students to consider how decisions are made by teams. They are required to locate transport methods and activities around the world to comply with the instructions of the exercise and those students who used Copilot or ChatGPT were able to complete the task much quicker than students that did not use this technology and discuss the matter at hand around teamwork.

In the communication class students were given a final major assessment where they we needed to locate an example of a communication issue in business relating to conflict management common negotiation, and or customer service and analyse this situation with respect to theory. Students were then required to use either Copilot or ChatGPT to generate a new communication policy for the organisation in draft format to address the issues identified in the example. The final part of the assessment required students to amend the GenAI draft policy and to reflect on the usefulness, or not, of GenAI in producing a draft policy. Student reflections in this first offering of the assignment identified some negative issues but mostly productivity improvements for business in using Gen AI

tools to create draft policy. They did also note that a full review of information generated by these tools is required prior to release to either internally or externally in an organisation.

References

Chan, C.K.Y., & Hu, W. 2023. Students' voices on generative AI: perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, 20 (43). https://doi.org/10.1186/s41239-023-00411-8

Chiu, T.K.F. 2024. Future research recommendations for transforming higher education with generative AI. *Computers and Education: Artificial Intelligence*, 6. https://doi.org/10.1016/j.caeai.2023.100197

Farrelly T, & Baker N. 2023. Generative Artificial Intelligence: Implications and Considerations for Higher Education Practice. *Education Sciences*. 13(11), 1109. https://doi.org/10.3390/educsci13111109

Walczak, K., & Cellary, W. 2023. Challenges for higher education in the era of widespread access to Generative AI. *Economics and Business Review*, 9(2), 71–100. https://doi.org/10.18559/ebr.2023.2.743

Title:	A Human-in-the-Loop Approach to Using AI for Student Learning in Occupational Science
Presenters or Panelists:	Mary Butler, Merenia Vince, Gabby Rosa Hernandez & Dillon Tepper
Academic Unit/s:	Allied Health and Human Performance
Theme:	GenAl in Higher Education
Format:	Practice Stream

Abstract (25O - 5OO words)

The advent of AI in education prompted us to redesign assignments in our occupational science course, transitioning from a theoretical essays and tests to a more dynamic and integrative approach. Occupational science, central to all accredited occupational therapy programs, seeks to provide a scientific and philosophical understanding of the complex and dynamic nature of human occupation. This course has been taught by one of us for two years (MB) and by the others for one year (MV), one semester (GH), and as a marker (DT).

The reimagined assignment sequence begins with a presentation based on personal experience (assignment one). Students then leverage AI to develop an annotated bibliography (assignment two) drawing from sciences, humanities, and lived experiences. This material culminates in a final essay (assignment three), where students craft a personal memoir that integrates the first two assignments and generates a metaphor for future practice. This process illustrates a "Human-in-the-Loop" approach, emphasizing an iterative and reflective use of AI to develop a philosophical approach to occupation.

Our key objective was to balance the creation of a tangible product (e.g., essay) with the meaningful learning experience derived from the process. Students employed AI in various ways: for instance, in conducting time-intensive tasks such as occupation analysis, exploring interdisciplinary references that informed their philosophical stance, and using deep learning to generate metaphoric images representing their practice philosophy. Ultimately, students were tasked with deriving personal meaning from their specific narratives, navigating the intermediary space between AI as a tool and as a source of meaning.

The redevelopment of these assignments has significantly enhanced the teaching and learning process, allowing for a nuanced integration of AI that fosters both product creation and profound understanding. In this presentation, we reflect on our experiences in designing, teaching, and assessing these assignments, offering insights into the effective incorporation of AI in educational practice.

Title:	Course-Tailored AI in Education: Integration of Context-Free Grammar for Dynamic Learning and Feedback Adaptation
Presenters or Panelists:	Adbullahi Chowdhruy, Rhodora Abadia & Shokry Abdelaal
Academic Unit/s:	UniSA Online
Theme:	GenAl in Higher Education
Format:	Research Stream

Abstract (25O - 5OO words)

The advent of artificial intelligence (AI) has changed several domains, including the arts, music, medicine, education, and cybersecurity. Current artificial intelligence in education, known as Intelligent Tutoring Systems (ITSs), often uses fixed rules or constraints to guide students and provide feedback [1]. Although these systems are effective within certain frameworks, they often struggle to incorporate innovative teaching methods or adapt to unforeseen student interactions.

This study introduces a new approach to using AI in education, aiming to overcome the limitations of current ITSs. We propose using Context-Free Grammar (CFG) with Earley's parsing techniques to help AI better understand and interpret educational content and student interactions [2]. Our approach focuses on developing AI-assisted learning experiences tailored to specific educational contexts where personalized learning is most needed, such as cybersecurity, big data analysis, and cloud computing. This approach highlights cohorts of students in technical fields who would benefit the most from such adaptable and flexible learning tools, enabling them to address complex challenges with cutting-edge, data-driven educational resources. This method combines advanced language understanding techniques with a learning model inspired by how teachers guide students.

The model is designed to continuously improve through a process similar to how a teacher trains a student. It has three components: a knowledge base that understands and organises educational content, a way to collect and learn from student feedback, and the ability to create new, tailored learning materials. It starts with initial knowledge from educators and then learns from student interactions to refine its understanding and capabilities. The model can apply information from one learning scenario to create content for different environments. For example, it can adapt a lesson designed for one computer operating system to work on another. We tested our system within the cybersecurity education domain to analyse, learn, and identify new or existing vulnerabilities in the Azure cloud environment. It successfully adapted learning materials initially designed for one type of computer system to work on different systems, demonstrating its ability to create and adapt course materials for different computer environments with reduced human input [3]. This approach enhances the personalization and adaptability of AI-assisted education, tailoring it to various subjects and teaching environments. In the future, we plan to test this system with different types of courses and in various educational settings to further prove its effectiveness and versatility.

References

[1] Oleg Sychev. Educational models for cognition: Methodology of modeling intellectual skills for intelligent tutoring systems. Cognitive Systems Research, 87:1O1261, 2O24.

[2] Jos´e Jes´us Castro-Schez, Carlos Glez-Morcillo, Javier Albusac, and D Vallejo. An intelligent tutoring system for supporting active learning: A case study on predictive parsing learning. Information Sciences, 544:446–468, 2O21.

[3] Abdullahi Chowdhury and Hung Nguyen. Cozure: Context free grammar co-pilot tool for finding new lateral movements in azure active directory. In Proceedings of the 26th International Symposium on Research in Attacks, Intrusions and Defenses, pages 426–439, 2O23.

Title:	Generative Artificial Intelligence: Integrating Platforms and Activities for Student Use
Presenters or Panelists:	Stuart Baulk & Rebecca Goodwin
Academic Unit/s:	UniSA Online
Theme:	GenAI in Higher Education
Format:	Practice Stream Research Stream

Abstract (250 - 500 words)

Generative Artificial Intelligence (GenAI), continues to be a "race against the machine" for higher education, requiring rapid management of digital disruption, transition and pivoting of strategies (Shackter & Karlsson, 2023). The major concerns around GenAI in higher education have been around decreasing academic competency (Ipek et al., 2023), as well as Academic Integrity (AcAI) (Dawson, 2021), and safeguarding the assessment procedures and systems that are used has part of contemporary higher education. In creative disciplines, problematic use of GenAI by students has been less detectable, likely due to the irrelevance of tools such as Turnitin in assessing creative, non-text-based outputs. However, as GenAI tools improve and are increasingly integrated into key creative software, their use is almost unavoidable within Digital Media and Communications courses.

In modern higher education online and particularly in Digital Media, students are encouraged to become proficient in creative platforms and tools. In the case of Web Design, students use industry standard platforms such as WordPress, but are also required to research, review and experiment with third-party themes, builders, and plugins. This skill development is relevant to professional practice, in terms of achieving client goals and strategy, efficiency in executing multiple projects and workflows.

We are exploring the direct use of GenAI in specific activities in two courses. These include the Adobe Photoshop Generative Fill Tool in *Digital Graphics and Imaging*, and the Kubio Builder for *Web Design*. Students are asked to reflect on the GenAI outcomes in terms of quality of output, ethics, efficiency, academic integrity, and copyright as it relates to professional practice.

This research supports the development of a framework for human-GenAI collaboration, emphasizing transparency, accountability, and inclusivity (Hao et al., 2024). It also has implications for expanding education on digital media platforms and increasing student readiness for professional practice. We see that it also has potential to deter students from inappropriate use of GenAI.

References

Bin-Nashwan, S. A., Sadallah, M., & Bouteraa, M. (2023). Use of ChatGPT in academia: Academic integrity hangs in the balance. *Technology in Society*, *75*, 102370-. https://doi.org/10.1016/j.techsoc.2023.102370

Dawson, P. (2021). *Defending Assessment Security in a Digital World: Preventing E-Cheating and Supporting Academic Integrity in Higher Education*. Routledge. https://doi.org/10.4324/9780429324178

Hao, X., Demir, E., & Eyers, D. (2024). Exploring collaborative decision-making: A quasi-experimental study of human and Generative AI interaction. *Technology in Society*, *78*, 102662-. https://doi.org/10.1016/j.techsoc.2024.102662

Henriksson Shackter, E., & Åshage Karlsson, M. (2023). Race against the machine: Managing disruption of Generative AI in Higher Education [Masters Thesis, UMEA University]. https://umu.divaportal.org/smash/get/diva2:1753494/FULLTEXT01.pdf

Ipek, Z. H., Gozum, A. C., Papadakis, S., & Kallogianakis, M. (2023). Educational applications of the ChatGPT AI system: A systematic review research. *Educational Process: International Journal, 12*(3), 26–55. https://doi.org/10.22521/edupij.2023.123.2

Parra Pennefather, P. (2023). *Creative Prototyping with Generative AI: Augmenting Creative Workflows with Generative AI*. Apress. https://doi.org/10.1007/978-1-4842-9579-3_13

Zhang, C., Wang, W., Pangaro, P., Nikolas Martelaro, & Byrne, D. (2023). Generative Image AI Using Design Sketches as input: Opportunities and Challenges. In *Proceedings of the 15th Conference on Creativity and Cognition*. https://doi.org/10.1145/3591196.3596820

Title:	Dialogic Pedagogy Meets Gen-AI: Fostering Critical AI Literacy at UniSA College
Presenters or Panelists:	John Pike & Tamra Ulpen
Academic Unit/s:	Education Futures
Theme:	GenAl in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

The emergence of Generative Artificial Intelligence (Gen-AI) tools has called for a re-conceptualisation 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 (Alexander, 2020; Shor & Freire, 1987), 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 courses at UniSA College, 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.

References

Alexander, R., 2020. *A dialogic teaching companion*. Routledge.

Shor, I., & Freire, P. (1987). What is the “dialogical method” of teaching? *The Journal of Education*, 169(3), 11–31.

Title:	Programming Assessment Revisions to Recapture Assessment Validity in the Face of GenAI
Presenters or Panelists:	Reid Honan
Academic Unit/s:	UniSA Online
Theme:	GenAI in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

Accurate and appropriate assessments are crucial to the ability of an educator to measure student progress (Carless 2007; Raupach et al. 2013). In recent times Generative Artificial Intelligence (GenAI) has threatened the validity of traditional assessment methods (Lodge et al. 2023). In response the Tertiary Education Quality and Standards Agency has released a series of guidelines which consider AI usage in Assessments as vital and authentic instead of an academic integrity threat (Lodge et al. 2023).

The study of computer programming is traditionally considered a practical endeavour where student ability to perform is often seen as equivalent to student knowledge (in line with Constructivism (Bada & Olusegun 2015) and Experientialism (Lewis & Williams 1994) philosophies). In practice this results in an onslaught of standardised programming tasks which were carefully designed to practice the intended concepts. These programming tasks are so conventional that they are used for training AI systems which actively reinforces the concerns regarding their validity as assessment.

This session reports on an assessment investigation undertaken in my Applied Data Structures course centred on "How can programming assessments be revised to recapture assessment validity in the face of GenAI?". The strategy utilised was an homage to predecessors who battled the emergence of the other technologies like the calculator (Waits & Pomerantz 1997), the computer (Brown 2000) and even the written word. The two resultant assessments were tested by 26 students in Study Period 3 and GenAI use was allowed and encouraged.

Student feedback was collated through points embedded in the assessment design. Students were asked to self report their usage of GenAI tools, how they utilised them and what steps were taken to ensure accuracy.

The presentation acts as a review of the investigation, a summary of the current findings and the plans for the future.

References

1. Lodge, J. M., Howard, S., Bearman, M., Dawson, P, & Associates (2023). Assessment reform for the age of Artificial Intelligence. Tertiary Education Quality and Standards Agency.

2. Lewis, L. H., & Williams, C. J. (1994). Experiential learning: Past and present. New Directions for Adult and Continuing Education, 1994(62), 5–16. https://doi.org/10.1002/ace.36719946203

3. Carless, D. 2007. "Learning-oriented Assessment: Conceptual Bases and Practical Implications." *Innovations in Education and Teaching International* 44: 57–66.10.1080/14703290601081332

4. Raupach, T., J. Brown, S. Anders, G. Hasenfuss, and S. Harendza. 2013. "Summative Assessments are More Powerful Drivers of Student Learning than Resource Intensive Teaching Formats." *BMC Medicine* 11 (1): 223. doi:10.1186/1741-7015-11-61.

5. Boud , D. 2000 . Sustainable assessment: rethinking assessment for the learning society . *Studies in Continuing Education*, 22 (2) : 151 – 167 .

6. Bada, D., & Olusegun, S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning.

7. Waits, B., & Pomerantz, H. (1997). The role of calculators in math education. *USA: Department of Mathematics of The Ohio State University*, *1*, 39-43.

8. Brown, J. S. (2000). Growing up: Digital: How the web changes work, education, and the ways people learn. *Change: The magazine of higher learning*, *32*(2), 11-20.

Title:	The Tyranny of the Algorithm: Pedagogical Approaches that Support Creativity and Authenticity
Presenters or Panelists:	Ebony Proud
Academic Unit/s:	Creative
Theme:	GenAl in Higher Education
Format:	Practice Stream

Abstract (25O - 5OO words)

This study considers how rapidly emerging image-based digital platforms driven by algorithms, impacts student learning and graduate outcomes by stifling creativity. As students increasingly rely on social media and generative AI for inspiration, tensions emerge between ideation and imitation in studio coursework. Algorithms can create 'echo-chambers' for students, typically showing them only what they have seen and/or would like to see. One solution being explored in interior architecture education is to balance image-based digital technologies with the integration of tactile, industry-informed experiences that promote student innovation and foster authentic learning.

In response to educator concerns about students developing design proposals with overly similar aesthetics—a trend reflecting a growing dependence on digital technologies—this study explores how hands-on, material-based approaches can reintroduce creativity and critical reflection into student work. By moving beyond algorithm-driven outputs, the study highlights the value of physical learning tools to critique and analyse image-based media through facilitating tactile experiments of sensorial, technical, and sustainable outputs. Constructivist principles are central to understanding the dialectical tensions between inspiration and imitation, and in turn developing pedagogy that embeds accessible digital tools, leverages student-led interest and enables critique and analysis.

The notion that student reliance on social media and Gen Ai can lead to homogenous student work is not isolated to interior architecture students. Integrating physical learning tools and industry led opportunities can challenge new and nascent digital technologies by offering tactile experiences that encourage students to innovate beyond algorithm-driven aesthetics. For interior architecture, this connects the realities of design and constructing the built form to student learning, improving ideation and the overall design process. This explorative study contributes to ongoing scholarship at the intersection of image-based digital platforms and interior design.

References

Bednar, A. K., Cunningham, D., Duffy, T. M., & Perry, J. D. (1992). Theory and practice: How do we link? In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation* (pp. 17–34). Lawrence Erlbaum.

Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development, Second Edition.* Pearson Education.

Martin, O. (2018). "How are image-sharing apps affecting architecture and design?" *The Architect's Newspaper*. https://archpaper.com/2018/03/practice-publicly-sharing-images-architectural-impact/

Scolere, L. (2021). Digital inspirational economy: The dialectics of design. *Information, Communication & Society* 24(9): 1192–1211.

Scolere, L. (2023). Connected design learning: Aspiring designers, pinterest, and social media literacy. *Journal of Interior Design*, *48*(3), 191–206.

Youmans, W., & Arciszewski, T. (2014) Design fixation: A closer look. *Design Studies*, 35(2), 115-139.

University of South Australia. (2021). *Academic enterprise plan 2021-2025.* https://www.unisa.edu.au/siteassets/about-unisa/enterprise25/aep/docs/academic-enterprise-plan-2021- 2025_web.pdf

Room: H6-11

Title:	Introducing First-Year Marketing Students to Work-Simulated Learning through Digital Storytelling to Enhance Employability Skills and Outcomes
Presenters or Panelists:	Gosia Ludwichowska-Alluigi & Monica Orlovic
Academic Unit/s:	UniSA Online Business
Theme:	Work-integrated Learning
Format:	Practice Stream

Abstract (250 - 500 words)

Higher education has been criticised for inadequately preparing graduates for industry, especially in problem-solving skills (Kurtzke & Setkute, 2021). With artificial intelligence (AI) transforming workplaces, 82% of leaders believe employees will need skills like critical thinking and problem-solving that AI cannot replicate (Microsoft Work Lab, 2023). Additionally, 23% of undergraduate graduates report their qualifications do not adequately prepare them for employment (QILT, 2023). Higher education must adapt by collaborating with industry to implement innovative experiential methods that develop essential employability skills (Bhatti et al., 2022). As online learning grows, requiring students to self-regulate, digital curriculum must ensure students develop these skills with less direct instructor intervention. Engaging, relevant instructional approaches are crucial to maintaining student motivation and reducing dropout rates (Wang et al., 2023).

Dropout rates are higher in first-year undergraduate courses, often due to dissatisfaction with course content, lack of interest, unmet expectations and boredom (QILT, 2023). First-year courses often focus on theory-heavy foundations, making it harder to see the relevance to future careers. Industry interaction typically happens in final years, and placement and internship costs contribute to challenges in providing equitable higher education (William et al., 2024). Digital storytelling offers a promising solution by creating engaging and memorable learning experiences that demonstrate how foundational knowledge addressesreal-world industry challenges.

We incorporated digital storytelling by developing seven 2D animated videos aligned with the curriculum of a first-year course, Consumer Behaviour, delivered fully online and traditional hybrid mode. Scripts were reviewed by academic peers and an industry practitioner to ensure relevance and complexity of scenarios. The videos depict a student joining a Graduate Program in a fictitious organisation and working within a Consumer Insights team to simulate real-world marketing practice and decision-making. The course spans ten weeks, with storytelling interwoven into four weeks via videos, narratives, learning activities and summative assessments.

Our research investigates whether digital storytelling enhances problem-solving skills, knowledge acquisition and overall student performance. We employ a within-subject design to analyse its impact across six course iterations (2024/26) involving 900 students. We use Learning Analytics to

track student engagement, apply marking rubrics on summative assessments linked to digital stories to assess performance, problem-solving and knowledge acquisition, and conduct student self-evaluations immediately after watching the videos to measure satisfaction. Early findings show an enthusiastic uptake from students. Weekly feedback shows that 100% of respondents want to continue learning with this approach, quoting it as "a great strategy to motivate students and introduce them to working in industry" and "it has helped me visualise and conceptualise the theory, which makes me excited to keep learning".

We anticipate contributing to literature and teaching by demonstrating the pedagogical benefits of digital storytelling in marketing education—a method that, despite its known advantages, is not widely used in teaching Business students. Typically employed as an assessment technique, digital storytelling engages students in real-life marketing scenarios, enhancing employability and workforce readiness. This approach connects and deepens understanding of course content and its real-world applications, informing future curriculum design and fostering academia-industry collaboration.

References

Bhatti, M., Alyahya, M., Alshiha, A. A., Qureshi, M. G., Juhari, A. S., & Aldossary, M. (2022). Exploring business graduates employability skills and teaching/learning techniques. *Innovations in Education and Teaching International*, 60(2), 207-217. https://doi.org/10.1080/14703297.2022.2049851

Kurtzke, J., & Setkute, J. (2021). The skills gap: Identifying and addressing the key challenges facing marketing graduates. Journal of Marketing Education, 43(2), 119-132.

Microsoft Work Lab. (2023). Will AI fix work? *Work Trend Index: Annual Report*. Microsoft. https://www.microsoft.com/en-us/worklab/work-trend-index/will-ai-fix-work

Graduate Outcomes Survey (QILT). (2023). Quality Indicators for Learning and Teaching. *GOS National Report 2022-2023*. https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)

William, S., Hegazi, I., & Peters, K. (2024). Navigating workforce uptake, retention, and placement poverty amid cost of living challenges in Australia. *Contemporary Nurse*. Advance online publication. https://doi.org/10.1080/10376178.2024.2370932

Wang, W., Zhao, Y., Wu, Y. J., & Goh, M. (2023). Factors of dropout from MOOCs: A bibliometric review. *Library Hi Tech*, 41(2), 432-453. https://doi.org/10.1108/LHT-06-2022-0306

Title:	Using Immersive Technologies with Students to Tell Site-Based Stories
Presenters or Panelists:	Dr Kim Munro & Dr Ben Stubbs
Academic Unit/s:	Creative
Theme:	Other
Format:	

Abstract (250 - 500 words)

This paper will explore the Creative Ventures course at the University of South Australia run by Dr Kim Munro and Dr Ben Stubbs and their teaching and learning grant pilot studies for the project 'Telling diverse, inclusive, and interactive stories using Extended Reality (XR) immersive technologies'.

In this project we aimed to expand on the work of Dooley et al (2020) in providing a scaffolded and site-based learning environment in which to use immersive technology for screen-based stories. Central to the pedagogical approach is a practice-based methodology which involves experimentation, reflection, and analysis. This approach accords with modes of communication necessary for complex problems. As Sara Penrhyn-Jones argues, "the university's walls are porous, and knowledge is not contained exclusively within the institution's physical or intellectual structures" (2019). Rather, she suggests that the collaborative and interdisciplinary nature of "creative practice as research lends itself to the organic emergence of ideas, offering ways to connect people to issues in emotional ways" (2019). The secondary aspect of this project focuses on the co-teaching outcomes and how a practical and creative course can draw on the diverse specialisations of university lecturers.

The first iteration of this course in 2023 saw students work to a brief with the Adelaide Botanic Gardens. Here, they utilised both augmented and virtual realities to create stories from within the gardens which were then exhibited at the 2023 Nature Festival. In 2024, for the second iteration, the students focused on Adelaide's West End to collectively create an Augmented Reality tour for the Adelaide History Festival focusing on the dynamics of 'Power'.

This paper will examine the pilot study process, the conclusions and missteps, how it has been both informed and restricted by COVID-19 and how it is scaffolded from similar projects within the GLAM sector.

Title:	Critical Inquiry, Reflexive Pedagogy, and Transformative Learning in HE: A Review of Action Research (with reference to GenAI in online HE as a case study)
Presenters or Panelists:	Mohammed Sulaiman
Academic Unit/s:	UniSA Online
Theme:	GenAl in Higher Education
Format:	Practice Stream Research Stream

Abstract (250 - 500 words)

Since the term was coined more than seven decades ago, action research (AR) has gained increasing significance within higher education institutions. As the term suggests, AR refers to the process of taking action while doing research—or, of doing research while taking action—both processes being simultaneous and bridged together by the higher process of critical reflection. Above all, AR has been hailed by its proponents as offering a path for transformative as opposed to transactional education and for resisting the advances of the neoliberal university in favour of efficiency and productivity at the expense of the quality and relevancy of the research and professional endeavours of HE academics. More specifically, AR creates an opportunity for educators to engage in research that fosters critical reflection on their own teaching and subsequently to take steps, informed by local knowledge, toward developing their pedagogical practices so that it is conductive to their own as well as their students' development.

This presentation aims to achieve two things: firstly, provide a review of the literature on action research with emphasis on three leitmotifs which together form the operational framework for action research as a philosophy and a methodology of HE: critical teacher inquiry/reflection, transformative learning as professional development, and the knowledge/practice nexus. Secondly, the presentation will outline a methodology for implementing an action research approach to understanding the impact of the use of Generative AI by online students enrolled in media and communication courses to complete a summative assessment with the aim of gaining further critical insights into the potential uses and misuses of AI in online higher education.

References

Greenwood, D, 2012, 'Doing and learning action research in the neo-liberal world of contemporary higher education', *Action Research*, vol. 10, no. 2, pp. 115–132.

Grint, K 2009, 'The sacred in leadership: Separation, sacrifice and silence', *Organization Studies*, vol. 31, pp. 89–107.

Handal, G & Lauvas, P 1987, *Promoting Reflective Teaching. Supervision in Practice*, SRHE/Open University Press, Buckingham.

Harland, T & Staniforth, D 2000, 'Action research: a culturally acceptable path to professional learning for university teachers?', *Educational Action Research*, 8:3, 499-514, DOI: 10.1080/0965079000020013O.

Huang, H 2010, 'What is good action research?', *Action Research*, vol. 8, no. 1, pp. 93–109.

Light, G & Cox, R 2001, *Learning and Teaching in Higher Education: the Reflective Professional, Sage*, Thousand Oaks.

Nixon, J 1996, 'Professional Identity and the Restructuring of Higher Education', *Studies in Higher Education*, vol. 21, pp. 5–16.

Title:	Fit for Purpose: Building Student Understanding of Generative Artificial Intelligence Application through Digital Literacy
Presenters or Panelists:	Jennifer Stokes, John Pike & Thomas Folber
Academic Unit/s:	Teaching Innovation Unit Education Futures
Theme:	GenAl in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

The rise of generative artificial intelligence (GenAI) has disrupted teaching and learning practices at universities worldwide, as academics and practitioners gauge impacts and guide students toward appropriate use of these emerging technologies. In this paper, we will present a case study of building student understanding of GenAI application within the Digital Literacy: Screen, Web and New Media course at UniSA College (Education Futures). Our approach is guided by critical AI literacy, which builds awareness of wider social implications, including ethical dimensions, and explores when, how, and whether to use AI tools (Velander et al., 2024). Through praxis, we have developed teaching approaches which contextualise GenAI alongside human strengths to support student learning in purposeful ways and enable students to navigate this new context.

This paper will outline strategies embedded to support students to build understanding of ethical use cases and the limitations of GenAI. The course is designed to empower students through purposeful learning, aligned with the ADEPT framework for enabling pedagogy (Stokes, 2023). Students are supported to develop creativity and critical thinking, and also better understand the value of these human-centred skills in the context of AI (Cropley & Cropley, 2023; Marrone et al., 2024). Students are guided to develop critical AI literacy and ability to identify where GenAI is fit for purpose, building skillsets in evaluation and judgement (Bearman et al., 2024). Course content models transparent AI application and each assessment outline provides GenAI use cases. Dialogic approaches (Shor & Freire, 1987) support students to develop tailored digital projects and discuss AI in the context of their degree and career aspirations. Through this case study, we will share insights into supporting students to develop critical understanding of AI as part of the broader suite of new literacies required to operate successfully in 21st Century society.

References

Bearman, M., Tai, J., Dawson, P., Boud, D., & Ajjawi, R. (2024). Developing evaluative judgement for a time of generative artificial intelligence. *Assessment & Evaluation in Higher Education*, 1–13. https://doi.org/10.1080/02602938.2024.2335321

Cropley, D., & Cropley, A. (2023). Creativity and the Cyber Shock: The Ultimate Paradox. *The Journal of Creative Behavior*, *57*(4), 485–487. https://doi.org/10.1002/jocb.625

Shor, I., & Freire, P. (1987). What is the 'Dialogical Method' of teaching? *Journal of Education*, *169*(3), 11–31.

Stokes, J. (2023). Enabling pedagogy. *HERDSA Connect*, *45*(1), 20.

Velander, J., Otero, N., & Milrad, M. (2024). What is Critical (about) AI Literacy? Exploring Conceptualizations Present in AI Literacy Discourse. In A. Buch, Y. Lindberg, & T. Cerratto Pargman (Eds.), *Framing Futures in Postdigital Education* (pp. 139–160). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-58622-4_8

Title:	Investigating Student Perspective towards Generative Artificial Intelligence (GenAI) within the Context of Assessments
Presenters or Panelists:	Sarah Davey
Academic Unit/s:	Clinical and Health Sciences
Theme:	GenAl in Higher Education
Format:	Research Stream

Abstract (25O - 5OO words)

In the two years since the launch of ChatGPT by OpenAI, tertiary institutes and academics have been concerned about widespread use and over-reliance of GenAI tools by undergraduate students (Crawford, J, 2O23, Haleem, A, 2O22). Therefore, the task falls upon educators to properly train and educate students to respect the affordances and limitations of GenAI. Additionally with the performance and capabilities of GenAI technologies are rapidly expanding, undergraduates are likely to enter a professional environment embedded with AI (Lattouf, O, 2O22). Thus, it is important for undergraduate students to gain GenAI literacy skills for familisarisation and respect of AI-driven innovations as preparation for integration into their professional working lives.

This project aims to investigate student perspectives and behaviours regarding the use of GenAI in tertiary education. The knowledges gained from this project intend to guide development of assessment activities that will foster GenAI literacy skills for student in Medical and Pharmaceutical Science programs within CHS. This project is being trialled with second-year Laboratory Medicine and Biomedical Science students enrolled in BIOL 2O16 Genetics course, and third-year Pharmacy and Pharmaceutical Science students enrolled in PHAR 3O25 Dosage Form Design 4 course. The data is being obtained using mixed methods for quantitative and qualitative data using opt-in anonymous Likert-scale surveys and de-identified incentivised focus groups deployed before and after the completion of an assessment teaching activity designed for guidance using CoPilot.

During the study period students will be provided with a lecture and guides introducing the concept of prompt engineering, analysis of outputs and the limitations of GenAI. The knowledges gained by the survey and focus groups at the end of the study period will inform the development of assessments and resources for future students. At submission of this abstract, the project is in the assessment phase and collating the data of the before survey and focus group.

At the conclusion of this presentation, I will open the discussion for experiences regarding how academics are approaching the impact of GenAI into their assessment design within the CHS and ALH academic unit.

References

Crawford, J., Cowling, M., & Allen, K. (2023). Leadership is needed for ethical ChatGPT: Character, assessment, and learning using artificial intelligence (AI). *Journal of University Teaching & Learning Practice, 20*(3).
https://doi.org/10.53761/1.20.3.02

Haleem, A., Javaid, M., & Singh, R. P. (2022). An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. *BenchCouncil transactions on benchmarks, standards and evaluations*, 2(4), 100089.

Lattouf OM. (2022) Impact of digital transformation on the future of medical education and practice. *J Card Surg*, 37: 2799-2808. doi:10.1111/jocs.16642

Yang, Y., Luo, J., Yang, M., Yang, R., & Chen, J. (2024). From surface to deep learning approaches with Generative AI in higher education: an analytical framework of student agency. *Studies in Higher Education*, 1–14.
https://doi.org/10.1080/03075079.2024.2327003

Title:	Looking for an Alternative to Examinations: A Guide to Implementing Interactive Oral Assessments
Presenters or Panelists:	Chris Della Vedova & Sarah Davey
Academic Unit/s:	Clinical and Health Sciences
Theme:	Academic Integrity
Format:	Practice Stream

Abstract (250 - 500 words)

High-stakes final assessment in biological sciences has traditionally been closed book written examinations. However, since COVID there has been an increase in online, non-invigilated final exams. Coupled with advances in generative artificial intelligence (GenAI), such as ChatGPT and CoPilot, non-invigilated exams also bring to question the validity and appropriateness of online exams [1]. Additionally, in the absence of invigilation what confidence exists that students are maintaining academic integrity values such as trustworthiness, honesty, respect, and responsibility [2].

Since 2022, we have successfully implemented interactive oral assessments (IOA) to replace the non-invigilated exam for Second-year Genetics students at UniSA. IOA are semi-structured oral assessments designed to gauge students' understanding, critical thinking and reasoning for a defined set of learning objectives [3]. It involves an unscripted one-on-one interaction between student and assessor. This highly flexible assessment format meets the criteria of authentic assessment and maintains academic integrity [4, 5].

When IOA were used as final assessment, student performance was significantly improved. There was no evidence of bias between assessors, or based on gender, English proficiency, or nationality. To date, of the 130 high-stakes IOA completed in our course we have not experienced an academic integrity misconduct. Furthermore, students identified IOA as significantly assisting their learning in an authentic environment.

This presentation will offer academics guidance on implementing an assessment approach that mitigates risks of academic misconduct and remains robust in the face of GenAI misuse. We will outline the process of preparation for course coordinators, assessors and students including creating a question pool, assessment rubric, training and scaffolding of teaching activities for assessors and students.

References

1. Reedy, A., et al., *Responding to the COVID-19 emergency: student and academic staff perceptions of academic integrity in the transition to online exams at three Australian universities*. International Journal for Educational Integrity, 2021. **17**(1): p. 9.
2. Holden, O.L., M.E. Norris, and V.A. Kuhlmeier, *Academic Integrity in Online Assessment: A Research Review*. Frontiers in Education, 2021. **6**.

3. Sotiriadou, P., et al., *The role of authentic assessment to preserve academic integrity and promote skill development and employability*. Studies in Higher Education, 2020. **45**(11): p. 2132-2148.

4. Ashford-Rowe, K., J. Herrington, and C. Brown, *Establishing the critical elements that determine authentic assessment*. Assessment & Evaluation in Higher Education, 2014. **39**(2): p. 205-222.

5. Villarroel, V., et al., *Authentic assessment: creating a blueprint for course design*. Assessment & Evaluation in Higher Education, 2018. **43**(5): p. 840-854

Title:	Academic Integrity - My Experience of Fighting Academic Misconduct One Assessment at A Time
Presenters or Panelists:	Paula McCubbin
Academic Unit/s:	Justice and Society
Theme:	Academic Integrity
Format:	Practice Stream

Abstract (250 - 500 words)

This presentation is delivered in two parts. In the first half, I will share my reflections from my role as an Academic Integrity Officer (AIO). This role is shaped by my identity as a social worker, which can often provide complicated ethical issues for me to grapple with. Although this sounds serious, I'll be taking a light-hearted look at these experiences and share with you an overview of the AIO role, common breaches that I and my AIO colleagues see, and at the same time, I will provide some tips and hints that will help you identify papers that fail to meet the conventions of academic integrity.

The second half of the session will turn to take a collaborative approach, where we as a group will brainstorm ideas together on the ways we can raise the level of awareness and support among our colleagues tasked with marking papers, often sessional staff, to identify and respond to academic integrity concerns.

Title:	Perception Shift
Presenters or Panelists:	Ron Corso, Robert Moller & Alick Kay
Academic Unit/s:	Creative, Teaching Innovation Unit, Business
Theme:	Other
Format:	Practice Stream Research Stream

Abstract (250 - 500 words)

Creativity in essence is the creation of something new and novel that has value. The process involves the combination or association of elements not always related to generate new and novel associations. A move away from the expected, predetermined, known, ways of looking at things often requiring a challenge to existing knowledge meanings and associations.

On the part of the individual this process requires a Perception Shift in how we conceive and apply these new associations a process that can be challenging to our learnt and traditional ways of thinking. Humans tend to have a conformity bias in our thinking and behaviour, and we often avoid the insecurities associated with new and different concepts that are not tried and tested. Our fear of being wrong or failure is also a strong influence and bias towards thinking and ideas we are comfortable with and that are known to work and be successful.

Human creativity relies on the use of Imagination that unique cognitive process that models change and speculates on what might be in a futures-oriented way of thinking. Only humans possess imagination and as such humans have moved beyond adapting to their environment which all living creatures do to survive to actively changing their environment to suit their needs.

In a world of unprecedented rapid change traditional education based on knowledge acquisition and retention will not meet the needs of society to deal with the decision-making demands on grand challenges that increasingly have no precedence.

Institutions of higher education in the twenty first century are transforming from traditional centres of learning to being more entrepreneurial in their core business. Flexibility, adaptability, creativity, and innovation are the new requirements that will enable universities to respond to new challenges in learning life and work and incorporating these in the graduate attributes they imbed in their students.

This change is having a disruptive effect on the role of universities requiring autonomy in their decision making, and in the way new research is developed, implemented, and transferred within their respective regions. Creativity understandings and application as part of students experience and skill set will be an essential requirement of their education and universities will also need to shift their perception on future curriculum design.

Our work in progress provides guidelines as the University of South Australia continues to rebrand itself as a University of Innovation and Enterprise, both in its end-user inspired research outcomes and industry-informed teaching and learning. As we move to a new university model it will be imperative that our perception shifts in building a culture and pedagogy that reflect ways that these new approaches can work, through varied methodologies, disciplines and mind sets.

Room H6.12

Title:	You can actually learn by what teachers are actually doing': Partnering with Practitioners to Create Authentic Assessment Resources
Presenters or Panelists:	Jill Colton, Sarah Forrest, Therese Lovett, Amy Farndale
Academic Unit/s:	Education Futures
Theme:	Digital Media in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

In Australia, one of the key requirements for graduation from Initial Teacher Education is for pre-service teachers (PSTs) to know how to interpret data collected from children about reading and writing. The ability to use assessment data is a key part of professional practice in schools nationally and internationally. To learn how to use data in their planning for teaching and assessing in schools and apply this to evaluate the impact of their teaching, pre-service teachers need to be able to engage with authentic cases of reading and writing assessment. This is not always easy to obtain.

In this presentation we share how we produced accessible digital materials that reflect quality assessment practices in schools and kindergarten sites. This project enabled pre-service teachers to practice interpreting and analysing authentic literacy data. Supported by a Teaching and Learning grant in 2023 and 2024, we partnered with teachers at four school sites to film them assessing and teaching reading and/or writing with students in a pre-school, two primary schools and a secondary school in Adelaide. Interactive digital case study packages were produced and embedded into core curriculum courses.

A key element of the project was the analysis of student's responses to the case study materials. This showed the value of connecting teacher education students with practicing teachers. It was evident that links could be made between what they were learning in their courses and actual professional practice, and that having a model of practice was helpful as they reflected on their own experiences on placement.

> *"in class...we were talking about feedback...and understanding how to do it in different ways...**I really found [the videos] enlightening** in terms of how to give students the opportunity to...think about the feedback, reflect on the feedback...it **gave me insight into how to give the onus of feedback to the students**...and having a partnership almost with students in the feedback"*
>
> *"when I did placement...it was difficult for me because, well, **I didn't really know how to approach [a teacher conference] at the time**. I guess in terms of how to ask the right questions...I think like **seeing that in action kind of helped me** think like, Okay, the next*

time you have to do this, this is what I - ***these are the kinds of questions I'll need to [ask]"***

"because they are actual real teachers... and what they actually do. I mean, that teacher that we saw, ***I think she's very, very good teacher****. I was very impressed with her whole approach.... You can* ***actually learn by what teachers are actually doing, rather than just from a textbook****."*

This project illustrates the importance of working in partnership with practising teachers in schools to create authentic resources about English and literacy teaching practice.

Title:	Creating Novel Formative Assessments in the Clinical Simulation Learning Environment using SimCapture Software
Presenters or Panelists:	Louise McGee & Sarah Hollands
Academic Unit/s:	Clinical and Health Sciences
Theme:	Other
Format:	Practice Stream

Abstract (250 - 500 words)

This presentation explores a new approach to formative assessment in the simulation learning environment for second year Bachelor of Nursing Students.

Past *MyCourseExperience* data indicates that students experienced stress and anxiety in the lead up to practical assessments (OSCE). A Formative assessment was co-designed between academics and Hospital and Health Service (HHHS) clinicians to prepare students for the assessment experience and to set them up for success. Unique to this formative assessment was the use of Simcapture for streaming - using technology to support learning.

Formative assessment techniques are used to provide a supportive environment for students, to enhance learning by generating feedback on performance (Nicol & Macfarlane-Dick, 2006). Students are able to measure their current level of knowledge against a benchmark to gauge their strengths, and gain clarity for where they need to focus their learning (Sadler, 1998). The strength of the choice of a formative assessment in this instance is that it serves a dual purpose: that of demystifying an assessment for the students whilst highlighting and reinforcing key learning points (McCallum & Milner, 2021).

Investment of Simcapture, in the HHHS enables access to this cloud-based software solution for recording and reviewing simulations. It is heavily used within the HHHS, largely for moderation of practical assessments. In this instance, Simcapture was used to promote peer review and self-reflection of individual capacity.

A guided debrief, using the SELFIE© debriefing framework was used to conclude the activity. Viewing the live-streamed formative assessment, in combination with classroom discussion and the SELFIE© debrief, encouraged students to reflect upon their own level of knowledge and promote personal learning strategies.

Feedback discussion following the live-streamed session allows the student to observe and absorb information whilst actively placing them at the centre of the learning process (Carless & Boud, 2018).

References

Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325. https://doi.org/10.1080/02602938.2018.1463354

McCallum, S., & Milner, M. M. (2021). The effectiveness of formative assessment: student views and staff reflections. *Assessment & Evaluation in Higher Education*, *46*(1), 1-16. https://doi.org/10.1080/02602938.2020.1754761

Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, *31*(2), 199-218. https://doi.org/10.1080/03075070600572090

Sadler, D. R. (1998). Formative assessment: revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, *5*(1), 77-84. https://doi.org/10.1080/0969595980050104

Title:	How can we Better Assess Undergraduate Psychology Students Statistics and Research Method Skills?
Presenters or Panelists:	Sarven McLinton
Academic Unit/s:	Justice and Society
Theme:	Digital Media in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

Real-world applications of statistics are rarely 'off the top of your head'; however, statistics and research methods courses default to closed-book exams that only test rote learning. Trending research supports open-book exams testing the application of student knowledge rather than memory, however statistics courses in psychology are lagging amidst fears of cheating in online open-book multiple-choice exams. We experimented with a developing scenario-based 'applied' exam questions for an open-book multiple-choice exam that would still be robust against cheating in a non-invigilated setting. Although this has seen success in other disciplines, empirical studies are lacking on whether the model can apply to heavily statistics-based courses. In this presentation I aim to present the results of a recently published paper in which we; 1) first developed an online open-book multiple-choice exam that tests the application of psychology statistics and research methods knowledge, and; 2) second, demonstrate that it is just as reliable a source of final grades as traditional closed-book exams. We compared results from a new Applied Exam (N = 104 undergraduate third-year psychology statistics students) with the previous year's Traditional Exam (N = 81), correlating these with Research Report grades (the best course-assessment indicator of real-world performance). Similarly strong positive correlations were observed between the written assessments and the Traditional Exam (.59**) or Applied Exam (.54**), and both exams display comparable bell curves for grade differentiation, suggesting we can depend on the new Applied Exam for final course grade data. It also reflects a better alignment with course objectives and graduate qualities for effective problem solving in novel situations.

I will then extend on the portion of the findings that we have already published (McLinton & Wells, 2023) with subsequent years of development, the exam's resistance to the new era of Al Chatbots, and student feedback in relation to how this format better prepared them for jobs in data. Importantly, from a course coordination perspective, automated assessment of applied knowledge benefits psychology instructors and organisations in reducing administration, and psychology students by alleviating the anxiety in closed book invigilated exams.

Together this presents an opportunity to improve student outcomes by encouraging the development of real-world skills, preparing them for competitive job markets that value critical thinking.

References

For a full reference list see the final pages of our original publication (on which the first half of this presentation will be based) below:

McLinton, S. S., & Wells, S. E. (2023). Assessing psychology student applied knowledge of statistics via open-book multiple choice online exams. *Designs for Learning*, 15(1), 58-69. Available at: https://designsforlearning.nu/articles/10.16993/dfL211

Title:	Touring Clinical Sites before Placements using A 360° Virtual Tour
Presenters or Panelists:	Elio Arruzza & Haley Vu
Academic Unit/s:	Allied Health and Human Performance
Theme:	Digital Media in Higher Education
Format:	Practice Stream Research Stream

Abstract (250 - 500 words)

Effective teaching in tertiary education, particularly within the health sciences, requires the adoption of innovative technologies to enhance the learning experience (Grimwood & Snell 2020). Furthermore, work-integrated learning within radiography can be an anxious experience, as students are tasked with navigating new environments, and must deal with the unpredictability of real-world clinical scenarios (Jeyandrabalan et al. 2022).

In this project, we aimed to develop and evaluate a user-friendly, affordable, and accessible platform that allows students to explore a 360° virtual tour of a radiology department, on a computer or smartphone device. Essentially, this technology allows the student to virtually travel through a radiology department, in a similar way to how one might navigate through 'Google Street View'. Crucially however, students can interact with and learn about various rooms and equipment within the virtual clinic, through visual and written prompts. This form of digital media offers students a comprehensive online experience, which assists in bridging the gap between theory and practice. The project involved the construction of a comprehensive library of 360° photographs in collaboration with industry leaders Lateral Vision, Benson Radiology and SA Medical Imaging.

This project is funded by a UniSA Early Career Academic Innovation (ECAI) Grant and has gained ethics approval from the UniSA Human Ethics Committee (Study No. 206011). It involves first and second-year Medical Radiation Science (Medical Imaging) students who have not previously engaged with the radiology clinical environment. Students were given access to the online platform prior to clinical placement at local a radiology clinic/hospital. Pre- and post-tour Likert-scale questionnaires have aided in determining how well participants have become familiar and confident with the clinical environment and equipment. Initial results have indicated the intervention has been beneficial for students entering clinical practice for the first time, acting as a 'stepping-stone' between the textbook and real-world clinical practice.

For our staff, the tour has offered a versatile, iterative, and low-cost educational intervention. It is envisioned our findings will be generalisable to educators in other disciplines throughout the university and more widely.

References

1. Grimwood T, Snell L 2020. The use of technology in healthcare education: a literature review, MedEdPublish, 9 (2), doi.org/10.15694/mep.2020.000137.1

2. Jeyandrabalan, A. Punch, J.M. Rogers, Y.A. Jimenez 2022, Insights into Diagnostic Radiography students' perception of clinical stressors, Radiography, 28 (2), doi.org/10.1016/j.radi.2021.12.014.

Title:	Using Interactive 'Mini-Games' to Visualise Higher Education
Presenters or Panelists:	Stuart Baulk & Susannah Emery
Academic Unit/s:	UniSA Online Creative
Theme:	Digital Media in Higher Education
Format:	Practice Stream

Abstract (250 - 500 words)

The higher education landscape continues its digital expansion, seeking to support, deliver and enhance learning, and the student experience as a whole. There is increasing competition to meet improvement targets for both disciplines and enrolments (Alenezi et al., 2023). Online learning, artificial intelligence, gamification, and game-based learning are all in play as technological benchmarks for universities.

Visualisation has been used increasingly in higher education from both discipline and general viewpoints via diagrams, infographics, video, and storytelling (Sherwood & Makar, 2024) for several years. It is clear by the increased use of shorter, micro-lectures, and the principles of micro-learning (Balasundaram et al. 2024; Jin, 2021), that educational resources can be succinct and still lead to positive performance and evaluation scores (olde Scholtenhuis et al., 2021). Game Based Learning (GBL), shows promise in promoting “intrinsic learning” (Ypsilanti et al., 2014), and has links with many existing pedagogical theories that inform traditional teaching practice (Kafai & Burke, 2015; Becker, 2017).

In contrast to gamification (which incorporates game-like elements such as scoring and badges), GBL is defined as “an actual game that creates the learning experience and teaches knowledge and skills” (Jaaska & Aaltonen, 2022) Using GBL, we can develop topic- and course-specific visualisations to support conceptualisation of and introduction to higher education principles for learning and WIL.

For many educators, technological advances are more difficult to implement for specific non-technical disciplines - and feedback from our previous research indicated that “designing and developing an entire game from scratch is a time-consuming and challenging task depending on the educator’s knowledge and which can discourage educators from exploring GBL skills” (Emery, Baulk, Ferrabetta, 2022). However, using tools like Scratch (MIT) - a free coding language with a visual interface designed to allow children to “create digital stories, games, and animations” (Scratch, 2016) — offers increased access to GBL development. It is therefore a goal of our research to make the process of developing minigames of varied complexity across disciplines more accessible for educators.

Building on the concepts of micro-lectures, playable lectures, micro-learning, and visualisation - this research explores the idea of short “mini-games” which can be used to introduce and conceptualise program and course structure and the implications for higher education and beyond.

We explore the development of “Yuni” (Baulk &Emery, 2024), a 2D mini game created in Scratch to visualise the UO digital media program and potential career trajectories.

The outcomes of this project have the potential to significantly advance the development of customizable, expandable, modular, and interactive educational elements. These tools can serve not only as visual front ends for exploring academic programs and courses but also as deeper learning aids in relevant disciplines such as game design, digital media, and computer science. Such a system enables educators and marketers to create sophisticated visualisation projects without requiring extensive expertise in game engine technologies. Using the principle that games are able to influence people and communicate information well (Bogost, 2010), this work has far-reaching implications and benefits for online learning, work-integrated learning (WIL), higher education marketing, and program design.

References

Alenezi, M., Wardat, S., & Akour, M. (2023). The need of integrating digital education in higher education: Challenges and opportunities. Sustainability, 15(6), 4782.

Balasundaram, S., Mathew, J. & Nair, S. (2024) Microlearning and Learning Performance in Higher Education: A Post-Test Control Group Study. Journal of Learning for Development, 11(1): 1–14. https://doi.org/10.56059/jl4d.v11i1.752

Bayrak, F., Nuhoğlu Kibar, P., & Kocadere, S. A. (2021). Powerful student-facing dashboard design through effective feedback, visualization, and gamification. In Visualizations and dashboards for learning analytics (pp. 149-172). Cham: Springer International Publishing.

Becker, K. (2017). Choosing and using digital games in the classroom (pp. 175-214). Berlin/Heidelberg, Germany: Springer.

Bodily, R., Ikahihifo, T.K., Mackley, B., & Graham, C.R. (2018). The design, development, and implementation of student-facing learning analytics dashboards. Journal of Computing in Higher Education, 30(3), 572–598. https://doi.org/10.1007/s12528-018-9186-0

Bogost, I. (2010). Persuasive games: The expressive power of videogames. mit Press.

Bruner, J. S. (1986). Actual minds, possible worlds. Harvard University Press.

Donohoe, D. & Costello, E. (2020). Data Visualisation Literacy in Higher Education: An Exploratory Study of Understanding of a Learning Dashboard Tool. International Journal of Emerging Technologies in Learning (iJET), 15(17), 115-126. Kassel, Germany: International Journal of Emerging Technology in Learning. Retrieved August 3, 2024 from https://www.learntechlib.org/p/218005/ .

Emery, S. (2021). Targets (Playable Lecture: Aesthetics) [video game].

Jääskä, E., & Aaltonen, K. (2022). Teachers’ experiences of using game-based learning methods in project management higher education. Project Leadership and Society, 3, 100041.

Jin, Y. (2021). Influencing factors of microlecture on the teaching effect of ideological and political courses in colleges. Wireless Communications and Mobile Computing, 2021.

Kafai, Y. B., & Burke, Q. (2015). Constructionist gaming: Understanding the benefits of making games for learning. Educational psychologist, 50(4), 313-334.

Khaldi, A., Bouzidi, R. & Nader, F. Gamification of e-learning in higher education: a systematic literature review. Smart Learn. Environ. 10, 10 (2023). https://doi.org/10.1186/s40561-023-00227-z

Leonardi, R. (2016) Interactive Resume. http://www.rleonardi.com/interactive-resume/olde Scholtenhuis, L., Vahdatikhaki, F., & Rouwenhorst, C. (2021). Flipped microlecture classes: satisfied learners and higher performance?. European journal of engineering education, 46(3), 457-478.

Scratch.mit.edu. (2016). *Scratch – Imagine, Program, Share*. [online] Available at: https://scratch.mit.edu/about/

Sherwood, C., & Makar, K. (2024). Students making sense of statistics through storytelling: A theoretical perspective based on Bruner's narrative mode of thought. Mathematics Education Research Journal, 36(Suppl 1), 175-209.

Wright, Tyler B. (2024) Play My Resume: Exploring Resume and CV Differentiation Through Personalized Web-Based Games. Press Start: Vol. 10 Issue 1, p1-23. 23p.

Ypsilanti, A., Vivas, A. B., Räisänen, T., Viitala, M., Ijäs, T., & Ropes, D. (2014). Are serious video games something more than a game? A review on the effectiveness of serious games to facilitate intergenerational learning. Education and Information Technologies, 19(3), 515-529.

Zawarty, K. (2022) Interactive Resume. https://containedx.itch.io/interactive-resume

Title:	Enriching Surgical Theatre Education through Computer-Based Simulation
Presenters or Panelists:	Elio Arruzza & Melissa Philpot
Academic Unit/s:	Allied Health & Human Performance
Theme:	Digital Media in Higher Education
Format:	Practice stream Research stream

Abstract (250 - 500 words)

Developing undergraduate health professionals relies on effective clinical education. In the operating theatre (OT) environment, radiography students experience distress attributed to a lack of confidence and preparedness in operating the equipment, witnessing an operation, and collaborating with the surgical team. The environment is also inherently stressful and demanding for practitioners, and this challenge is intensified when students are underprepared (Naylor & Foulkes, 2018).

Simulation experience prior to clinical placements could expedite skill acquisition and competency development, potentially reducing the number of cases required prior to competency assessment, which is necessary for entry into professional practice (Medical Radiation Practice Board, 2020). This project aimed to enhance student readiness for clinical competency in the OT environment by integrating an authentic C-arm scanner simulator into the medical imaging curriculum.

This study is funded by a UniSA Teaching & Learning Grant, and ethical approval is provided by the UniSA Human Research Ethics Committee (protocol number: 206005). Medspace.VR© CA is a computer simulation software which provides the ability for users to produce radiographic images using a virtual 'C-arm' imaging scanner, within a 3D operating theatre environment. The software allows the student to position the scanner next to a virtual patient and manipulate a range of technical parameters which replicate those used in clinical practice, to produce images in real-time.

Participants were invited to attend a simulation workshop, where they were oriented to the software. Once familiarised, students could then practice imaging protocols and generate images to satisfy the requirements of some case studies developed by the teaching team. After the workshop, students attended a work-integrated learning placement at a local public hospital. Three Likert-scale questionnaires were provided to ascertain perspectives relating to student satisfaction and confidence: 1) pre-simulation, 2) post-simulation, and 3) post-placement.

Students provided insights relating to the simulator's relevance to the daily clinical role of the radiographer, their preparedness for clinical placement using the simulator program, whether the simulator was just as effective as hands-on placement experiences, and if the simulator was successful in increasing their confidence in the theatre environment.

It is hoped that this study's findings and the learnings of staff, can be generalizable to other educators looking to implement simulation within their curriculum.

References

1. Naylor, S & Foulkes D 2018, 'Diagnostic radiographers working in the operating theatre: An action research project', *Radiography*, 24 (1), pp. 9-14, doi: 10.1016/j.radi.2017.09.001.

2. Medical Radiation Practice Board 2020, Professional capabilities for medical radiation practice, < https://www.medicalradiationpracticeboard.gov.au/Registration-Standards/Professional-Capabilities.aspx>.

Title:	Ethical IT Professionalism: A Focus on Values
Presenters or Panelists:	Anisha Fernando & Kathy Darzanos (presenters) Kirsten Wahlstrom & Nina Evans (contributors)
Academic Unit/s:	STEM
Theme:	Other
Format:	Practice Stream

Abstract (250 - 500 words)

Information Technologies (IT) permeate every walk of life and can potentially cause harm to some, while benefiting others. In March 2024 the UK government introduced legislation quashing former offences arising from the UK Post Office scandal, which has been referred to as "the largest miscarriage of justice in UK history" (Nokes & Moorhead, 2023; Prime Minister's Office, 2024). This dilemma was caused when software developers failed to persuade managers that releasing incomplete, faulty software was unethical. This case highlights the requirement for IT educators to design learning tools that engage in conversations about ethics and sensitise IT students to ethical issues (Al-Saggaf, Burmeister & Schwartz 2017).

We propose an innovative teaching and learning approach for IT students to develop ethics competencies by observing and voicing value tensions through Value Sensitive Design (VSD). VSD is a methodology which considers the values at stake when designing and using technology. Technology design mediates how it is used and enables users to practice ethics through the values afforded in its design (Verbeek 2011; Vallor 2018). Unpacking ethical dilemmas through value tensions offers an opportunity to consider values that may conflict but hold importance (Friedman & Hendry 2019).

Learning tools that enable students to observe, discuss and knowingly apply values relevant across professions are scarce. We propose the use of VSD conversation cards to explore the value tensions between social and market-based norms at play through online interactions (Fernando, 2020; Fernando & Scholl 2020). The VSD conversation cards were developed to enable IT students to observe, reflect, and discuss value tensions in the Australian tertiary education context. These cards apply value tensions by embedding Vallor's (2018) techno-moral virtues (social values) and Zuboff's (2019) analysis of systemic drivers of innovations (market values). We plan to evaluate the impact of the VSD cards across undergraduate and postgraduate IT courses using pre- and post-test factorial vignette surveys and focus groups of students and tutors.

This presentation will introduce our approach towards developing ethics competencies of IT students using the VSD conversation cards. The cards will enable students to apply their graduate attributes and develop their professionalism and data ethics literacy skills. The cards will facilitate authentic learning experiences as students are guided when discussing ethical dilemmas in practice which impact the design, development, and use of technologies.

In the future, the project aims to engage multi-disciplinary educators to co-design learning activities with ethical dilemmas related to IT use within their professions using the VSD

conversation cards. These co-designed learning activities and the VSD conversation cards will be made available to educators via a shared repository. These efforts will provide future IT students with greater access to diverse multi-disciplinary scenarios for technology design, development, and use.

References

Al-Saggaf, Y., Burmeister, O. K., & Schwartz, M. (2017). Qualifications and ethics education: the views of ICT professionals. *Australasian Journal of Information Systems*, 21 (2017), 1-16.

Fernando, A. (2020). Exploring How Value Tensions Could Develop Data Ethics Literacy Skills. In J. Pelegrin-Borondo, M. Arias-Oliva, K. Murata, A.M. Lara Palma (Ed.), *Proceedings of the ETHICOMP 2020 Conference: 18th International Conference on the Ethical and Social Impacts of ICT* (pp. 194 - 197). Universidad de La Rioja.

Fernando, A.T. & Scholl, L. (2020). Towards using value tensions to reframe the value of data beyond market-based online social norms, *Australasian Journal of Information Systems*, 24(2793), 1-9.

Friedman, B. & Hendry, D. G. (2019). Value Sensitive Design: Shaping Technology with Moral Imagination. Cambridge, MA: MIT Press.

Nokes, K., & Moorhead, R. (2023). *The Post Office scandal is possibly the largest miscarriage of justice in UK history - and it's not over yet*. The Conversation. Retrieved 25/04/2024 from https://theconversation.com/the-post-office-scandal-is-possibly-the-largest-miscarriage-of-justice-in-uk-history-and-its-not-over-yet-211217

Prime Minister's Office, 10 Downing Street. (2024). *Wrongful Post Office convictions to be quashed through landmark legislation: 13 March 2024*. https://www.gov.uk/government/news/wrongful-post-office-convictions-to-be-quashed-through-landmark-legislation-13-march-2024.

Vallor, S. (2018). *Technology and the virtues: A philosophical guide to a future worth wanting*. New York: Oxford University Press.

Verbeek, P. P. (2011). *Moralizing technology: understanding and designing the morality of things*, Chicago: University of Chicago Press.

Zuboff, S. (2019). *The age of surveillance capitalism: the fight for the future at the new frontier of power*. Profile Books.

Title:	Posting with Integrity: Social Media Accountability in Nursing and Midwifery Education
Presenters or Panelists:	Lyn Gum, Kassie Daw, Kiriaki Stewart (Presenters) Michelle A Kelly (Contributors)
Academic Unit/s:	Clinical and Health Sciences
Theme:	Other
Format:	Practice Stream

Abstract (25O - 5OO words)

Social media platforms are widely used by students and can be an effective strategy to help them network, learn and communicate with others. However, inappropriate use can have serious professional consequences. While there has been a growing number of studies that examine the role of social media for student learning, less attention has been focused on the professional use of social media. It is equally important then, to ensure students understand how to safely use these platforms.

Nursing and midwifery academics in CHS undertook a scoping review ' to explore perceptions of professionalism when preregistration nursing and midwifery students are using social media. We found that students internationally, and in Australia, need more guidance to understand what is appropriate to post and who is accountable. Additionally, social media guidelines tend to be inconsistent and ambiguous, lacking in discipline-specific advice.

Based on the recommendations from the recent literature review, we commenced implementing activities into our first-year courses, aimed at promoting discussion about professional social media use. Our presentation will highlight our reflections of two programs working in parallel comparing teaching and learning experiences and impact.

These reflections were recently presented at a health professions education-based conference where many health professions education programs within Australia reported similar problems. There was consensus that more education is needed and ideally, with input from the students themselves.

Our scoping review, along with our appraisal of recent first year student learning activities, highlighted the difficulties with digital duality[1] where nursing and midwifery students find difficulty separating personal from professional posts when interacting with social media. We are now committed to further explore this area and will present our future plans to further engage with students and improve responsible social media use.

References :

1. Gum, L., Brown, A., Royals, R., Matricciani, L. & Kelly, MA. Digital Professionalism in pre-registration nursing and midwifery students: A scoping review to explore perceptions of professionalism when using of social media. *Nurse Education in Practice*.

Title:	Examining Mind Wandering and Student Learnt Behaviours while Engaging with Online Video Learning
Presenters or Panelists:	Daniel Ebbert, Maurizio Costabile, Nick Fewster-Young, Malgorzata Korolkiewicz, and Anna Lloyd
Academic Unit/s:	Education Futures
Theme:	Digital Media in Higher Education
Format:	Research Stream

Abstract (250 - 500 words)

Teaching students through videos is a common mode of instruction in higher education. When students use videos to learn content or principles, students are required to demonstrate self-regulated learning to succeed in their studies. It is common for students to be faced with external and internal distractions, such as thoughts unrelated to the task, which is often called mind wandering (Brady et al., 2021). While mind wandering, students focus on an internal stream of thought and not on the presented content. Previous research has shown that mind wandering occurs about 30% of the time while learning and negatively impacts learning outcomes (Wong et al., 2022). Studies aimed at reducing mind wandering often restricted a student's ability to rewind the videos after realising they were mind wandering (e.g., Kane et al., 2017; Welhaf et al., 2022).

In this study, we explored how students manage their mind wandering when learning from videos. We observed whether students in a natural setting rewound videos after becoming aware of mind wandering, which was used as an indicator of self-regulated learning behaviour. We examined connections between self-regulated learning skills, awareness of mind wandering, and video navigation behaviours across eight courses from various disciplines at an Australian university. Fifty-three students chose to participate. The participants watched lecture videos from their courses. These videos were of varying lengths, as the instructors had made them for their courses, but all videos were shorter than 20 minutes. The participants watched these videos using a custom video player that allowed them to self-report mind-wandering episodes. The player also tracked their video player interactions (play, pause, seek). Participants also completed a self-regulated learning questionnaire.

The results showed that students reported mind wandering on average once every three minutes and that there was no significant relationship between their self-regulated learning scores and how often they reported their mind wandering. Analysis of video navigation data revealed that only a small number of students rewound the video after reporting mind wandering, suggesting that few learners attempt to compensate for mind wandering by rewatching content. Most participants did not productively react to mind wandering, indicating that students may need guidance on adapting to mind wandering during video-based learning.

References

Brady, A. C., Kim, Y., & Cutshall, J. (2021). The What, Why, and How of Distractions from a Self-Regulated Learning Perspective. *Journal of College Reading and Learning*, *51*(2), 153–172. https://doi.org/10.1080/10790195.2020.1867671

Kane, M. J., Smeekens, B. A., von Bastian, C. C., Lurquin, J. H., Carruth, N. P., & Miyake, A. (2017). A combined experimental and individual-differences investigation into mind wandering during a video lecture. *Journal of Experimental Psychology: General*, *146*(11), 1649–1674. https://doi.org/10.1037/xge0000362

Welhaf, M. S., Phillips, N. E., Smeekens, B. A., Miyake, A., & Kane, M. J. (2022). Interpolated testing and content pretesting as interventions to reduce task-unrelated thoughts during a video lecture. *Cognitive Research: Principles and Implications*, *7*(1), 26. https://doi.org/10.1186/s41235-022-00372-y

Wong, A. Y., Smith, S. L., McGrath, C. A., Flynn, L. E., & Mills, C. (2022). Task-unrelated thought during educational activities: A meta-analysis of its occurrence and relationship with learning. *Contemporary Educational Psychology*, *71*, 102098. https://doi.org/10.1016/j.cedpsych.2022.102098