

# **BOOK OF PROCEEDINGS**

A COLLECTION OF ABSTRACTS



**SCHOLARSHIP  
OF TEACHING  
AND LEARNING  
CONFERENCE 2023**

Published by:  
TAFE Queensland  
ISBN: 978-0-646-87646-7

**MAKE  
GREAT  
HAPPEN**

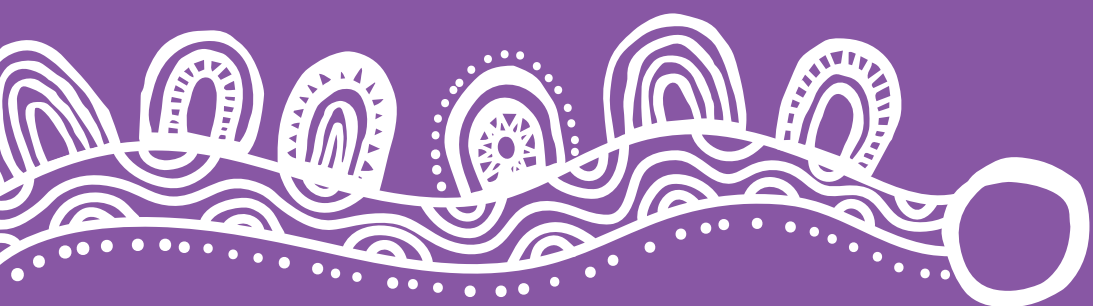




## Acknowledgement of Country

TAFE Queensland acknowledge the Traditional Custodians of Country throughout Australia and respect the continuing connection to land, waters, cultures and family that Aboriginal and Torres Strait Islander peoples uphold.

We pay respect to Elders past, present and future. We recognise that teaching and learning has taken place on country for over 60,000 years and two-way learning is an important part of our reconciliation journey.



Artwork elements from TAFE Queensland's Reconciliation Action Plan artwork 'Connecting Knowledge - Connecting Cultures' by Riki Salam. Visit [tafeqld.edu.au/RAP](http://tafeqld.edu.au/RAP) to view the Reconciliation Action Plan.





***EDITOR***

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Published by:  
TAFE Queensland

**ISBN: 978-0-646-87646-7**



# CONFERENCE OVERVIEW

The inaugural Scholarship of Teaching and Learning conference was held March 31, 2023 at South Bank campus, with remote access provided for online attendance via TEAMS.

The purpose of the conference was to showcase and celebrate scholarship happening at TAFE Queensland.

An invitation to contribute, attend and participate in the conference was distributed state-wide to all TAFE Queensland VET educators, Higher Education educators and professional staff.


The day began with Tom Grice, MC, welcoming in-person participants and online attendees. The conference was officially opened by Chief Academic Officer, Jo Pyne, with the Higher Education vision well-articulated by General Manager Operations, Nik Babovic.

TAFE Queensland Higher Education vision, as stated in the Higher Education Core Plan:

***“TAFE Queensland aims to provide qualifications that prepare students for life and work by delivering programs that enable pathways from VET, are connected to industry, and valued by employers.”***

Following the official opening of the conference, Keynote speaker, Dr. Susanne Francisco, Senior Lecturer in the School of Education, Charles Sturt University, presented on the topic of, “Supporting workplace learning for VET teachers.” This keynote presentation addressed the question of how novice VET teachers learn to become teachers and included a trellis of practices to support the learning of VET teachers.

Throughout the day, 18 presentations occurred across six tracks with contributions from Higher Education and VET educators, professional staff and students. Presentations were 15-20 minutes in length with the audience given the opportunity to ask the questions at the conclusion of each presentation. Each of the six tracks was managed by an assigned Track Chair who had the primary responsibility to keep speakers to time limits and field both in-person and online questions.



Each of the 18 presentations went through a double-blind review process that occurred in the weeks leading up to the conference. This process provided authors with feedback on submitted abstracts and the opportunity to revise. Reviewers were provided a generic rubric by which to assess each abstract and assign a respective score.

Of the 18 presentations, a Best Paper award went to the paper with the highest score achieved in the double-blind review process. Jen McDougall received the Best Paper award for her presentation titled, “Augmented reality (AR) in a simulated nursing laboratory: An Australian exploratory study.” This award comprised a laminated certificate with author name and paper title.

The conference also included two workshops that provided introductory information on the topic of research ethics and the topic of publishing scholarship of teaching and learning work. The workshop on publishing scholarship of teaching and learning also included a presentation on predatory journals.

The conference also included a spectacular poster session showcasing 22 student Environmental Engineering posters. Conference participants voted for the best poster and Matthew Tarrant received the People’s Choice award for his poster on Bee Decline. This award comprised a \$50 voucher for a local coffee café. Online and in-person participants were able to vote for their poster choice via the QR code presented on the Program Schedule.

The conference concluded after a highly interactive panel including Keynote speaker Dr. Francisco, VET student engagement expert Dr. Anitza Geneve and Dean, Higher Education Dr. Sharon Schembri. As the inaugural Scholarship of Teaching and Learning conference, this event was internal TAFE Queensland invite only.

## Conference MC

*Tom Grice*

## Opening declaration

*Jo Pyne* | TAFE Queensland Chief Academic Officer

*Nik Babovic* | General Manager Operations

## Keynote presentation

Supporting the workplace learning of VET teachers

*Dr. Susanne Francisco*

## Conference tracks and track chairs

### Track 1

*Dr. Srin Varanasi*

### Track 4

*Dr. Anitza Geneve*

### Track 2

*Dr. Michael Hanzal-Bayer*

### Track 5

*Tom Grice*

### Track 3

*Ann Stevens*

### Track 6

*John Souza*

## Workshops

### Research ethics

*Dr. Sharon Schembri*

### How to publish

*Dr. Sharon Schembri*

### Beware predatory journals

*Leanne Fischer*

## Interactive panel

What is Scholarship of Teaching and Learning?

*Panellists:*

*Dr. Susanne Francisco* | School of Education, Charles Sturt University

*Dr. Anitza Geneve* | Principal Consultant Student Engagement, TAFE Queensland

*Dr. Sharon Schembri* | Dean of Higher Education, TAFE Queensland

## Best paper award

*Jen McDougall*

## Best poster award

*Matthew Tarrant*

## SUMMARY OF CONFERENCE CONTRIBUTIONS

### Track 1

*Track chair:*

**Dr. Srimi Varanasi**

1. *Carling, Melanie et al.*  
Professionalism in Diploma of Nursing Students in the VET sector
2. *Moloney, Ali*  
Making cultural safety happen
3. *McDougall, Jen*  
Augmented reality in a simulated nursing laboratory: An Australian exploratory study

### Track 2

*Track chair:*

**Dr. Michael Hanzal-Bayer**

1. *Geneve, Dr. Anitza*  
Using SOTL and student survey feedback in vocational education
2. *Colless, Courtney*  
An evaluation of simulated laboratory software in pathology vocational education and training
3. *Jayatilake, Dr. Indunil*  
Nurturing student engagement through collaborative research across institutions

### Track 3

*Track chair:*

**Ann Stevens**

1. *Worfold, Dr. Chris*  
Lacan and the image/screen game
2. *Pak, Ola and Jones, Alaina*  
Being creative about 'creative thinking'
3. *Frusin, Anatoly*  
The First Folio in practice: Using Shakespeare's original texts in actor training

### Workshop 1

**Research ethics**

*Dr. Sharon Schembri*

### Track 4

*Track chair:*

**Dr. Anitza Geneve**

1. *Varanasi, Dr. Srimi*  
Student engagement via portfolio of poster and written assignment design
2. *Poole, Craig et al.,*  
VET in school. Motivations and outcomes for secondary students
3. *Ostwald, Shayne*  
The importance of sales and marketing to the TAFE institution

### Track 5

*Track chair:*

**Tom Grice**

1. *Adcock, Michael*  
Commencing students on their BIM journey
2. *Sprong, Fred*  
A View of Assessment Evaluations in the Higher Education Space
3. *Zaranski, Matt*  
Embedding applied learning principles in educational programs

### Track 6

*Track chair:*

**John Souza**

1. *Cheng, Tan-Hsiang (Nancy)*  
Ceramic music colliding with calligraphy
2. *Stevens, Ann*  
Using Collaborative Extended Reality Spatial Design Platform for Experiential Learning
3. *Jansen, Bente*  
Chat bots – reflection on action

### Workshop 2

**How to publish**

*Dr. Sharon Schembri*

**Beware predatory journals**  
*Leanne Fischer*

## POSTER PRESENTATIONS

22 student posters showcased their Environmental Engineering projects.

<i>Andrade, Renata</i>	Amazon deforestation
<i>Bernal, Jean Carlo</i>	Plastic waste
<i>Cikursch, Connor</i>	CO2 Emissions produced by transport
<i>Connors, Breanna</i>	Embodied carbon emissions in the built environment
<i>Felise, Reid</i>	Ocean acidification
<i>Graham, Nicholas</i>	Global warming
<i>Huckfeldt, James</i>	Overfishing
<i>Jang, Eunsil</i>	Water scarcity
<i>Leeon, Aide</i>	Deforestation
<i>Lopez, Roberto</i>	Waste disposal
<i>Matiz, Jonathan Lopez</i>	Environmental impact of fishing
<i>Melquiades, Mark</i>	Air pollution
<i>Mabior Nyang</i>	Invasive species
<i>Munoz, Carolina</i>	Ozone layer depletion
<i>Ontronen, Caleb</i>	The great Pacific garbage patch
<i>Oswatta, Osada Helaga</i>	The arguments for and against the extraction of coal seam gas
<i>Pinheiro, Bruno</i>	The environmental impact of population growth
<i>Prasad, Visham Vareen</i>	Unbanisation, a threat to koalas
<i>Ronquillo, Majorie</i>	Water scarcity – waste water
<i>Tarrant, Matthew</i>	Bee decline
<i>Thapa, Nodan</i>	Invasive species
<i>van Heuzen, John</i>	Coral bleaching of the Great Barrier Reef



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# Commencing students on their BIM journey

Michael Adcock

## Abstract

Building Information Modelling (BIM) is growing in its implementation and success on large-scale projects around the world in the Architecture, Engineering and Construction (AEC) communities. The benefits of BIM includes providing powerful collaborative processes between stakeholders on a project. BIM also enables the use of intelligent 3D software to ensure that the asset is designed, built and managed efficiently. A further benefit of BIM is delivering on client demands.

The Queensland Government, in conjunction with local consultancies, have released a policy on the Principles for BIM Implementation. For BIM to continue to grow in the AEC sector, education is key. This paper showcases the 2019 introduction of a BIM unit as an elective in an Associate Degree in Civil Engineering (ADCE). This unit provided students the opportunity to gain insight into current BIM industry practices whilst gaining modelling skills using relevant 3D software. The student numbers for this unit have grown each semester. Initiatives used in the BIM unit for enhanced student engagement and learning included inviting guest lecturers from industry to showcase major projects and discuss lessons learnt from these projects. Another engagement strategy comprised an industry led event, with each event premised on a different BIM theme. Benefits for the ADCE students attending the industry led event also offers the opportunity to network with industry.

The evidence of outcomes from the BIM unit is the consistency of positive feedback in the student surveys and the continued willingness of industry professionals wanting to discuss BIM in the classroom with the students. The number of past students who regularly attend BIM industry events keeps growing and past graduands feature as speakers at the event. The successful transition of the BIM unit from an elective to a core unit in 2023 is also evidence of success and aligns with the shift in work practices within the AEC community.



# Professionalism in Diploma of Nursing Students in the VET sector

Melanie Carling, Bente Jansen, Robyn Littlejohn, Jen McDougall, Rossie Mutsimba

## Abstract

Being a member of a professional group, such as nursing, requires a unique skillset, knowledge and attitude. Educators frequently make statements to students informing them a particular behaviour is not professional. This situation highlights to educators that student nurses may not know how a professional looks, sounds and behaves. The subject of professionalism in nursing students will be addressed using an action research design. “Action research is an orientation to knowledge creation that arises in a context of practice and requires researchers to work with practitioners” (Hyang, 2010, p. 93).

In order to gain an understanding of students’ view of professionalism, a research design comprising a pre-test/post-test survey methodology is proposed. The survey sample frame includes stage one (novice) nursing students to ascertain their understanding of professionalism and to identify which learning modes they would prefer to increase their knowledge of professionalism. The same survey will be used post-delivery to assess the level of understanding and learning outcomes. A comparison of the pre-test and post-test survey results will determine the success of the learning outcomes.

Initial results are expected to show a need for education in the areas of the social media use, power imbalance, oversharing of personal information and personal beliefs. The aim of the project is to give nursing students an enhanced understanding of professionalism and to apply it to their nursing practice.

## References

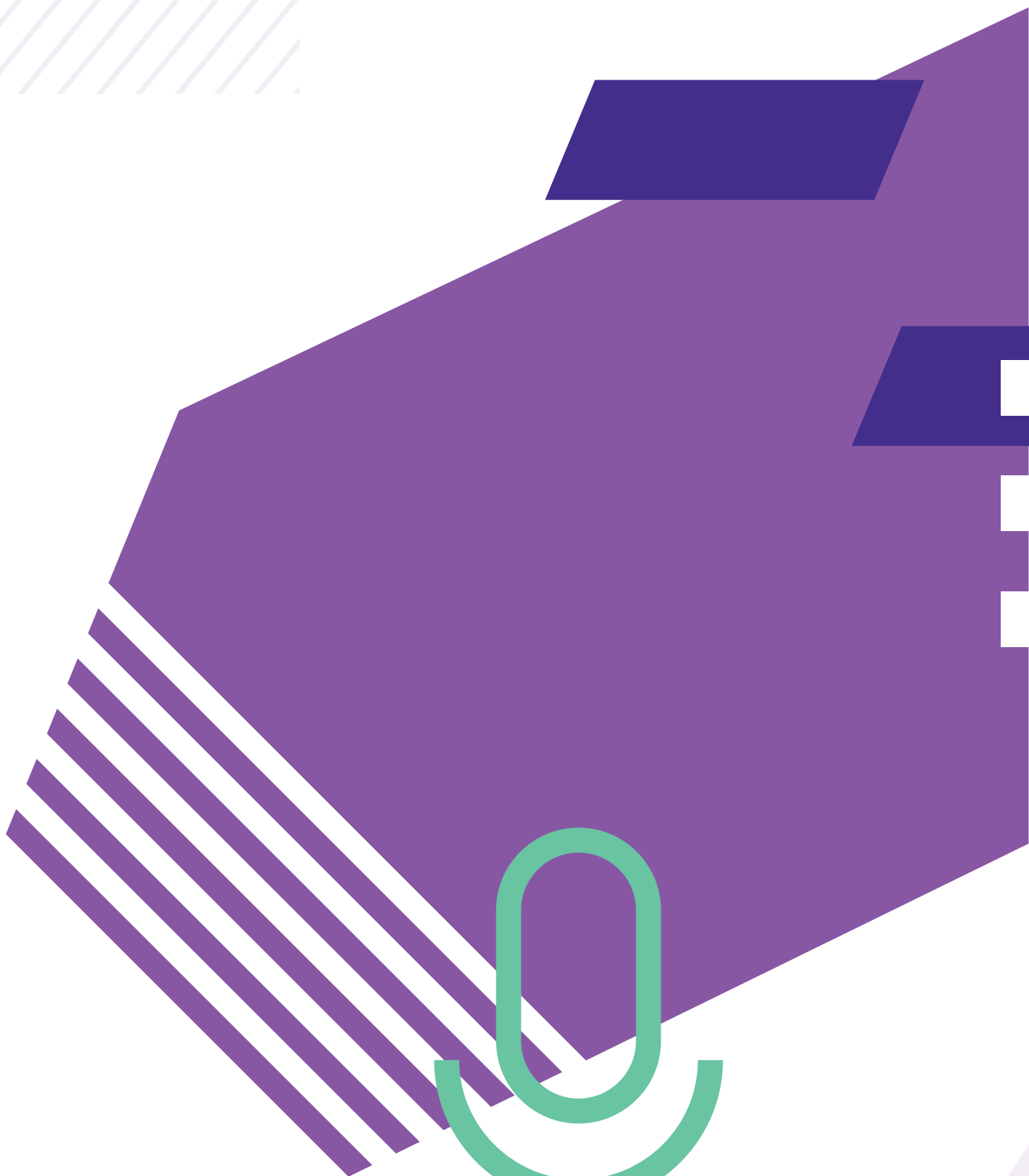
Hyang, H. (2010). What is good action research? *Action Research*, 8(1), 93-109.

# Ceramic music colliding with calligraphy

Tan-Hsiang (Nancy) Cheng

## Abstract

This project focuses on performance art interconnected with interdisciplinary creativity. Three main elements have been investigated to seek a dominant visual identity from a wide range of creativity. With specific characteristics, Chinese calligraphy conveys ancient aesthetics with historical culture. Indigenous ceramic instruments simplify the inner voice with their natural characteristics. Dance also interprets the inner world. This research aims to develop a dominant visual identity by connecting knowledge across disciplines. To study new visual communication, three components lead the intertwining of the creation of calligraphy and dance. These three components are the Rune language, ten chosen personalities, and Zen. Costume design enhances the performing nature. With an autoethnographic methodology, personal insights and experiences through cultural integration contribute to the value of this visual language. This project also includes a survey and discussion with the same visual artists to draw out new insights and more beyond the questions. In summary, the dominant visual identity reveals a new calligraphy language from influential ancient components through a subjective and harmonious contemporary performance. The data from the survey and the discussion with the artists show that visual identity is the creativity of self-expression for artists and their brands. The significance of cultural preservation and artistic development through individual visual identity is referred to as the milestone in individual artistic evolution or art evolution.



# An evaluation of simulated laboratory software in pathology vocational education and training

Courtney Colless

## Abstract

The aim of this research project is to evaluate 'Labster', a laboratory simulation software. Laboratory simulation software has been available to tertiary students across a number of learning institutions for many years (Alfes, 2011; Booth et al., 2016; Gandole, 2006). Since 2020 education worldwide has been significantly impacted as COVID-19 changed and challenged the student learning experience. During this time, laboratory simulations were utilised by universities when face-to-face practical laboratory sessions were prohibited due to lockdowns (Avci, 2022; Peechapo, 2021; Yapet et al., 2021). However, what impact, positive or negative does a simulated laboratory experiment have on student learning outcomes? This research seeks to evaluate the effect of a laboratory simulation software on student perception of usefulness, self-confidence, learning experience, motivation, achievement and laboratory performance for students studying introductory microbiology in an entry level vocational pathology course. Students from two cohorts within the applied science faculty will be given the opportunity to participate in the project without impacting their final grades. Students will be informed of the study aims, the level of participation required, and decide whether or not to give consent to participate in the study. Students may withdraw from the study at any time, again, without academic penalty. Students will participate in a survey before and after completing the laboratory simulation and the face-to-face practical in a laboratory class whereby demographic data, such as age range, gender and highest level of education completed will be collected, as well as other research informed questions to ascertain student motivation and self-efficacy. Student assessment including a written task and observation checklist will be used to evaluate whether or not the use of the 'Labster' virtual simulation impacted student assessment results. A second educator, independent of the study design and delivery will be present to assess and evaluate students during the practical experiment, as well as mark the written assessment task. The implications of this project are to improve student learning outcomes, facilitate a safe learning environment, in particular, in the instances whereby laboratory experiments have been considered too dangerous to complete in a vocational learning facility, while still providing students with a learning experience in line and above other Registered Training Organisations (RTOs) and universities.



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# The First Folio in practice: Using Shakespeare's original texts in actor training

Anatoly Frusin

## Abstract

Shakespeare's plays presents challenges for acting students who may struggle with the unfamiliarity of the early 17th Century language, as well as the formal and expressive complexities of his verse and prose. In seeking to address these issues, improve student engagement and provide a guide to the interpretation of Shakespeare's texts, a "return to the Folio" offers an opportunity for an innovative approach to actor training. This potential teaching innovation is presented given the First Folio's orthography, spelling, lineation and punctuation may contain important information and guidance for actors' performances that editorial intervention and modernisation alters and obscures. In working with transcriptions of plays from the First Folio, actors' learning their parts using the information encoded in the peculiarities of the Folio's writing and printing practices may be given help and guidance that is missing from later iterations and interpretations of the texts. This point especially applies in the organisation of the actors' breath, characterisation, emphasis and dramatic and physical choices. In recognising the potential benefits of working with the First Folio, a fruitful investigation may be to address the question of, "What are the student responses to this textual information and how is it put into practice in rehearsal and performance?" The aim of the research is to explore ways of introducing this textual information to help acting students, fast track their interpretive choices and decisions. Such an investigation may also uncover how performances might be based on textually supported acting choices. The intended study will also seek to identify how such textual guidance may be incorporated into introductions of Shakespeare's texts as part of training and rehearsal processes. While outcomes are challenging to evaluate considering the partly subjective nature of creative success, methods may include tutor/director evaluation, interviews with expert panels and interviews with acting students, or analysis of students' reflective journals.



# Using SOTL and student survey feedback in vocational education

Dr. Anitza Geneve

## Abstract

This paper highlights the importance of using student survey feedback as a tool to improve the student learning experience. Surveys are an important aspect of the quality assurance approach of Australian Vocational Education and Training (VET) providers. Surveys can also be used within a Scholarship of Teaching and Learning (SOTL) inquiry to advance the practice of teaching.

Student feedback (verbatim data from student surveys) offers a data-driven approach to drive change at both the institutional level and also at the individual practitioner level. From a quality assurance perspective, student survey data is an important mandatory compliance aspect. In the practice of SOTL, student survey data provides information for practitioners to consider and can guide improvements to teaching practices. This paper proposes that by utilising both approaches, institutions can ensure that their quality assurance process improves the student learning experience, rather than just meeting regulatory requirements.

The paper presents an example of how Boyer's (1990) Model of Scholarship can be used to identify areas for improvement in teaching practices. The recognition of several limitations of implementing the SOTL in the VET context leads to suggested future areas of research. Overall, the paper provides insight into how student surveys can be used in a meaningful way to improve the student learning experience. An argument is made that aligning aspects of the quality assurance process to the SOTL framework can be beneficial for VET institutions.



## References

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# Nurturing student engagement through collaborative research across institutions

Dr. Indunil Jayatilake

## Abstract

Engaging students in research is an educational approach that is at least 200 years old (Hensel & Blessinger, 2020). Collaborative research is a type of scientific investigation that involves multiple individuals, organisations or institutions working together to achieve a common goal. Collaborative research in non-university institutions offers students unique opportunities to gain practical experience, work on real-world problems, and engage with experts in their fields of study. By working collaboratively with other institutions, non-university institutions can demonstrate their commitment to research and innovation, enhance their reputation and attract new students and funding sources.

This research presents a continuing collaborative research project initiated in 2019 by hosting civil engineering laboratory space and instrumentation at a non-university institution for university academics and research students to undertake experiments in environmental and geotechnical engineering. This collaboration offers mutual benefits to both institutions where university students are utilising the space for their experiments while sharing their research experience and outcomes through demonstrations with Associate Degree in Civil Engineering (ADCE) students at the non-university collaborating partner. Through this collaboration, university academics also provide feedback on the continuous improvement of the Environmental Engineering unit for the ADCE, which is vital for advancement.

An expected outcome of this cross-institutional collaboration is that non-university staff and students will have opportunities to engage in joint research and publications with university academics and students. It is also anticipated that this collaboration provides enhanced ability to share and exchange resources and expertise, which facilitates cost savings and sharing knowledge leading to advancement of research and student engagement.

## References

Hensel, N. H., & Blessinger, P. (2020). Undergraduate research as a high-impact educational practice. *International perspectives on undergraduate research: Policy and practice*, 1-18.

# Chat bots - Reflection on action

Bente Jansen

## Abstract

The purpose of this work is to understand the ease of AI technology use by students if used for assessment submissions. More specifically, this study seeks to identify if the process is quicker to use a free trial Artificial Intelligence (AI) site to write a proposal or to use the Google search function to identify the structure of a written proposal is and write it myself.

As a current topic of discussion and media headlines, the question of how this technology may impact students' learning and educational processes is timely. There are various ways that technology can positively impact student learning and be included in quality teaching (Mollick & Mollick, 2022). A search of the current AI websites using the Google search function to find and test a free trial AI site with the proposal title identified two potential sites. Each of the two websites were explored, tested and a critique showed limited results. A comparative effort using the Google search function to identify the structure of writing a proposal was also undertaken.


Exploration of the AI sites showed that inputting a questions and getting desired result was not as easy as expected. Students may also experience this dilemma when trying to complete assessments with AI assistance. More time was expended to a suitable AI site and reflect on the results than to find the information on the structure out of a proposal and write it myself. Overall, results show the AI tool did not assist to the extent expected. Further research could investigate the full potential and process associated with producing AI assisted work.





## References

Mollick, E. R. and Mollick, L. (2022). *New Modes of Learning Enabled by AI Chatbots: Three Methods and Assignments*. <http://dx.doi.org/10.2139/ssrn.4300783>



# Augmented reality (AR) in a simulated nursing laboratory: An Australian exploratory study

Jen McDougall

## Abstract

Augmented Reality (AR), or augmented virtuality, is a technology that allows the overlay of a digital object onto a real-world environment. A popular example of this is the interactive game, Pokémon Go, where users pursue three-dimensional characters in a real physical environment. AR allows the user to be engaged in a meaningful way with virtual information without losing touch with the real world (Quqandi et al., 2022). Nursing is an area of professional practice that will be required to embrace such technologies and embed this expertise into the curriculum. The safe administration of medication is a key role of expertise for a nurse, yet this part of practice can be onerous to teach to nursing students (Latimer et al., 2017). Errors in nursing practice that involve medications are nearly always preventable and costly. In Australia, erroneousness in administration of medication is five to ten per cent in a hospital setting (Fernandes et al., 2022). The purpose of this study is to determine the effectiveness of AR in enhancing learning outcomes in the simulated laboratory for stage two nursing students at a metropolitan TAFE. This study uses an exploratory construct design approach, where student observations are converted into units and measured using numerical analysis (Bergman, 2008). The research design also involves comparison of an experimental group with a control group. Students in the experimental group log into the AR platform and watch the seven-minute learning resource on oral medication administration, prior to attending their simulated practical laboratory session on oral medication administration. The control group attend the traditional laboratory session without the AR learning activity. The findings will guide a research study to improve nursing education and public safety in relation to oral medication administration.

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# Making Cultural Safety Happen

Ali Moloney

## Abstract

Cultural Safety within curriculum development and design contains complexities around the underpinning of foundational concepts, such as communication, patient-centred care, and standards for practice. The ability to embed Cultural Safety into each unit seems to be an ongoing battle due to the dynamic nature of nursing, however, it needs to be addressed to ensure safe patient outcomes.

Ideally, a nursing curriculum developed using a person-centred care concept, the Australian Safety and Quality Framework in Health Care, and Ramsden's seminal work – the Cultural Safety framework would enable making Cultural Safety happen. This will also align with the Nursing and Midwifery Board Australia (NMBA) Standards for Practice (NMBA, 2016) and the Joint Statement on Culturally Safe Care (Nursing and Midwifery Board Australia & Congress of Aboriginal and Torres Strait Islander Nurses and Midwives, 2018). The five principles of Cultural Safety incorporates reflection of ones' own practice, minimisation of power differences, engaging in communication with peoples, undertaking a process of decolonisation through learning about the impacts of colonisation, and treating all peoples regardless of differences the same (Ramsden, 2002). This notion is also in line with the Australian Commission on Safety and Quality in Health Care Standards (2021), where the focus is on patient-centred care. Ensuring person-centred care is established provides the graduate with insight into cultural differences, leading to culturally safe practices to be established (Australian Commission on Safety and Quality in Health Care, 2021, 2022; Lokugamage et al., 2020).

Embedding Cultural Safety throughout a Bachelor of Nursing program, for example, will provide a clear assessment framework for students whilst on clinical placement. The practice of Cultural Safety will be their responsibility and as such, will be measurable in their practice, ongoing patient interventions and care and their adherence to standards for practice.

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# The importance of sales and marketing to Technical and Further Education (TAFE) Institutions

Shayne Ostwald

## Abstract

In the world of commerce, businesses are faced with a continuous state of change and being able to adapt to the complexity and ambiguity of the environment they operate in, is essential for ongoing sustainability and profitability. These challenges may include external factors such as new technologies, regulation across multiple levels of government, alternate ways in undertaking commerce and competitive markets. In response to these issues, businesses, including educational institutions, need to continuously monitor, re-organise and re-calibrate their approach to maintain relevance to their customers. This view of commerce asserts the business world is becoming more complex and customers are becoming more sophisticated in their purchasing habits (Matthyssens & Johnson, 2006). This assessment can also be applied to the higher education industry, and more specifically to the TAFE Institutions, who have had to recalibrate their approach in the attraction of students. Accordingly, in accommodating varying customer demands, it is imperative that the organisation delivers superior customer value to compete and ensure organisational growth (Guenzi & Troilo, 2007). On a fundamental level, the ability to deliver superior customer value is typically the responsibility of the organisational sales and marketing capability, who sell the goods and services (LaForge, Ingram & Cravens, 2009). In seeking to explore the relationship between sales and marketing, superior customer value and the subsequent performance of the organisation, the proposed research design will comprise interviews with respective managers. Anticipated results contribute to the literature on sales and marketing integration, as well provide practical implications for the market focused organisation.

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# Being creative about 'creative thinking'

Ola Pak, Alaina Jones

## Abstract

The creative process has been a topic of interest for scholars and practitioners alike, as creativity plays a vital role in various fields. A standard approach in the discipline of digital design is to teach creative thinking as a structured six-stage creative process used to generate user-centric solutions. This paper provides a dialogue of the creative process and the application of a theoretical framework as taught in digital design core units of a Bachelor degree. This dialogue has led to the critique of the appropriateness of this framework and using a collaborative approach, the paper will explore the limitations and the boundaries of the above stated process.

Identified standard industry practices founded by Stanford researchers, and later developed by others, offer different interpretations of the design process. The one generally adopted in digital design education is focused on the following iterative stages: Empathise > Define > Ideate > Prototype > Test > Implement. This process is recognised as a useful tool in user-centred digital design.

In contrast, practice-led research (McNamara, 2012) indicates that creative thinkers embrace a lack of structure, and that it is not the adherence to processes that inspires creativity. There are other versions of the process, all offering a combination of divergent and convergent thinking to find balance between problem solving and generating original concepts.

By introducing industry-led practice into the delivery content of the creative process across different needs of digital design, the importance of various creative approaches, both structured and unstructured, is highlighted.





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# VET in school: Motivations and outcomes for secondary students

Craig Poole, Fleur Duekker, James Wood

## Abstract

VET in School (ViS) or VET for Secondary School Students (VfSSS) provides opportunities for young people in secondary education to participate in training and education as part of their sub-senior and senior schooling (Circelli & Siekmann, 2022; DESBT, 2022). Scope of courses offered in ViS include traditional trades, school based apprenticeships and traineeships as well as certificate and occasionally diplomas in more academic fields (NCVER 2021).

With ongoing workplace skills shortages and diversification of in-school and post-school study pathways, a fuller understanding of ViS is critical. Furthermore, as Queensland represents over 40% of national ViS participation (NCVER 2022), an informed awareness of the local scenario is essential for a fuller understanding of the motivations and outcomes extending for ViS courses and the ViS programme more generally.

This study interrogates data from a number of sources including National Centre for Vocational Education Research and Queensland Department of Education as well as local intelligence and focuses on participation and outcomes for ViS cohorts. More granular enquiry examines geographical, SES and the profile of participating schools which offer these programmes. Preliminary outcomes support and add new understandings to the previously identified motivations and outcomes of ViS, vis-a-vis vocational/ employment and academic elements (Misko, Chew & Korbel, 2020; Misko, Lees & Chew, 2021). Findings also extend on a less investigated element focussing on student engagement.

This research provides informed insight for students, their families and schools as well as Registered Training Organisations (RTOs) and government offices which fund the ViS programme. Specifically this research adds to the knowledge regarding why students participate in ViS and the capacity of ViS to meet the aspirations of students and the needs of the community. By doing so, this work also informs teaching strategies employed within ViS courses.

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# A view of assessment evaluations in the higher education space

Fred Sprong

## Abstract

According to the Australian Skills Quality Authority (ASQA), the principles of assessment are validity, flexibility, reliability and fairness. The principles of assessment (validity, flexibility, reliability and flexibility) are applicable to not only to Vocational Education Training (VET) but also Higher Education. Assessments in both VET and Higher Education are used to ensure the student has mastered the course learning outcomes. In Higher Education, course learning outcomes are guided by the Higher Education Standards Framework (Threshold Standards) 2021 and professional body or industry standards.

Validity of assessment are confirmed with an end of unit summative assessment covering the complete unit content. In Higher Education, there are units without this requirement, such as research dissertations and design projects, but all have intermediate milestones and stage gates. Research and design students are required to defend their submission to achieve the final outcome. Whereas, other units may include assessment that comprises a mid-semester examination on partial content followed by an assessment of sizeable content that is sufficient to gauge compliance with mastering the unit outcomes. However, this raises the question as to whether or not this type of assessment design meets with the validity aspect unless the unit is split into a theoretical aspect and a practical aspect.

In Higher Education, mid-semester exams are not subjected to quality control requirements for example, independent moderation. In addition, mid-semester exams may disrupt normal classes and they are not invigilated by an external body. Validity of assessment requires the convenor to be assured that the student has the knowledge, skills and attributes described in the unit outcomes. The assessment must include quality, quantity and relevance of evidence as well as authenticity, ensuring it is the student's own work. This cannot be guaranteed with assessments that are not written under examination conditions



# Using a collaborative extended reality spatial design platform for experiential learning

Ann Stevens

## Abstract

The emergence of collaborative and immersive spatial design and prototyping tools enable users to work together in a real-time Extended Reality (XR) environment. In 2021, a state government grant from the Department of Employment, Small Business and Training enabled the creation and delivery of face-to-face (F2F) workshops, online courses and events to upskill the current workforce to embrace and utilise immersive technology within their workplace. The grant enabled the development of non-accredited courses using industry-standard immersive technology hardware and software. Arkio was selected as an effective XR spatial design platform for introducing the students to immersive technology by designing a virtual home and interior in a virtual environment.

Immersive technologies are primarily used by Architecture, Engineering, and Construction (AEC) professionals for viewing 3D models made with flat-screen tools. This study involved conducting observations of over 100 participants undertaking onboarding hands-on training during ten F2F workshops and four events. The task observed involved using Arkio as a collaborative spatial design tool within a virtual reality environment. These tools were found to be appropriate for experiential learning and implementing the constructivism teaching method. Participants were able to interact with 3D content, increase collaboration, and become more confident in making design decisions at a human scale. Further integration of innovative technologies, such as 3D scanning technology and pass through feature, into XR can improve the realism to blur the lines between real and virtual, thus improving remote learning experience.





# Student engagement via portfolio of poster and written assignment design

Dr. Srinivas Varanasi

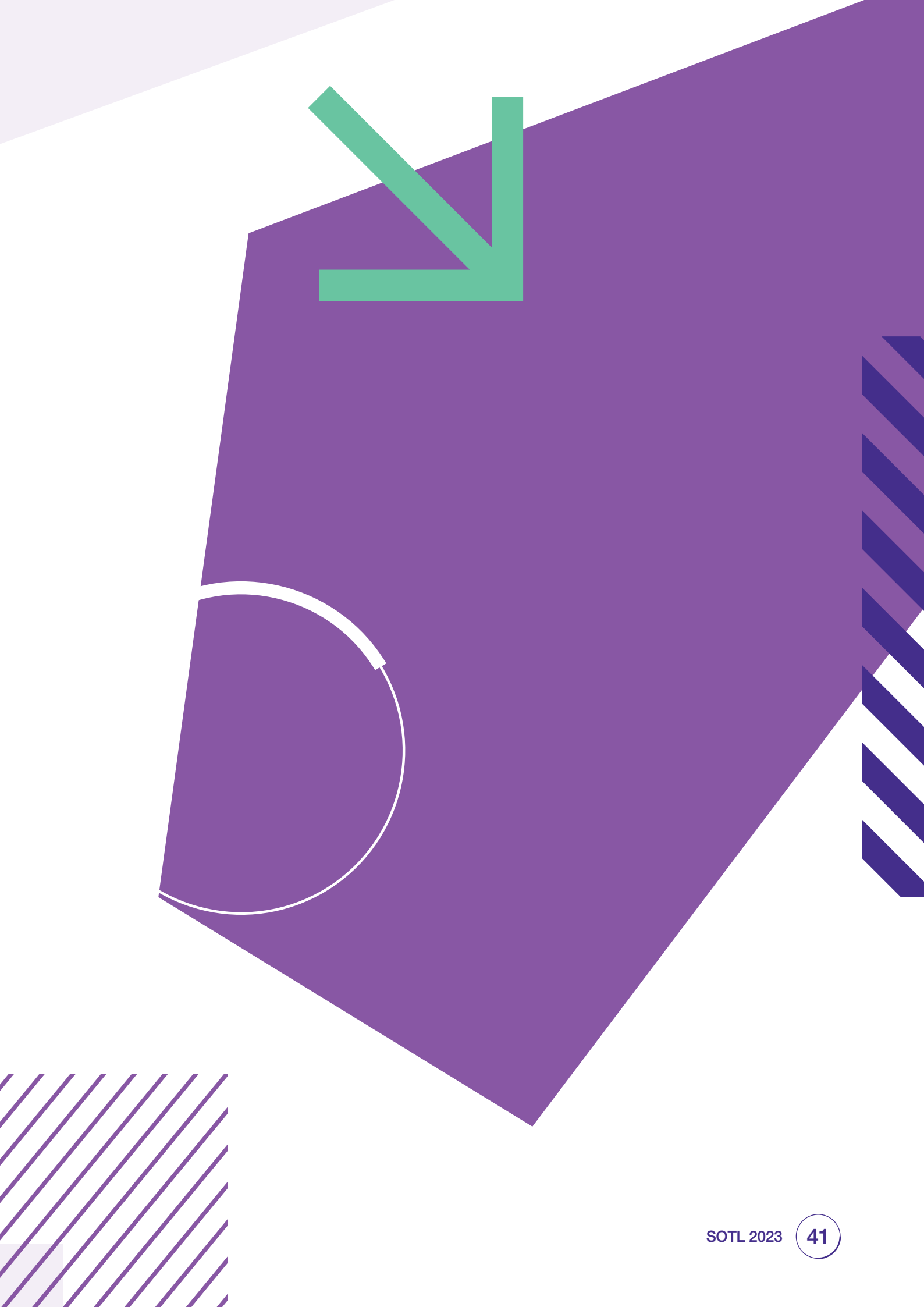
## Abstract

Education providers offer a wide array of engagement initiatives to help students adjust and adapt a tertiary level of education. However, based on the guidelines of tertiary education and accreditation processes, activities directly aligned to the assessment tasks must be underpinning and align with the Unit Learning Outcomes (ULOs). Although student engagement is nebulous, categorising and measuring engagement across a range of assessment tasks and their grading is important. Consideration of the range available specific methods of assessments can be helpful in the planning of teaching and learning and the supporting activities.

To encourage student engagement, providers have relied on examples such as use of technology, access to resources, student support and counselling services and content of information in the Learning Management System. Additionally, various direct and indirect assessment tasks using multiple model assessment design or portfolios are becoming increasingly popular. These multimodal assessments assist in progressive learning and help student communication skills. This multimodal approach enacted through use of technology, creativity and group or social interaction and combined with emerging forms of media reduces students' stress levels and be more manageable for academics.

The aim of this study is to determine how poster presentations can assess student learning through clinical case studies or integrated ULOs. This paper discusses how posters engaged exemplars of group presenters, peers, teachers and assessors. This method of poster presentation helps students' achieve a greater understanding of marking criteria, subject standards and course content.





# Lacan and the image/screen game

Dr. Chris Worfold

## Abstract

This paper introduces Jacques Lacan's (1977) concepts of the image/screen, the mirror stage, and the graphs of desire, which position the misrecognition of self as a prerequisite for subjectivity. Lacan's (1977) theories position individuals, and therefore learners, as barred subjects forever pursuing desires established by fundamental lack. The presentation employs the 1980's video game Galaga (1981) as an exemplar that establishes an image/screen platform that gamifies the endless pursuit of subjecthood. Parallels can be made between game-play and achieving education and career goals. Bob Rehak's (2013) paper, *Playing at being: Psychoanalysis and the avatar* is drawn upon as a key reference offering that video games are platforms in which we toy with subjectivity and play with being. In conclusion, 'the platform' is proposed as a paradoxical totalising concept that orientates and convenes our desire and lack and therefore our sense of subjectivity as learners.

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# Embedding applied learning principles in educational programs

Matt Zaranski

## Abstract

Applied learning principles have become increasingly important in education as they bridge the gap between academic theory and practical skills needed for the workforce. This project aims to reflect on current teaching practices and explore ways to embed applied learning principles into the curriculum to better prepare students for the workforce. More specifically, this innovative project seeks to incorporate practical experiences, such as work-integrated learning and authentic assessments, into the curriculum.

Applied learning principles are recognised to lead to better student outcomes, including higher levels of engagement, motivation and satisfaction. As Mulder et al. (2017, p.4) suggest, “Practical experiences help students to see the relevance of their learning and acquire skills that are not obtainable through classroom-based learning.” Similarly, as Firth (2019, p. 17) notes, “embedding applied learning principles into the curriculum is essential for producing graduates who are equipped with the necessary skills to succeed in their chosen careers.” These statements reflect the growing recognition of the importance of practical skills in the workforce.

Embedding applied learning principles into teaching programs is crucial for preparing students for the workforce and improving graduate outcomes. Work-integrated learning and authentic assessments can also improve employability and better outcomes for graduates. In the preparing graduates for their careers ahead, designing teaching and assessment strategies that reflect the real-world application of knowledge and skills, students can be better equipped to enter the workforce. By contributing to the ongoing development and improvement of teaching programs, this project has the potential to benefit students and the wider community.

The anticipated outcomes of this project include a redesigned curriculum that reflects the real-world application of knowledge and skills. This redesign will result in better-prepared graduates equipped with the skills and knowledge needed for the workforce. The project also aims to contribute to the broader conversation around the importance of applied learning principles in education. This project has significant educational implications, highlighting the importance of bridging the gap between academic theory and practical skills.



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