HERDSA 2023 ON-SITE PROGRAM

Please note program is subject to change. Latest as at 3 July 2023

ON-SITE PROGRAM Wednesday 5 July 2023

| 7:00am - 5:00pm | Registration and information desk — Plaza Auditorium foyer |

| 7:30am - 8:15am | New to HERDSA breakfast — Plaza P10+P11 |

| 8:30am - 9:00am | Conference welcome and opening ceremony
Welcome to Country delivered by Songwoman Maroochy
HERDSA President's Address by Prof Kogi Naidoo
Plaza Auditorium |

| 9:00am - 10:00am | Keynote presentation: Revolutionizing tertiary education – advancing society, economy and public good
Ms Linda Brown, President and CEO, Torrens University Australia
Chair: Assoc Prof Kerry Russo, James Cook University / HERDSA 2023 Co-Convenor
Plaza Auditorium |

| 10:00am - 10:30am | Morning tea and exhibition — Plaza Auditorium foyer |

SESSION 1 — 10:30am - 12:25pm

	Concurrent session 1A	Concurrent session 1B	Concurrent session 1C	Concurrent session 1D	Concurrent session 1E	Concurrent session 1F	Concurrent session 1G	Concurrent session 1H (Roundtable discussions)			
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Values, justice and integrity	Governance and policy	Professional learning for changing academic practices	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions			
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11			
Session chair	Assoc Prof Eva Heinrich, Massey University	Mr Nicholas Charlton, Griffith University	Mrs Deborah Munro, Queensland University of Technology	Mr Tristram Lawson, The University of South Australia	Assoc Prof Deanne Gannaway, The University of Queensland	Mr Nelson Lo, Sydney School of Education and Social Work, The University of Sydney	Ms Yoko Mori, University of Otago	Table # 1	Table # 2	Table # 3	Table # 4
10:30am - 10:55am	100. A masterclass in multimedia: Evidence from 30 systematic reviews — Dr Michael Noetel, The University of Queensland	104. Using Koodjal djinang (two-way seeing) to embed Aboriginal perspectives into biomedical science curricula — Dr David Coall, Edith Cowan University	108. Equitable and inclusive for all? Evaluating the website accessibility of Australian universities — Mr Md Badiuzzaman and Dr Veronica Jiang, University of New South Wales	112. Employing distributed leadership to motivate change at institutional level: A vignette — Dr Shashi Nallaya, Assoc Prof Sheridan Gentili and Dr David Birbeck, University of South Australia	116. Recognising Teaching and Learning in all contexts: the PSF 2023 — Prof Abby Cathcart, Queensland University of Technology / Advance HE — Assoc Prof Deanne Gannaway, The University of Queensland	120. The pathway to accreditation for micro-credential Study – A cost benefit case study from the Australian Defence Force — Captain James Hawley, Group Captain Jeffrey Howard and Dr Shevahn Telfser, Australian Defence Force Academy	124. Professional learning needs for everyday learning analytics — Assoc Prof Linda Corrin, Deakin University	128. We're making a difference: empowering third space professionals to articulate their contribution to quality learning design in higher education — Ms Tanya Henry, The University of Queensland — Ms Jenny Boreland, Queensland University of Technology	132. Walking the talk: navigating educational leadership in academia — Mr Collins Fleischner and Ms Karin Watson, University of New South Wales	136. Adapting a popular quantitative literacy subject to online learning due to the pandemic — Dr Maria Lobytsyna and Dr Mary Coupland, University of Technology Sydney	140. What impact (s) will ChatGPT or other language models have on Higher Education? — Dr David Santandreu Calonge, Mohamed Bin Zayed University of Artificial Intelligence
11:00am - 11:25am	101. Moving to new horizons of understanding: Undergraduate health discipline students lived experiences of embarking on a study abroad program — Ms Theresa Harvey, Australian Catholic University	105. Cultural competence on the front line of higher education — Dr Sharon Schembri, TAFE Queensland	109. Should Australian universities adopt a position of principled neutrality? — Dr Simon Burgess, University of New England	113. Values-led university middle leadership for transformative academic program development: Student perspectives, middle leading practices and enabling and constraining practice architectures — Dr Louise Maddock, Griffith University	117. The role and impact of a small internal grants program for Scholarship of Teaching & Learning capability uplift — Assoc Prof Jo-Anne Chuck, Western Sydney University — Dr Jo-Anne Kelder, Jo-Anne Kelder Consulting	121. Embedding employability in business — Assoc Prof Kerry Russo, James Cook University	125. Team-teaching tips and good practices in a higher education context: Professional development of early career researchers — Dr Yurgos Politis and Dr Irene Lubbe, Central European University	129. Threshold concepts in critical thinking — Dr Peter Ellerton, The University of Queensland	133. Re-imagining assessment in HASS higher education – lessons from professional and specialist assessment contexts? — Dr Elizabeth Lakey, The University of Melbourne — Dr Jacob Pearce, Australian Council for Educational Research	137. Context-based Undergraduate Biochemistry for Health Sciences (CUBHS): The impact on the affective state — Dr Katherine Fernandez and Assoc Prof Nirma Samarawickrema, Monash University	
11:30am - 11:55am	102. Internationalising an undergraduate nursing curriculum at home — Dr Jacqui Young and Ms Theresa Harvey, Australian Catholic University	106. Refugees' experiences with online higher education: Impact and implications through the pandemic — Dr David Santandreu Calonge, Mohamed Bin Zayed University of Artificial Intelligence	110. Why diversity matters to science — Prof Margaret Blackie, Rhodes University	114. Teaching and learning assessment dashboards: holistic approach to enhancing quality assessment — Assoc Prof Sheridan Gentili, University of South Australia	118. Long-term impact of HEA Fellowship: a narrative study — Assoc Prof Barbie Panther and Dr Lauren Hansen, Deakin University	122. Enhancing teacher education students' readiness for employment: A school-university partnership approach — Assoc Prof Deb Clarke and Mrs Stacey Jones, Charles Sturt University	126. Pedagogical practice and professionalism in higher education – A cross-national study — Dr Kathleen Mahon, The University of Queensland — Dr Susanne Francisco, Charles Sturt University	130. Implementing theatre/sports warm-up techniques to promote deeper student engagement in learning — Dr Renee Mackenzie, La Trobe University	134. Teaching competence: Sensemaking and professional identity development during the pandemic — Prof Ida Fatimawati Adi Badiozaman and Ts Augustus Raymond Segar, Swinburne University of Technology Sarawak	138. Building future educators: An academic-guided program for research higher degree student empowerment — Dr Jennifer Z. Sun, The University of Sydney	142. How can Higher Education form part of a professional's continual professional learning toolkit? — Prof Shirley Agostinho and Dr Claire Rogerson, University of Wollongong
12:00pm - 12:25pm	103. Professional identity development in undergraduate psychology students. The missing link — Dr Celine Jona, University of the Sunshine Coast	107. 'Just like me'(?) Exploring the role of affinity bias in marking cultural competence assignments in an Australian higher education institution — Mrs Amy McHugh Cole and Dr Matthew Tyne, The University of Sydney	111. Navigating the grey area: How idealism and relativism influence student decisions on small stakes cheating — Dr Suzanne Bonner, The University of Queensland	115. Transforming a university curriculum framework during Covid-19: the highs and lows — Prof Bridget Kool, University of Auckland	119. Enhancing assessment through a critical thinking focus: A co-inquiry in higher education — Dr Peter Ellerton, The University of Queensland	123. Graduate career pathways as a learning tool to support career planning — Dr Fiona Bird and Dr Caroline Taylor, La Trobe University		131. Assessing ethics and values in a studio-based degree — Dr Sue-Ann Stanford, JMC Academy	135. Escape the assessment maze: Navigating policies through an interactive fictitious experience — Dr Irene Lubbe, Central European University	139. A community-driven approach to teamwork improvement — Dr Nirmani Wijenayake and Dr Chris Maloney, University of New South Wales	

| 12:25pm - 1:30pm | Lunch and exhibition — Plaza Auditorium foyer |

HERDSA 2023 ON-SITE PROGRAM

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Room	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11	Arbour A2	
Lunchtime sessions 12:30pm - 1:15pm	HERDSA branch meeting Victoria	HERDSA branch meeting New South Wales	HERDSA branch meeting South Australia	HERDSA branch meeting Western Australia	HERDSA branch meeting Hong Kong	HERDSA branch meeting Queensland	HERDSA branch meeting Australian Capital Territory	

SESSION 2 1:30pm - 3:25pm	Concurrent session 2A	Concurrent session 2B	Concurrent session 2C	Concurrent session 2D	Concurrent session 2E	Concurrent session 2F	Concurrent session 2G	Concurrent session 2H			
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Values, justice and integrity	Governance and policy	Innovation and research	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions			
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11			
Session chair	Dr Michael Noetel, The University of Queensland	Dr David Coall, Edith Cowan University	Dr Simon Burgess, University of New England	Dr David Birdbeck, University of South Australia	Dr Peter Ellerton, The University of Queensland	Dr Fiona Bird, La Trobe University	Assoc Prof Linda Corrin, Deakin University	Table # 1	Table # 2	Table # 3	Table # 4
1:30pm - 1:55pm	144. Making the tacit more explicit: Working towards improving teaching of clinical reasoning skills in naturopathic medicine curriculum — Dr Manisha Thakkar, Southern Cross University	148. How do students with disabilities experience exams? Towards assessment for inclusion — Dr Joanna Tai, Deakin University	152. Buy, sell, or trade: Students' motivation for using academic file-sharing sites — Assoc Prof Christine Slade, The University of Queensland; Ms Sheona Thomson, Queensland University of Technology	156. MBA 3.2 – Towards version-managed degrees that never expire — Prof Michael Rosemann, Queensland University of Technology; Prof Martin Betts, HEDx	160. The methodological approach in constructing a validated work readiness scale in a small island developing state — Miss Kamini Peersia, Murdoch University	164. University pathway teachers' perceptions of students with disabilities and inclusive education: A thematic analysis — Mr Nelson Lo, The University of Sydney	168. Understanding and supporting university students' study strategies — Mr Jonathan Brazil, The University of Queensland	172. Challenging assumptions: Experiences of working in the 'third space' — Dr Puvaneswari P Arumugam, Deakin University	176. Introducing ALEx: somaesthetics, affect and improving moral judgement in learners — Dr Andy Wear, The University of Melbourne	180. Using a typology to identify and integrate employability skills development in teaching and assessment practice — Dr Valeria Cotronei-Baird, The University of Melbourne	
2:00pm - 2:25pm	145. Strategies to cultivate behavioral engagement in curriculum design — Prof Jill Lawrence, University of Southern Queensland	149. Program-level assessment planning: a conceptual model to facilitate students learning — Mr Nicholas Charlton, Griffith University	153. When professional identity clashes with academic integrity — Dr Alison Casey, The University of Sydney	157. Reimagining university learning and teaching services through human-centred design thinking: evaluating the impact — Prof Anthony Whitty, Australian Catholic University	161. Graduate employability in an Era of 'technological unemployment': A scoping review — Dr Jisun Jung, The University of Hong Kong	165. Strengthening completion rates for Aboriginal and Torres Strait Islander tertiary students — Prof Bronwyn Fredericks and Dr Katelyn Barney, The University of Queensland	169. Designing contemporary curriculum to prepare students for a nutrition telehealth clinic: an academic narrative — Ms Sophie Porter, Endeavour College of Natural Health and Higher Education Research and Development Society of Australasia; Ms Joanne Andrews, Endeavour College of Natural Health and Dietitians Australia	173. Preparing the future higher education workforce — Dr Florence Boulard, James Cook University	177. How to design an effective team-lead scholarship strategy? — Dr Amber Moore, Torrens University Australia; Dr Manisha Thakkar, Torrens University Australia and Southern Cross University; Dr Dhivya Rajasekaran, Torrens University Australia	181. Austerity and its impact on the university — Dr Navé Wald and Prof Tony Harland, University of Otago	
2:30pm - 2:55pm	146. Instill mindsets for integrative systems and design through experiential project-based learning — Dr Jac Ka Lok Leung, The Hong Kong University of Science and Technology	150. Team teaching in a work integrated learning classroom — Dr Megan McIntosh and Dr Elizabeth Lakey, The University of Melbourne	154. Getting to the CoRe of collaborative online international learning — Dr Jessica Borger, The Walter and Eliza Hall Institute	158. Academic women's agency for leadership in Chinese non-elite public universities — Miss Boya Yuan, University of Auckland	162. Reducing academic integrity: Students leading the way — Assoc Prof Anthony Weber, CQUniversity Australia	166. Using instructional coaching to enhance teachers' supervisory capacity: A school-university partnership approach — Assoc Prof Deb Clarke and Mrs Stacey Jones, Charles Sturt University	170. Teaching climate change communication in Australian universities: examining perceived barriers and enablers — Mr Matt Carew, Monash University	174. Capacity development of research supervisors to support sustainable post-graduate supervision in developing nations — Mrs Natasha Kitano, Queensland University of Technology	178. Exploration of factors which promote and inhibit the introduction of evidence-based teaching practices in biomedical sciences — Mrs Tirtha Goradia, Endeavour College of Natural Health	182. An innovative and flexible course design that provides tailored support to university students in Early Childhood Education — Dr Angel Mok, University of New England	184. Enhancing future-focused capabilities with case-based methods in professional master's programs — Assoc Prof Amanda Wolf, Victoria University of Wellington
3:00pm - 3:25pm	147. Confidence in mathematics teaching: Exploring a community of inquiry-based approach for pre-service teachers — Dr Lewes Peddell, Southern Cross University	151. Are oral examinations all too hard? Interactive Oral Assessments offer a practical alternative — Dr Saeed Shaeri, Charles Sturt University	155. Underserved and undecided: What influences unpaid female carers considering higher education? — Mrs Deborah Munro, Queensland University of Technology	159. User Engagement Scale Short Form (UES-SF): Adaptation and preliminary assessment of dimensionality in higher education students from a Singapore-based university — Mr Xiao-feng Kenan Kok, Singapore Institute of Technology	163. A call for more adventurous mixed methods research in higher education — Assoc Prof Eva Heinrich, Massey University		171. Supporting students' transitions into higher education: Outcomes of a scoping review of assessment principles — Dr Elizabeth Goode, Southern Cross University; Dr Pranit Anand, University of New South Wales	175. Importing/exporting Aboriginal and Torres Strait Islander culture via transnational higher education — Dr Gabrielle Murray and Ms Cathy Doe, RMIT University	179. How teaching confidence among early career academics affects the learning outcomes of low-socio-economic students in the tertiary classroom — Ms Roopali Shiromany, CQUniversity Australia	183. "Where to go next?": Embedding employability into honours psychology curriculum — Dr Ali Enright, Flinders University	185. Decolonising the curriculum: Countering knowledge-power relationships in the architectural design studio — Dr Aparna Datey, The University of Queensland

3:30pm - 5:30pm	Afternoon tea / Poster viewing session / Welcome reception — Plaza Auditorium foyer

ON-SITE PROGRAM Thursday 6 July 2023

8:30am - 4:30pm	**Registration and information desk** Plaza Auditorium foyer
9:15am - 9:30am	**Day two conference welcome** **Assoc Prof Kerry Russo and Prof Christy Collis, HERDSA 2023 Co-Convenors** Plaza Auditorium
9:30am - 10:30am	**Keynote presentation: Why aren't things changing?: Policy, entrenched behaviours, and the outcomes for Aboriginal and Torres Strait Islander people** **Ms Angela Barney-Leitch, Deputy Vice-Chancellor (Indigenous Australians), Queensland University of Technology** Chair: Dr Tania Leach, University of Southern Queensland / HERDSA Conference Program Chair Plaza Auditorium
10:30am - 11:00am	**Morning tea and exhibition** Plaza Auditorium foyer

Room	Arbour A1
10:30am - 10:55am	**HERDSA Branch Chairs' morning tea**

SESSION 3 11:00am - 12:25pm	Concurrent session 3A	Concurrent session 3B	Concurrent session 3C	Concurrent session 3D	Concurrent session 3E	Concurrent session 3F	Concurrent session 3G	Concurrent session 3H				Concurrent session 3I
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Teaching, learning and the student experience	Professional learning for changing academic practices	Teaching, learning and the student experience	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions				Roundtable discussions continued on Arbour level
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11				Arbour A1
Session chair	Dr Kashmira Dave, University of New England	Dr Alice Huang, The University of Sydney	Assoc Prof Deanne Gannaway, The University of Queensland	Ms Laurine Hurley, Australian Catholic University	Mr Ramesh Shahdadprui, Singapore Institute of Technology	Dr James Wakefield, University of Technology Sydney	Dr Bernard Conlon, The University of Sydney Business School	Table # 1	Table # 2	Table # 3	Table # 4	Table # 5
11:00am - 11:25am	200. Community and engagement: Is it possible to inculcate empathy in students through experiential learning? Dr Misty So-sum Wai Wai-Cook, National University of Singapore	203. Balancing challenge with care: Students' perceptions of classroom based experiential learning in vocational Master's degrees Assoc Prof Grace Thompson, The University of Melbourne	206. Oral assessments: Effective and authentic? Aspects to consider Dr Shashi Nallaya and Assoc Prof Sheridan Gentili, University of South Australia	209. Exploration of TATAL communities of practice: The final stage of a longitudinal project Mr Robert Kennelly, University of Canberra	212. Cultivating agency: Student participation and non-participation in employability-building activities Prof Ruth Bridgstock, Swinburne University of Technology	215. Growth of online third-party partnerships - maintaining quality assurance Prof Mahsood Shah, Swinburne University of Technology Dr Anja Pabel, CQUniversity Australia	218. Is critical thinking the antidote to the emergence of generative AI? Assoc Prof Jason Lodge, The University of Queensland	221. Postdocs' desire for stability: Differing needs for domestic and international scholars Dr Elizabeth Jach, University at Albany, State University of New York	224. Business capstone project courses: A structured and collaborative partnership between companies and students Mr Patrick Dodd and Dr Hanoku Bathula, University of Auckland		230. What makes for an authentic assessment in first-year higher education? Dr Tim Chambers, Deakin University	234. Creating a scholarship of teaching and learning community of practice: Capacity building, success and sustainability Dr Jennifer Z. Sun, The University of Sydney Dr Melissa J. Saligari, The University of Melbourne Ms Karen Benson, RMIT Vietnam Ms Sue Sharpe, Endeavour College of Natural Health Dr Dongmei Li, The University of Melbourne Dr Phuc Diem Le, RMIT Vietnam Dr Trisha L. Poole, University of Southern Queensland Assoc Prof Deb Clarke, Charles Sturt University
11:30am - 11:55am	201. Shifting the dial on student success through a whole-of-institution approach to active, immersive learning Dr Elizabeth Goode, Southern Cross University	204. Online proctored exams: Rhetoric vs reality Assoc Prof Kelli Nicola-Richmond, Deakin University	207. All aboard: Implementation of authentic assessment across a faculty Dr Tiffany Gunning, Deakin University	210. Improving the effectiveness of Communities of Practices (CoPs) for knowledge sharing and professional development Assoc Prof Edward Palmer, The University of Adelaide	213. What works in clinical supervision: Piloting an evidence centre for professional practice supervisors Dr Adam Burston, Australian Catholic University	216. Relationship between career certainty and academic performance – A study of military undergraduates Dr Shevahn Telfser and Captain James Hawley, Australian Defence Force Academy	219. Is AI ready to capture the social construction of knowledge? Mr Tristram Lawson, The University of South Australia	222. Generative AI tools: A boon or bane to Higher Education? Dr Hanoku Bathula and Dr Deepika Jindal, University of Auckland	225. Trauma-informed pedagogy in higher education: A cross-disciplinary approach Prof Jessica Gildersleeve and Dr India Bryce, University of Southern Queensland	228. Increasing student learning in STEM by using digital tools to enhance feedback and outcomes Dr Indu B Wadhawan and Dr Pearl Panickar, South Australian Institute of Business and Technology and University of South Australia	231. There is no silver bullet: the bronze, silver, gold approach to employability-based learning Ms Gayle Brent, Griffith University	235. Ethics and evidence-informed practice: Overcoming misinformation Dr Julie Reis, University of Newcastle Assoc Prof Denise Blanchard, Te Pukenga, Eastern Institute of Technology
12:00pm - 12:25pm	202. Speaking up: promoting authentic interprofessional communication through real-world simulation in an undergraduate nursing program Prof Kerry Reid-Searl, University of Tasmania	205. Transition to telehealth: experience of clinical educators in implementing nutrition telehealth consults in a student led community clinic Ms Sophie Porter, Endeavour College of Natural Health Ms Joanne Andrews, Endeavour College of Natural Health and Dietitians Australia	208. A Lightboard video supports numeracy skills in 1st year biology students Dr Ann Parkinson, University of the Sunshine Coast	211. Pandemic partnering across the seas: a partnership between University of Auckland and University of Sydney offering evidence-based professional-learning for educators Ms Narissa Lewis, University of Auckland	214. Reframing the study of Language and Culture through critical employability Dr Angie Knaggs, The University of Queensland	217. Power and process: an exploration of intercultural student-teacher partnership Miss Meng Zhang, The University of Queensland	220. The multidimensionality of feedback literacy: Do students' perceptions of information, emotions and social interaction matter in giving and receiving feedback? Dr Misty So-sum Wai Wai-Cook, National University of Singapore	223. Scaffolding, stimulating and deepening reflection in a developmental peer observation of teaching program Ms Karen Benson and Dr Phuc Diem Le, RMIT Vietnam	226. Expanding new supervisor capability in scholarly teaching and learning: A needs analysis Dr Jenny Martin, Australian Catholic University	229. Teaching threshold concepts through WIL to support student learning Dr George Joukhadar, University of New South Wales	232. Using gamification to enhance student engagement in the hybrid classroom, employing online interactive quizzes built with H5P Mr Roger Howley and Dr Rajesh Irudhaya Johnsam, Flinders University	

12:25pm - 1:45pm	**Lunch and exhibition** Plaza Auditorium foyer
12:45pm - 1:35pm	**HERDSA AGM** Plaza Auditorium

SESSION 4 1:45pm - 3:10pm	Concurrent session 4A	Concurrent session 4B	Concurrent session 4C	Concurrent session 4D	Concurrent session 4E	Concurrent session 4F	Concurrent session 4G	Concurrent session 4H				Concurrent session 4I
Theme	Values, justice and integrity	Teaching, learning and the student experience	Teaching, learning and the student experience	Teaching, learning and the student experience	Innovation and research	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions				Roundtable discussions continued on Arbour level
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11				Arbour A1
Session chair	Ms Laurine Hurley, Australian Catholic University	Assoc Prof Grace Thompson, The University of Melbourne	Dr Tiffany Gunning, Deakin University	Assoc Prof Edward Palmer, The University of Adelaide	Dr Adam Burston, Australian Catholic University	Dr Shevahn Telfser, Australian Defence Force Academy	Prof Christy Collis, Australian Institute of Professional Counsellors / HERDSA 2023 Co-Convenor	Table # 1	Table # 2	Table # 3	Table # 4	Table # 5
1:45pm - 2:10pm	237. Decolonising the curriculum: A case study Ms Jessica Russ-Smith and Dr Susan Brooman-Jones, Australian Catholic University	240. Evaluation of approaches to build relationships in a large second-year unit of study Dr Alice Huang, The University of Sydney	243. Growing inclusive learning communities: Enhancing inclusive teaching and learning through professional learning, student partnerships and effective practice Assoc Prof Deanne Gannaway and Prof Gwen Lawrie, The University of Queensland	246. Cultivating inclusive behaviours of internship students through critical reflections Mrs Geraldine Hardie, University of Wollongong	249. Developing a SoTL identity in Higher Education: exploring tensions, commonalities and shared experiences Assoc Prof Barbara Kensington-Miller, University of Auckland	252. Generating sustained student connectedness through student induction Dr James Wakefield and Dr Simone Faulkner, University of Technology Sydney	255. Interventions improving response rates for student evaluations of teaching Dr Rachael Murray, Queensland University of Technology	258. Developing assessment rubrics to effectively assess and provide feedback on employability skills Dr Valeria Cotronei-Baird, The University of Melbourne	261. Curricula integration of student wellbeing resources: Exploring Australian and New Zealand perspectives Dr Gavin Mount, University of New South Wales	264. How, where, and when do students experience meaningful learning? Dr Daniel Andrews, Monash University Dr Bhawana Bhatta Kaudal, The University of Melbourne	267. Supporting mathematics learning of EAL learners with instructional videos in higher education Miss Shihua Yu, Monash University	270. The creep of creativity: When 'quirky' research practices are not such an alienating concept Mrs Alexandra Little and Dr Anne Croker, University of Newcastle
2:15pm - 2:40pm	238. Demonstrating cultural diversity and inclusivity in selecting academics in higher education in Australia Dr Kashmira Dave, University of New England	241. Students' self-reflection of their contribution to group assessment using the Facts, Feelings, Findings and Future model Dr Ann Parkinson, University of the Sunshine Coast Dr Eva Hatje, Queensland University of Technology Dr Nicole Reinke, University of the Sunshine Coast	244. Co-developed future-focused curriculum literacy with students-as-researchers Dr Sakinah Alhadad and Dr M. Sarah-Jane Gregory, Griffith University	247. Local, relational, and age-specific: Identifying supports for rural, mature-aged nursing and allied health students Dr Claire Quilliam, The University of Melbourne	250. Understanding faculty members' motivation and intentions to adopt hybrid teaching: Application of the UTAUT2 model Prof Ida Fatimawati Adi Badiozaman, Swinburne University of Technology Sarawak	253. Followers, customers, or partners: Comparing conceptualisations of students as partners in Australian, Mainland China, and Hong Kong universities Mr Yifei Liang and Assoc Prof Kelly Matthews, The University of Queensland Asst Prof Kun Dai, Chinese University of Hong Kong	256. Leveraging student-generated data for enhancing authentic learning in business analytics Dr Bernard Conlon, The University of Sydney Business School	259. Understanding postdoctoral scholars as learners and professionals Dr Elizabeth Jach, University at Albany, State University of New York	262. The impact of third space roles in leading and facilitating communities of practice in higher education Ms Sarah Spackman, and Ms Karin Watson, University of New South Wales	265. The benefits of peer champion services to help students to transition to new learning technologies Dr Nicole Johnston and Ms Danielle Degiorgio, Edith Cowan University	268. The influence of a 6-day fieldtrip on student perception of sustainability Mr Suresh Krishnasamy, The University of Queensland	271. "It's all in the linguistics": Navigating languages of practice in collaborative workplace settings Dr Anne Croker and Mrs Alexandra Little, University of Newcastle
2:45pm - 3:10pm	239. Professional identity crisis, reconciliation, and reconstruction---A narrative inquiry into experiences of novice EFL teachers in China's private universities Miss Xiangchen Zhang, University of Auckland	242. Context matters! Enhancing student engagement through redesign of a laboratory project course: lessons learnt from multiple-modes of course delivery Dr Julie McIntosh, University of Auckland	245. Co-designing curriculum to build capability and increase quality in teaching and learning Ms Laura Fairbrother, Charles Darwin University	248. Interactive student retention timeline project - Phase 1 Dr Jodi Sita, Australian Catholic University	251. Marketing: The missing aspect of the creative writing university curriculum? Dr Jacqueline Burgess, University of the Sunshine Coast	254. Assessment design by students enhances engagement and assessment literacy Assoc Prof Christopher Love, Griffith University	257. Listening to students: The state and impact of student belonging in business curricula Dr Simone Faulkner and Dr James Wakefield, University of Technology Sydney	260. An evidence centre for higher education: The case of INSPIRE Dr John Mahoney, Australian Catholic University	263. HE.......LP ! Staff wellbeing during challenges and change Assoc Prof Naomi Dale, University of Canberra Ms Marie Fisher, Australian Catholic University Dr Debbie Lackerstein, University of New South Wales Canberra Dr Gavin Mount, University of New South Wales	266. Measuring the impact of SOLT initiatives in a mixed-sector provider Assoc Prof Melanie Williams, William Angliss Institute	269. AI bots: the new challenge in higher education Dr Yeong Hann (John) Ling, and Dr Klaudia Budzyn, Monash University	272. Where are emotions in our policies and guidelines on HDR supervision? Assoc Prof Rebecca Olson and Assoc Prof Deanne Gannaway, The University of Queensland
3:10pm - 3:30pm	Afternoon tea and exhibition Plaza Auditorium foyer											

SESSION 5 3:30pm - 4:25pm	Concurrent session 5A	Concurrent session 5B	Concurrent session 5C	Concurrent session 5D	Concurrent session 5E	Concurrent session 5F	Concurrent session 5G	Concurrent session 5H					Concurrent session 5I
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Governance and policy	Teaching, learning and the student experience	Teaching, learning and the student experience	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions					Roundtable discussions continued on Arbour level
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11					Arbour A1
Session chair	Dr Alice Brown, University of Southern Queensland	Dr Simone Faulkner, University of Technology Sydney	Dr Angie Knaggs, The University of Queensland	Dr Ruth Greenaway, University of the Sunshine Coast	Assoc Prof Jason Lodge, The University of Queensland	Ms Sophie Porter, Endeavour College of Natural Health	Dr Rachael Murray, Queensland University of Technology	Table # 1	Table # 2	Table # 3	Table # 4	Table # 5	
3:30pm - 3:55pm	273. Human- centred synchronous learning model: improving student engagement in fully online learning Dr Dhivya Rajasekaran, Torrens University Australia	275. Restarting the heart: paramedic student views on integrating gender identity and sexuality in health curricula at an Australian university Assoc Prof Georgia Clarkson and Assoc Prof Alison Owens, Australian Catholic University	277. The transferable skills of musicians: A case for embedding the A in STEM higher education Dr Diana Tolmie, Queensland Conservatorium Griffith University	279. Mediating role of students' approaches to learning in the relationship between grit and burnout amongst first-year university students in Singapore Mr Xiao-feng Kenan Kok, Singapore Institute of Technology	281. Survive, revive and thrive – Experiences of doctoral students from a regional Australian university Prof Sujana Adapa, University of New England	283. Forage: building connections to the workplace through virtual experience placements Assoc Prof Sabina Cerimagic, Australian Institute of Management Dr Natasha Arthars, Queensland University of Technology Dr Danielle Eden, The University of Sydney	285. Exploring first year culturally and linguistically diverse migrant and refugee students' experiences of learner engagement and belonging Dr Ronan Kelly and Dr Samuel Cunningham, Queensland University of Technology	287. Teaching philosophy statement: Do I need one? – The perspective and knowledge of educators from professional disciplines Dr Manisha Thakkar, Torrens Univeristy Australia and Southern Cross University	289. Artificial intelligence learns from others; so do we Miss Angela Tsai, University of Auckland Dr Ann Parkinson and Dr Nicole Reinke, University of the Sunshine Coast	291. Artificial intelligence and the challenge for institutions Dr Rebecca Awdry, Deakin University	293. We should have changed with Google: The implications of artificial intelligence on assessment design Prof Michelle Picard and Dr Kung-Keat Teoh, Flinders University	295. Tools for evoking and provoking peer reflection Dr Lauren Hansen and Ms Danni McCarthy, Deakin University
4:00pm - 4:25pm	274. Synchronous Hybrid learning: Analysis of students' experience and their educational outcomes Dr Heidi Le Sueur, International College of Management Sydney	276. Developing higher education students' intellectual virtues through intentional practice Dr Ellen Larsen, Dr Melissa Fanshawe and Mr Mark Oliver, University of Southern Queensland		280. Learners peddling hard but struggling to keep up Mr Colin Loughlin, Lund University	282. Redefining work-life balance: PhD Candidature in Australia during the pandemic Ms Citra Amelia, Deakin University		286. The impact of teacher feedback literacy on EAL student writing: two case studies from a Taiwanese university Ms Vicky Chang, Melbourne Centre for the Study of Higher Education	288. Sustainability of teaching and learning innovations in higher education Prof Margaret Bearman, Assoc Prof Linda Corrin, Assoc Prof Darci Taylor and Dr Matthew Thomas, Deakin University	290. Bringing learning to students' palms: Using TikTok as a supplementary resource to improve engagement and learning for first-year students Mrs Emma Laing, Bond University	292. Democratising the teaching and learning experience Ms Rohena Duncombe and Mrs Katrina Gersbach, Charles Sturt University	294. "Looking back to move forward?": Medical students' engagement with literature related to strategies addressing health disparities for Indigenous Australians Dr Anne Croker, University of Newcastle	296. Indigenisation of curriculum design in higher education – measuring effectiveness and moving forward Assoc Prof Naomi Dale, Dr Rosetta Romano, Dr Blooma John and Dr Wayne Applebee (Indigenous Elder), University of Canberra
6:30pm - 10:30pm	**Conference dinner and awards** Boulevard Room, Brisbane Convention & Exhibition Centre											

ON-SITE PROGRAM Friday 7 July 2023

8:15am - 4:00pm — Registration and information desk — Plaza Auditorium foyer

SESSION 6 9:00am - 10:25am

	Concurrent session 6A	Concurrent session 6B	Concurrent session 6C	Concurrent session 6D	Concurrent session 6E	Concurrent session 6F	Concurrent session 6G	Concurrent session 6H			
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Values, justice and integrity	Mixed themes	Professional learning for changing academic practices	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions			
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11			
Session chair	Dr Prue Gonzalez, Charles Sturt University	Dr Megan McIntosh, The University of Melbourne	Prof Kogi Naidoo, Institute of Health & Management / HERDSA President	Mrs Tulsa Andrews, Federation University	Dr Leanne Pool, Te Pukenga- Whitireia	Prof Raj Shekhawat, Flinders University	Dr Samuel Teague, Murdoch University	Table # 1	Table # 2	Table # 3	Table # 4
9:00am - 9:25am	300. Who was I? Who am I? An exploration of foreign-born Chinese students' intercultural identity formation in China Ms Yating Hu, The University of Queensland Mr Kun Dai, The Chinese University of Hong Kong	303. Academic writing development at an Australian university: An ecological view Ms Bernadette Huber, The University of Queensland	306. Achieving an empathetic change in society: Authentic assessment's role in fostering shared social membership background Dr Sue Taylor, Queensland University of Technology	309. Steering outbound student flows: geopolitics and media representation of study destinations in China Prof Christopher Ziguras, RMIT University	312. Academic development and coaching: Evaluation of faculty training on coaching conversations to support student success Mr Ramesh Shahdadpuri, Singapore Institute of Technology	315. Measuring exercise and sports science graduate outcomes with LinkedIn Dr Lauren Hansen, Deakin University	318. Technology-enhanced learning, feedback and assessment in orthodontics Dr Esma J. Doğramacı, The University of Adelaide	321. Modelling the future: Pioneering practices and efficacy of school based enabling programs Dr Angela Jones, Edith Cowan University Ms Anita Olds and Mrs Deb Monteith, Murdoch University	324. Effective strategies for enhancing student experience, engagement, collaboration and equitable share of workload in group assessments Dr Jane Cowie, University of South Australia	327. To scale or not to scale? Using question item analysis to inform assessment practices and decisions Miss Angela Tsai, University of Auckland	330. "Everything, everywhere, all at once!": Embracing a new consciousness in higher education leadership Assoc Prof Kasturi Behari-Leak, University of Cape Town Ms Rieta Ganas, University of the Witwatersrand
9:30am - 9:55am	301. The making of Aotearoa | New Zealand lawyers: A longitudinal study of law students and law graduates Prof Lynne Taylor, University of Canterbury	304. Unlearning, uncovering and becoming: building confidence in academic writing through research experiences Prof Susan Howitt, Australian National University	307. Reframing academic integrity by embracing student membership within the academy Dr Jennifer Scott, Massey University	310. Reducing cognitive loads and maximising online learning among postgraduate students Dr Suzie Waddingham, University of Tasmania	313. Using 'identity' lens to understand academic development Ms Yoko Mori, University of Otago	316. Rates of poor mental health amongst students enrolled in enabling education and implications for teaching and learning Dr Joanne Lisciandro, Murdoch University Dr Angela Jones, Edith Cowan University	319. Insights from advancing the online learning framework for higher education – what do we know now? Dr Alice Brown, University of Southern Queensland	322. Empowering medical students in sociology classrooms: The possibilities of object-based Learning Mr Zhaoxi Zheng, The University of Queensland	325. Universal design as a philosophical mindset and an inclusive pedagogical practice Mr Meredith Hinze and Ms Miriam Edwards, The University of Melbourne	328. Work integrated learning: Lighting a pathway through uncertainty! Ms Kim Ashton and Dr Deepika Jindal, University of Auckland	331. How do we encourage meaningful student feedback? Dr Michelle Stubbs, Dr Julie Reis and Dr Gary Crowfoot, University of Newcastle
10:00am - 10:25am	302. Assessment literacy and the value in professional social networks Dr Natalie Simper, Bond University	305. Shifting between different languages: International doctoral students' academic writing experiences in China Dr Kun Dai, The Chinese University of Hong Kong	308. Walking the walk in academic integrity: Ethical teaching and assessment Prof Michelle Picard, Flinders University	311. Barriers to changing academic practices: Findings from a study of a university teaching foundations program Dr Anna Rowe, University of New South Wales	314. Hey, can we get a bit of recognition please? Staff perspectives of the recognition and reward of teaching and SoTL Assoc Prof Mitchell Parkes and Prof Steven Warburton, University of New England	317. Is motivation the key determinant for student success in higher education? Mr Daniel Taylor-Griffiths, The University of Queensland	320. A study on usage data on institutional cross-platforms: Exploring the effects of COVID-19 pandemic towards online teaching and learning behaviours Prof Paul Lam, The Chinese University of Hong Kong	323. Online teamwork - Travesty or teaching opportunity? Ms Terrie Paterson, James Cook University	326. Accidental Pedagogies and the modes of learning that occurred during emergency online teaching Dr Keith Heggart and Dr Camille Dickson-Deane, University of Technology Sydney	329. Promoting vivas as an effective method for synthesising knowledge Ms Patricia Muncey and Dr Cate Hudson, University of South Australia	332. Making sense of who we are and what we do: Exploring the impact of academic identity on student engagement Dr John Haw, Southern Cross University

10:25am - 11:00am — Morning tea and exhibition — Plaza Auditorium foyer

11:00am - 12:00pm — Keynote presentation: Understanding the student experience in the 2020s: The need for an integrated approach
Dr Mollie Dollinger, Deakin University
Chair: Assoc Prof Jason Lodge, The University of Queensland
Plaza Auditorium

SESSION 7 12:05pm - 1:00pm	Concurrent session 7A	Concurrent session 7B	Concurrent session 7C	Concurrent session 7D	Concurrent session 7E	Concurrent session 7F	Concurrent session 7G	Concurrent session 7H			
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Values, justice and integrity	Governance and policy	Professional learning for changing academic practices	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions			
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11			
Session chair	Ms Yating Hu, The University of Queensland	Ms Bernadette Huber, The University of Queensland	Dr Sue Taylor, Queensland University of Technology	Dr Anna Rowe, University of New South Wales	Dr Jenny Martin, Australian Catholic University	Mr Daniel Taylor-Griffiths, The University of Queensland	Ms Esma J. Doğramacı, The University of Adelaide	Table # 1	Table # 2	Table # 3	Table # 4
12.05pm - 12.30pm	333. Using early-semester student feedback to improve teaching and learning experiences in higher education Dr Tridib Saha and Dr Caryn Lim, Monash University Malaysia	335. Unpacking the 'nudge protocol' – combing nudge theory with learning analytics to support '(dis)engaged' students in higher education Dr Alice Brown, University of Southern Queensland	337. Doctorate as a transnational knowledge journey: How to mediate East-West binaries Dr Hossein Hosseini, University of Waikato College	339. Moderation of assessment design: Navigating academic integrity through embedded quality assurance processes Mrs Tulsa Andrews, Federation University	341. An Aotearoa avatar of nursing education: Te Kaiako Tapuhi Dr Leanne Pool, Te Pukenga- Whitireia	343. Student as partners: the missing link in digital curriculum design Dr Seb Dianati, Charles Darwin University	345. Discussion boards as major assessment pieces in the age of Artificial Intelligence Assoc Prof Edward Palmer, The University of Adelaide	347. Making it safe for students to share disability information with universities and industry partners. Towards a student-led approach Mr David Eckstein, Swinburne University of Technology	349. Exploring the value and impact of digital and online micro credentials upon industry professionals in Australia Dr Keith Heggart, University of Technology Sydney Assoc Prof Leanne Ngo, La Trobe University Dr Kashmira Dave, University of New England	351. Conceptualising industry engagement in graduate research training Ms Katherine Theobald, Queensland University of Technology	353. Creating impact through coaching in higher education Mr Ramesh Shahdadpuri, Singapore Institute of Technology
12.35pm - 1.00pm	334. Creating a typology of early assessment tasks in higher education: curriculum, support, success Dr Prue Gonzalez, Charles Sturt University	336. Digitally empowered students: Exploring digital literacy as an expansion of digital classroom experiences Assoc Prof Michael Cowling, CQUniversity Australia	338. Desire to higher education: encountering the stories of female postgraduate refugee-background student journeying to higher education Mr Muhammad Ali Musofer, The University of Queensland	340. Developing a kindness approach to support Chinese international students: Study of a university in the UK Prof Ming Cheng, Sheffield Hallam University	342. A model to scaffold and deepen reflection in reflective developmental peer observation of teaching (POT) Dr Phuc Diem Le and Ms Karen Benson, RMIT Vietnam	344. Mutual learning in a transdisciplinary students as partners project; the evolution of a students as partners initiative Ms Melanie Fleming, The University of Queensland	346. Student engagement with online learning modules and synchronous classes: Exploring the impact on academic achievement Dr Elizabeth Goode, Southern Cross University	348. Academic transition when education has been interrupted by Covid! Ms Kim Ashton, Dr Michelle Kilkolly-Proffit, Mrs Shireen Junpath and Ms Sue Gough, University of Auckland	350. Supporting students in writing about research Dr Margaret Wegener, The University of Queensland	352. Pedagogical strategies to foster the development of metacognition in university students Dr Rob Wass, University of Otago	354. Metamodernism, global citizenship and doctoral education Prof Rachel Spronken-smith, University of Otago

1:00pm - 1:45pm	Lunch and exhibition Plaza Auditorium foyer

Room	Plaza P6	Plaza P7	Plaza P8	Plaza P9			
SIG lunchtime sessions 1:05pm - 1:35pm	Assessment Quality SIG	Academic Development SIG	HASS SIG	Online Engagemet SIG			

SESSION 8 1:45pm - 2:40pm	Concurrent session 8A	Concurrent session 8B	Concurrent session 8C	Concurrent session 8D	Concurrent session 8E	Concurrent session 8F	Concurrent session 8G	Concurrent session 8H			
Theme	Teaching, learning and the student experience	Teaching, learning and the student experience	Teaching, learning and the student experience	Governance and policy	Teaching, learning and the student experience	Pathways and partnerships	Teaching, learning and the student experience	Roundtable discussions			
Room	Arbour A2	Plaza Auditorium	Plaza P6	Plaza P7	Plaza P8	Plaza P9	Plaza P10	Plaza P11			
Session chair	Dr Joanne Lisciandro, Murdoch University	Assoc Prof Katrina Strampel, Edith Cowan University	Dr Jennifer Scott, Massey University	Dr Suzie Waddingham, University of Tasmania	Prof Kogi Naidoo, Institute of Health & Management / HERDSA President	Ms Melanie Fleming, The University of Queensland	Assoc Prof Kerry Russo, James Cook University / HERDSA 2023 Co-Convenor	Table # 1	Table # 2	Table # 3	Table # 4
1:45pm - 2.10pm	355. Perceived impact of verbal feedback on students' emotions, writing and learning: An autoethnographic study Dr Nimrod Delante, James Cook University Singapore	357. Leveraging innovations using MSTeams in mixed modal learning spaces to develop an equitable and engaged scalable cross disciplinary teaching model Ms Emma Mills, University of New South Wales	359. The 'third gender' in the 'third space': Chinese female doctoral students' learning journey in Hong Kong Ms Yanni Ma, The Chinese University of Hong Kong Ms Yabing Liu, The Education University of Hong Kong	361. The universal well-being model – A change guide for leaders pursuing well-being, achievement and equity Ms Susan Stevenson, Freedom Wellbeing Institute	363. Life in the fast lane (will surely make you lose your mind) Dr Samuel Teague, Murdoch University	365. Great training for research but what else? Perceptions of graduate attribute development in PhD graduates from US and NZ universities Prof Rachel Spronken-Smith, University of Otago	367. ASF framework to support transition experience to promote sustainable learning Dr Jennifer Z. Sun, The University of Sydney		370. Experiential edventures in internationalisation of higher education: Pedagogical interventions in learning beyond the classroom Dr Kankana Mukhopadhyay, National University of Singapore	371. Scaffolding First Nations perspectives in the curriculum Ms Karla Wells-Duerr, Deakin University	372. Professional pathways and preparation for higher education leadership Ms Rieta Ganas, University of Witwatersrand Assoc Prof Kasturi Behari-Leak, University of Cape Town
2.15pm - 2:40pm	356. Being in the room: teaching perspectives of blended synchronous learning environments Dr Emma Price, Federation University	358. Animated case study video characters - a fun, engaging vehicle for student collaboration, reflective practice and deep learning Ms Helen Enright, La Trobe University	360. Writing support for plurilingual graduate students: A critical analytic collaborative autoethnography Dr Megan McIntosh, The University of Melbourne	362. Both sides of the fence: revealing the comparable work-life experiences of academic and professional staff that entrenches conflict in universities Dr Anita Wheeldon, University of Southern Queensland			368. Engaging with the Process Assessment (EPA): Developing self-regulation and resilience through assessment Prof Shannon Kennedy-Clark, Central Institute of Technology and Innovation				
2:45pm - 3:45pm	Closing plenary: Higher education futures *(Mary will be presenting via live-stream)* Discussion between Prof Mary O'Kane AC, Chair, Australian Universities Accord Panel, Emeritus Prof Martin Betts, Founder, HEDx and Prof Hilary Winchester, Director and Principal, Hilary Winchester Pty Ltd Chair: Prof Christy Collis, Australian Institute of Professional Counsellors / HERDSA 2023 Co-Convenor										
3:45pm - 4:00pm	Closing ceremony Plaza Auditorium										