



**THE INTERNATIONAL FIRST YEAR IN
HIGHER EDUCATION CONFERENCE**

17TH INTERNATIONAL
FYHE
CONFERENCE 2014

6-9 JULY 2014
DARWIN CONVENTION
& EXHIBITION CENTRE
DARWIN, AUSTRALIA

www.fyhe.com.au

PROCEEDINGS



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Parallel Session 1	1A - RP	1B - RP	1C	1D	1E	1F	1G
11:00am - 11:30am	Exploring evidence of higher order thinking skills in the writing of first year undergraduates	A sense of belonging to enhance participation, success and retention in online programs	How risky is transformative learning? Evaluating Pedagogy of the Heart assessment in a first year topic through a lens of risk	The Curtin Coaches: Benefits of an outreach tutoring program for first year pre-service teachers	Using principles of trust to engage support with students from low socioeconomic backgrounds	It's not what I expected! Exploring the impact of expectations on the actual experience of students who are mothers in their first year at university	Valuing Quality Teaching: The importance of timely evaluation and feedback to constructive alignment in business courses
	<i>Lynette Faragher, Henk Huijser</i>	<i>Lisa Thomas, James Herbert, Marko Teras</i>	<i>Elizabeth Abery, Tania Leiman & Eileen Willis</i>	<i>Saul Karnovsky & Charles Flodin</i>	<i>Christie White</i>	<i>Amanda Draper</i>	<i>Marie Kavanagh</i>
	<i>Uni of Southern Queensland, Batchelor Institute of Indigenous Tertiary Education</i>	<i>University of Wollongong</i>	<i>Flinders University</i>	<i>Curtin University</i>	<i>University of Southern Queensland</i>	<i>Edith Cowan University</i>	<i>University of Southern Queensland</i>

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Parallel Session 2	2A - RP	2B - RP	2C	2D	2E	2F	2G
11:40am - 12:10pm	Conflating Student and Professional Identities: fostering development of professional identity in first year architecture	Independent Learning Skills, Self-Determination Theory and Psychological Well-being: Strategies for Supporting the First Year University Experience	A collaborative approach to embedding academic literacies in first year grant projects	The Mentor Program at Deakin University: The impact of good practice	Same-same but different: integrating central university support and faculty specific knowledge for mentor training	International Students Business Societies: A platform for aiding first year students' transition into university	The iPad cohort of 2013: A multiple stakeholder view of the planning, design and implementation of a first year curriculum integrating tablets
	<i>Joanne Paterson Kinniburgh</i>	<i>Rachael Field, James Duffy, Anna Huggins</i>	<i>Neela Griffiths, Dr Adam Aitken, Kathy Egea</i>	<i>Ms Rachael Baron, Dr Jane Menzies</i>	<i>Deborah Rodrigo, Cassie Khamis, Peter Lead, Zinnia Sahukar, Nadia McDonagh, Dr Melanie Nguyen</i>	<i>Shoab Gill</i>	<i>Kirsten MacDonald, Mark Brimble, Alice Manning</i>
	<i>University of Technology Sydney</i>	<i>Queensland University of Technology, University of New South Wales</i>	<i>University of Technology, Sydney</i>	<i>Deakin University</i>	<i>The University of Sydney</i>	<i>University of South Australia</i>	<i>Griffith Business School, Charles Darwin University</i>

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Parallel Session 3	3A - RP	3B - RP	3C	3D	3E	3F	3G
12:20pm - 12:50pm	What's ahead? Telling prospective students about the inherent skills they need to succeed	Mates: A student led and run community of practice that fosters a sense of belonging	Outreach Mentors with High School Mentees: Co-creating Engagement, Belonging and Loyalty in Higher Education	Show up; Don't beat yourself up. Self-critical thinking and Self-compassion in the first year	An evolving approach to developing academics' understanding of transition for first year students	Nurturing hope for first year success: Alternatives to deficit models of student support	HIPSTaRS: Holistic, Integrated Planning for Student Transition, Retention & Success
	<i>Tania Leiman</i>	<i>Paul Bates, Wendy O'Brien</i>	<i>Sonal Singh, Ruth Tregale</i>	<i>Dr Lydia Woodyatt, Dr Paul Williamson</i>	<i>Kathy Egea, Neela Griffiths, Jo McKenzie</i>	<i>Marjorie Kibby</i>	<i>Betty Gill, Lauren Thompson, Tariq Qurat, David Roach</i>
	<i>Flinders University</i>	<i>Griffith University</i>	<i>Macquarie University</i>	<i>Flinders University</i>	<i>University of Technology, Sydney</i>	<i>The University of Newcastle</i>	<i>University of Western Sydney</i>

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Parallel Session 4	4A - RP	4B - RP	4C - RP	4D	4E	4F
1:50pm - 2:20pm	Diversity and student performance in higher education	The forgotten ones: a case study on conceptualising and implementing a peer mentoring program for postgraduate coursework students	Mindfulness can assist FYHE students with Academic Adjustment	I'm not selling anything: Targeted student contact to improve retention and attrition	Enhancing Student Success and Retention in Online Open Education	How a first year teaching team (FYTT) is enacting inclusive curriculum and assessment in an interprofessional health practice subject
	<i>Jenny Chesters, Louise Watson</i>	<i>Ann Peterson, Hilary Macleod</i>	<i>Dr. Aaron Osmachenko, Dr. Susan Littler</i>	<i>Cheryl Burgess, Pat Considine</i>	<i>Dr Cathy Stone</i>	<i>Helen van Huet, Lenni Morkel-Kingsbury</i>
	<i>The University of Canberra</i>	<i>The University of Queensland, Queensland University of Technology</i>	<i>University of Southern Queensland</i>	<i>University of Newcastle</i>	<i>Open Universities Australia</i>	<i>Charles Sturt University</i>

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Parallel Session 5	5A - RP	5B - RP	5C	5D	5E	5F
2:30pm - 3:00pm	<p>The flipped-SKIM model: A framework for management and delivery of professional development activities for teaching staff</p> <p><i>Dr Gregory Nash, Dr Florin Oprescu, Janet Turley, Gail Crimmins & Mary-Rose Adkins,</i></p> <p><i>University of the Sunshine Coast</i></p>	<p>A web of support: an exploration of the support provided to FYE staff via Australian university websites</p> <p><i>Dr Ann Luzeckyj</i></p> <p><i>Flinders University</i></p>	<p>Pre-Arrival Student Engagement and Transition Initiatives at ANU</p> <p><i>Shweta Mariwala, Natalie Young, Paul Preston</i></p> <p><i>Australian National University</i></p>	<p>Taking a Selfie - First year Nursing students and the efficacy of online literacy self-assessment</p> <p><i>Rea Turner, Kathryn Derrington, Margaret Wheeler, Dr Naomi Malouf, Leanne Jack</i></p> <p><i>Queensland University of Technology</i></p>	<p>Enhancing the Transition Experience of Students from Low SES Backgrounds through Social Interaction and Increased Cultural Capital</p> <p><i>Mr Lee Pope</i></p> <p><i>Flinders University</i></p>	<p>Unistart Mark 2 – the mainstreaming of a successful peer transition program</p> <p><i>Mr Peter Hanley & Ms Lyn Rooke</i></p> <p><i>James Cook University</i></p>

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Parallel Session 6	6A - RP	6B - RP	6C	6D	6E	6F
3:10pm - 3:40pm	<p>Learning engagement: The importance of meaning, belonging and academic momentum</p> <p><i>Mr. Sean Peter Tinker, Mr. Brad Elphinstone</i></p> <p><i>Swinburne University of Technology</i></p>	<p>Increasing the emotional engagement of first year mature-aged distance students: Interest and belonging</p> <p><i>Ella R Kahu</i></p> <p><i>Massey University</i></p>	<p>I'm not supposed to be here: The unsettling transition to Higher Education</p> <p><i>Dr Martin Harris</i></p> <p><i>University of Tasmania</i></p>	<p>Developing first-year students' academic numeracy skills: Toward a whole-of-institution approach</p> <p><i>Kathy Brady</i></p> <p><i>Flinders University</i></p>	<p>Who 'owns' orientation? The process of developing a university-wide approach</p> <p><i>Carol Cameron, Kristal Sawatzke, Marie-Jo Wilson</i></p> <p><i>University of Auckland</i></p>	<p>Factors that affect the persistence with their studies of regional mature-age female university students with children at home</p> <p><i>Sandra Jardine, Marie Bonne, Janet Muller, Iris Ambrose, Ann Kuypers, Caroline (Kate) Chanock</i></p> <p><i>Latrobe University</i></p>

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Parallel Session 7	7A - RP	7B - RP	7C	7D	7E	7F
8:30am - 9:00am	Personalised learning, support and feedback in a large first year chemistry class	"It might have worked for you but...."evaluating the efficacy of a first-year support strategy in multiple units and disciplines	Mid-year entry students: Their expectations and experiences	Building academic capability to facilitate and support the transition of first year social inclusion business students	Hub Central: Utilising co-created 'space design' to foster a sense of belonging across diverse First Year student groups	Engaging first year students early and often through online delivery of a writing tutorial program
	<i>Adam J Bridgeman and Adrian V George</i>	<i>Dr Anna Potter, Dr Lee-anne Bye</i>	<i>Kathy Brady and Regina Sliuzas</i>	<i>Associate Professor Michael Zanko, Dr. Jan Turbill, Ms. Bonnie Amelia Dean</i>	<i>Hedley Reberger</i>	<i>John Hamilton</i>
	<i>University of Sydney</i>	<i>University of the Sunshine Coast</i>	<i>Flinders University</i>	<i>University of Wollongong</i>	<i>University of Adelaide</i>	<i>Victoria University</i>

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Parallel Session 8	8A - RP	8B	8C	8D	8E	8F
9:10am - 9:40am	Engaging first year lecturers with threshold learning outcomes and concepts in their disciplines	The impact of coaching as a reasonable adjustment for first year students who have a disability	An Initial Exploration of the Association between Psychological Distress and Sedentary Behaviour in First Year Undergraduates	An innovative approach to mid-year orientation and transition	Enhancing First Year Experience in the Introductory Public Relations Unit	When fingers do the talking: The use of technology and social media as a means of wrap-around support to increase Pacific student participation, engagement and success
	<i>Theda Thomas, Joy Wallace, Pamela Allen, Jennifer Clark, Bronwyn Cole, Adrian Jones, Jill Lawrence, Lynette Sheridan Burns,</i>	<i>Steve Bailey, Ms Jacqueline Henrisson</i>	<i>Charmaine Graham, Amanda Richardson, Sharron King, Belinda Chiera, Tim Olds</i>	<i>Regina Sliuzas and Kathy Brady</i>	<i>Nicole Bridges</i>	<i>Malia Lameta, Dr Fa'afetai Sopoaga, Brad Watson, Jesse Kokaua</i>
	<i>ACU, Charles Sturt Uni, Uni of Tasmania, Uni of New England, Uni of Western Sydney, La Trobe Uni, Uni of Southern Queensland, Uni of Western Sydney</i>	<i>Campus Wellbeing and Support Services, Macquarie University</i>	<i>University of South Australia</i>	<i>Flinders University</i>	<i>University of Western Sydney</i>	<i>University of Otago</i>

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Parallel Session 9	9A - RP	9B - RP	9C	9D	9E	9F - RP
10:10am - 10:40am	Belonging in the first year: a creative discipline cohort case study	Improving learning outcomes for first year introductory programming students	Tour de Campus: Using a smartphone app to connect and engage students during O'Week	Placement 101 – Preparation & planning for industry placement: a comparative analysis of 1st year Education & Nursing Students across two campuses	It's in the doing that the becoming occurs: Providing opportunities for identity development in a first year mentor program	Investigating the role of academic developers in improving the first year experience
	<i>Natalie Araujo, David Carlin, Bronwyn Clarke, Lucy Morieson, Karli Lukas, Rachel Wilson</i>	<i>Sven Venema, Andrew Rock</i>	<i>Shoaib Gill, Tristana Sidoryn, Olexij Straschko</i>	<i>Lisa Wirihana, Maria Oram, Martin Christensen, Joanna Bennett</i>	<i>Catherine Gresham, Christine Symons</i>	<i>Dr Sharon Cooper</i>
	<i>RMIT University</i>	<i>Griffith University</i>	<i>University of South Australia</i>	<i>Queensland University of Technology</i>	<i>Curtin University</i>	<i>The University of Newcastle</i>

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Parallel Session 10	10A - RP	10B - RP	10C	10D	10E	10F
10:50am - 11:20am	Using 'transition pedagogy' to evaluate the revised Year 1 curriculum for first year veterinary science students	An intentional class design model to engage first year students with threshold concepts using the academic discourse theories of Vygotsky and Laurillard	Comparing models of first year mathematics transition and support	Using the first year curriculum to develop preservice teacher resilience and self-efficacy	Overwhelming Information: using discovery layers to refine for relevance and readability.	Student retention and learning analytics: a snapshot of current Australian practices and a framework for advancement
	<i>Dr Sandra De Cat, Dr John Cavalieri, Mrs Blaise Webster</i>	<i>Rachael Field, Rosland McCulloch</i>	<i>Leon Poladian, Deborah King, Joann Cattlin, Adrian Koerber, Jo Ward</i>	<i>Sharn Donnison, Sorrel Penn-Edwards, Lisa Albion</i>	<i>Heidi Ing, Masha Smallhorn, Jeanne Young, Karen Burke da Silva, Kate Deller-Evans</i>	<i>Cassandra Colvin, Deborah West</i>
	<i>School of Veterinary and Biomedical Sciences, James Cook University</i>	<i>Queensland University of Technology</i>	<i>University of Sydney, University of Melbourne, University of Adelaide, Curtin University</i>	<i>University of the Sunshine Coast, Griffith University, University of the Sunshine Coast</i>	<i>Flinders University</i>	<i>UNISA, Charles Darwin University</i>

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Parallel Session 11	11A - RP	11B - RP	11C	11D	11E	11F
11:30am - 12:00pm	Centralising first year students' voices: Analysing Facebook status updates	Markers' experiences of providing formative assessment feedback in hardcopy, desktop and tablet	Academic integrity in higher education – who is responsible?	Breaking the Barriers: supporting and engaging mature age first-in-family university learners and their families	Making spaces to connect: Using social media to engage first year Faculty of Education students	OnTrack to science literacy: addressing the diverse needs of non-traditional students engaged in an Australian pre-university enabling program
	<i>Naomi Barnes</i>	<i>Rebecca Olson, Anthony Burton, Paul Byron, Margo Turnbull</i>	<i>Sarah Jansen, Allie Ford, Melinda Cashen, Steven Yates</i>	<i>Dr. Sarah O'Shea, Dr. Cathy Stone, A/Prof Josephine May</i>	<i>Kelli McGraw</i>	<i>Joanne G. Lisciandro, Gael Gibbs</i>
	<i>Griffith University</i>	<i>University of Western Sydney, University of Western Sydney, University of New South Wales, University of Technology Sydney</i>	<i>Monash University</i>	<i>University of Wollongong, Open Universities Australia, University of Newcastle</i>	<i>Queensland University of Technology</i>	<i>Centre for University Teaching and Learning, Murdoch University</i>

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Parallel Session 12	12A - RP	12B - RP	12C	12D	12E	12F
1:00pm - 1:30pm	Preparing enabling students for undergraduate study through the use of ubiquitous technologies	Access and opportunity: A retention intervention	The academic and the first year student, face-to-face contact and advising: Can this help students stay at university?	Moderation of assessments in a School of Nursing and Midwifery: Enhancing student assessment experiences	Can we really improve outcomes for under-represented first-year University students? Evidence from the evaluation of a targeted support programme over three years	Turning Attrition Around: Effective Partnerships for Improving Student Retention
	<i>Nadine Adams, Antony Dekkers, Sherie Elliott</i>	<i>Ben French, , Dr Olav Muurlink, Professor Keithia Wilson</i>	<i>Professor Karin Barovich, Ms. Julie Reeves</i>	<i>Lesley Andrew., Beverley Ewens, Rowena Scott</i>	<i>Dr Faafetai Sopoaga, Jesse Kokaua, Malia Lameta</i>	<i>Corinna Ridley, Alan McWilliams</i>
	<i>CQUniversity Australia</i>	<i>Griffith University</i>	<i>University of Adelaide</i>	<i>Edith Cowan University</i>	<i>University of Otago</i>	<i>Victoria University, Melbourne</i>

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Parallel Session 13	13A	13B	13C	13D	13E	13F
1:40pm - 2:10pm	'Link-In to Study': Supported intervention for commencing, undergraduate external students	Understanding student experiences in university Learning Centres	Students, parents, partners, friends and the university: collaborators in successful first year transition	Promoting an Institutional Culture of Student Retention and Success through the Monitoring of Student Learning Engagement: The Student Link Experience	Just a phone call away: the impact of academic intervention on retention and success for repeat fail students in the distance education environment	HEPPP to be square: Sustainable social inclusion at Monash University Library
	<i>Kate Borrett, Cassandra Colvin</i>	<i>Linda Galligan</i>	<i>Dr Ben Kooyman & Ms Helen Johnston</i>	<i>Darren Brown, Dr Miguel Gil, Yolanda Evagelistis, CaAtherine Meredith</i>	<i>Katherine Attree, Ashleigh Johnston, Gaye Livermore</i>	<i>Dr Anita Dewi and Romany Manuell</i>
	UniSA	University of Southern Queensland	University of South Australia	Victoria University	Charles Sturt University	Monash University
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Keynote Sessions	01	02
	Critical Race Theory and Indigenous higher education: towards a remaking of the university	The first year in higher education – where to from here?
	<i>Professor Steve Larkin Pro Vice-Chancellor Indigenous Leadership Charles Darwin University</i>	<i>Professor Karen Nelson Pro Vice-Chancellor (Students) University of the Sunshine Coast</i>
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POSTER SESSION

#	TITLE	AUTHORS	VIEW	VIEW
P01	Engaging the Millennial Family: an orientation program for the families of new students	Cathie Shanahan and Cheryl Burgess - <i>University of Newcastle</i>	ABSTRACT	POSTER
P02	Promoting a quality FY Experience through PASS	Ms Sally Rogan - <i>University of Wollongong</i>	ABSTRACT	POSTER
P03	Starting to catch smoke: Regional campus interventions to support student transition from TAFE to University	I. Ambrose, M. Bonne, K. Chanock, S. Jardine, A. Kuypers, J. Muller - <i>La Trobe University</i>	ABSTRACT	POSTER
P04	Raising the bar: creating high quality co-curricular experiences for first year students	Helen Gardner - <i>UNSW Australia</i>	ABSTRACT	POSTER
P05	First Glance: A Planner for First Year Success	Joy Harley, Pauline Porcaro - <i>RMIT University</i>	ABSTRACT	POSTER
P06	A case study of first-year seminars for the development of students' social responsibility: A seminar focusing on the Great East Japan Earthquake at the University of Tokyo	Akinori YAMABE, Ph.D. - <i>University of Tokyo</i>	ABSTRACT	POSTER
P07	Mature Aged Men's Experiences of Transitioning into Higher Education	Madeleine Laming, Pamela Martin-Lynch - <i>Murdoch University</i>	ABSTRACT	POSTER
P08	The role of collaboration in re-designing a first-year writing task	Janelle Wilkes, Julie Godwin, Lisa Gurney - <i>University of New England</i>	ABSTRACT	POSTER
P09	Preventing Probation: Disengaged Students' Visions for the Future of Australian Higher Education	Simone Buzwell, James William - <i>Swinburne University of Technology</i>	ABSTRACT	POSTER
P10	Preparing students for an enhanced first year experience and beyond: A case study of a secondary school's approach to learning and teaching	Angela Di Sotto-Hames - <i>University Senior College at Adelaide University Inc</i>	ABSTRACT	POSTER
P11	Dive into Uni: Preparing students for University Readiness	Lisa Wirihana, Judy Craft, Karin Medew, Ken Lyons, Martin Christensen, Maria Oram - <i>QUT, Caboolture campus</i>	ABSTRACT	POSTER
P12	Embedding academic skill development resources to improve first year student performance	Dr Karina Pont, Elicia Kunst - <i>Southern Cross University</i>	ABSTRACT	POSTER
P13	High achieving first year science students: How do we engage and challenge them?	Karin Barovich - <i>University of Adelaide</i>	ABSTRACT	POSTER
P14	Holistic student-advising for transition and retention: why is it vital for students? Does it work?	Dr Jane Rienks & Dr Margaret Dorey - <i>University of Tasmania</i>	ABSTRACT	POSTER
P15	Just the FACS; closing the academic skills gap	Laura Fleming - <i>William Angliss Institute</i>	ABSTRACT	POSTER
P16	Valuing Student Voices When Exploring, Creating and Planning for the Future of Australian Higher Education: Results from a sample of first year students	Dr Simone Buzwell, James Williams - <i>Swinburne University of Technology</i>	ABSTRACT	POSTER
P17	Not Reinventing the Wheel: Two band-aid solutions to address feedback in first-year French language courses (plus one happy, unintended consequence)	Associate Professor Ben McCann - <i>University of Adelaide</i>	ABSTRACT	POSTER
P18	Flipped classroom delivery of a unit on the science of student success	Jacquelyn Cranney, Sue Morris - <i>The University of New South Wales</i>	ABSTRACT	POSTER
P19	Opening doors to opportunity	Kerry Fielding and Sarah Roche - <i>University of New South Wales</i>	ABSTRACT	POSTER
P20	What resources do students see as important for their learning: Perspectives from a large first year biology co	Prasad Chunduri, Lesley Lluka - <i>The University of Queensland</i>	ABSTRACT	POSTER
P21	Maximising university enabling outcomes in a capped funding environment	George Lambrinidis, Penny Szybiak, Maren Thoss, Sharon Bridgeman, Emeritus Professor Charles Webb - <i>Charles Darwin University</i>	ABSTRACT	POSTER
P22	A portal to good practice in transition pedagogy	Dr Ann Lawless, Claire Brooks & Charlotte Steer - <i>Charles Sturt University</i>	ABSTRACT	POSTER
P23	Mentoring for Success at QUT International College	Jacqui Harding, Suzan Gredig - <i>QUT International College</i>	ABSTRACT	POSTER

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