



News from the NAEEA

Edition 7, 2018

NAEEA Chairperson's Message

Dear Enabling Colleagues,

I am pleased to be able to update you on the activities of the NAEEA Executive Committee. Above all, the Executive continues its resolve to be prepared to address any further changes that may be proposed for enabling education in Australia. We wait in anticipation of the Department's plan for allocation of the additional enabling and sub-degree places and for the possible redistribution of existing enabling places. We certainly reflect on how important the Association is in providing a united voice in such challenging times. I would take this opportunity to thank the current Executive Committee members for their commitment to promoting the importance of our enabling programs/courses and to new initiatives identified for 2018 and beyond.

As a group, the Executive has been working towards a definition of enabling that will provide a framework to address the differences across enabling programs and courses. This definition needs to be broad enough to encompass the variances across function, form and funding that we know currently exists across institutions within Australia. An important initiative for the executive group is to conduct a benchmarking activity to gain a complete understanding of this diversity within offerings.

NAEEA now has eight Special Interest Groups established which include: Enabling Assessment, Indigenous Students, Enabling Curriculum, Research Development and Collaboration, Mental Health, Online Learning and Science, Technology, Engineering and Maths (STEM) and Culturally and Linguistically Diverse (CALD). To further strengthen these groups and thus our association, I encourage you to join one of these SIGs and gain value in networking with colleagues who have shared interests.

I would also encourage you to consider attending the University of Newcastle Symposium in September as an excellent opportunity to network and discuss important aspects of enabling education and to contribute to the important issues for enabling in Australia into the future. Discussion opportunities will ensue on policy, practice, research and evaluation with the express aim of collaborating to strengthen enabling education and

for NAEEA to be positioned to clearly demonstrate the value of our enabling presence to education within Australia. The committee's collaborative effort will also see us equipped with new promotional material, to be available at the Symposium.

A reminder also of the FABENZ Conference to be held in Wellington in late November which is another valuable opportunity for sharing and collaboration with like-minded practitioners. I am sure our New Zealand counterparts will warmly welcome a healthy Australian contingent should you be in a position to attend.

In closing, the Executive would appreciate your feedback, comments and suggestions and would particularly welcome any items of interest which might form part of future editions of this newsletter.

All the best with your enabling endeavours as the year progresses.

Karen Seary, 2018 NAEEA Chairperson.

2018 NAEEA Symposium

Enabling Voices: Policy, Practice, Research and Evaluation

University of Newcastle will host this year's NAEEA Symposium which will be held on Thursday 27th and Friday 28th September. The event will be a forum for shared dialogue on what matters to enabling educators across Australia. The symposium themes will be introduced by guest discussants in a series of panels. Bring along your insights and voices to participate in discussions.

Places are limited and registration closes on Monday 24th September. Click [here](#) to go to the registration page.

For enquiries please contact Dr Jo Hanley at joanne.hanley@newcastle.edu.au

Connecting with the NAEEA

The NAEEA webpage, available at <http://www.enablingeducators.org/> contains

information the Association, including, Special Interest Groups and other resources. Connect on Facebook at <https://www.facebook.com/naeea01/>. The NAEAA Twitter handle is @NAEEA01 general hashtag is #naeea

Indigenous Students SIG

The Indigenous Students Enabling Special interest group (SIG) was launched at the National Association of Enabling Educators of Australia (NAEEA) Conference in November 2017.

The launch and workshop introduced the SIG to enabling educators across Australia. It commenced with a yarning circle to gauge the knowledge of the group in the area of the SIG and discussed ways in which the SIG might work, which include:

1. The major themes of the SIG:
 - a. imbedding Aboriginal perspectives,
 - b. knowledges and pedagogies,
 - c. incorporating the 8 ways of Aboriginal learning,
 - d. pedagogy and its connection to storytelling,
 - e. decolonising pedagogy and
 - f. giving back
2. How the SIG will meet, how members will input:
 - a. Develop a Facebook page where people can contribute to discussions
 - b. Hold forums at symposiums and conferences
 - c. Other yearly events to meet and discuss Indigenous Enabling knowledges and pedagogies

The workshop was a great success, the Facebook page is up and running and has a good membership. If you would like to join in the conversation, please contact Sharlene.leroy-dyer@newcastle.edu.au who can invite you to the page.



Mental Health SIG

As enabling educators across the country, you would understand that many of our students experience mental health challenges.

Although universities provide centrally-located support services such as counselling, it is often the case that students seek support from their lecturers and tutors. The NAEAA SIG on Mental Health was formed in 2015 to explore how we can best support our students' mental health and wellbeing. More recently, we have added 'staff wellbeing' to our agenda.

Our SIG has grown from three individuals (in three institutions) to fifteen members (from seven institutions) across Australia. As a group of academics and counsellors, we meet bi-monthly via Skype to share our experiences and strategies. A nurturing and supportive community has developed; we value the opportunity to simply talk, debrief and seek guidance for challenging situations, all of which have strengthened our praxis.

Two conference papers have emerged from our collaboration – one with a focus on supporting students: '[Models of support for student wellbeing in enabling programs](#)' and the other, recently published in the *Student Success* journal, explores the impact of our work on academic staff: '[Emotional labour demands in enabling education](#)'. Looking ahead, we aim to build on our preliminary exploratory research and continue making the time to talk and share.

Contact:
Nicole Crawford
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USQ Academic Literacy Placement Test Development

Dr Jonathan Green, USQ

Placement tests are invaluable in recognising developmental levels in students and, when carefully designed, can also assist in course and program evaluation. In particular, placing a student in the right course can help not only in pitching learning at the right level, but also in increasing motivation and thus aiding retention.

It is with these goals in mind that a team at the Open Access College(OAC) at the University of Southern Queensland set about replacing their existing academic literacy placement test with a new one that

would not only be more effective in determining academic literacy levels, but would also be operationally more efficient.

The team, consisting of Dr Jonathan Green, Charmaine Davis, Dr Marcus Harnes, Tatra Palfery and Kate Judith, met under the mentorship of Professor Albert Weideman, a world-renowned expert in academic literacy testing from the University of the Free State, South Africa, to design a context-relevant test that would assist students in enrolling in one of two available academic literacy and communication courses offered in OAC's Tertiary Preparation Program.

The resultant Academic Literacy Level Test (ALLTest) uses 7 functional constructs of academic literacy to underlie a 3-tier test. Most items in the test, except for a short essay-writing component in the final tier, are multiple choice, allowing for automation of marking and scoring.

The items devised for the test are currently being piloted to see how well they differentiate student academic literacy development levels, and to examine reliability and validity. The team hopes that the full test will be available for implementation in early 2019. For more information, contact Jonathan.Green@usq.edu.au

2018 FABENZ Conference



Inspiring success – transforming the student experience

The Foundation and Bridging Educators New Zealand (FABENZ) 2018 conference will take place at the CQ Hotel Wellington on the 29th and 30th November. This is an excellent opportunity to network with colleagues from Australia and New Zealand.

Keynote Speakers

Dr Kerry Howells

Senior Lecturer, Curriculum and Pedagogy, University of Tasmania



Dr Kerry Howells is a Senior Lecturer in Curriculum and Pedagogy in the Faculty of Education at the University of Tasmania where she teaches in the Bachelor of Education and the Masters of Teaching programmes in the areas of professional studies, practitioner research, teacher leadership, and gratitude.

Welby Ings

Professor, School of Art and Design, Auckland University of Technology



Welby Ings is a professor in design at the Auckland University of Technology. He is an elected Fellow of the British Royal Society of Arts and a consultant to many international organizations on issues of creativity and learning. He is also an award-winning academic, designer, filmmaker and playwright. But until the age of 15 Welby could neither read nor write. Welby has since taught at all levels of the New Zealand education system and remains an outspoken critic of the education system's 'obsession' with assessing performance. In 2001 he was awarded the Prime Minister's inaugural Supreme Award for Tertiary Teaching Excellence.

For more information and to register, go to <http://www.fabenz2018.com/fabenz18>

2019 NAEAA Conference

Enabling Success – Showcasing student successes 25th to 27th November 2019

Dr Pranit Anand, University of Wollongong Preparation for the NAEAA 2019 conference (which will be hosted by the UOW College at University of Wollongong, Wollongong) is well under way. The theme will be "Enabling success". This overarching theme is relevant to highlight what success looks like in enabling programs. Sub-themes will allow us to gain insights into how we can enable students' success through teaching and learning programs, and through extra-curricular support, including support for Aboriginal and Torres Strait Islander students.

The NAEAA 2019 conference will be organised as a co-located event with the EPHEA 2019 Conference, providing our attendees opportunity to take advantage of various co-organised events and keynote speakers.

More information and registration details about the #NAEAA2019 conference will become available very soon. In the meantime please save the date: Monday 25th November to Wednesday 27th November 2019, and start thinking about ideas, initiatives and programs that enable student success in enabling programs which you would like to share during the #NAEAA2019 conference.

For more information, contact the convenor: Dr Pranit Anand (pranit@uow.edu.au).

Taking the first step

Student retention is important for university-based enabling programs

George Lambrinidis and Sulay Jalloh, Charles Darwin University.

It has been widely documented that University-based enabling programs (UEP) tend to have relatively higher student attrition rates compared to Higher Education undergraduate programs. It can be argued, however, that students who do not complete their UEP may still benefit from the skills they've developed from the program, including increased confidence and life experiences. In light of the current government funding discussion, university-based enabling programs must be prepared to manage this complex reality of high student attrition rate in order to better argue their case for funding in the future.

In preparation to meet this challenge, Charles Darwin University's Tertiary Enabling Program (TEP), adopted a new initiative to help improve retention, engagement and students' preparedness. Last year in 2017, TEP introduced two new flagship programs called TEP-Start (for new students) and TEP-Continue (for returning students). TEP-Start contains six modules (See table below) and TEP-Continue contains three modules that students must complete in week one of the semester,

before engaging in their individual units from week two.

The common week programs (TEP-Start and TEP-Continue) focus primarily on preparing students for successful learning, developing student engagement and relationship building, which can help to improve the student retention rate. The six modules of TEP-Start provide a structured framework for learning with information provided in modules and a scaffolded manner that includes interactive games and activities, meet and greet with lecturers, building learning communities and introducing them to available support and services.

Preliminary evidence and feedback from students and lecturers has shown that the common week program is effective and successful in helping to better prepare and to retain students in the program. In the student evaluation questionnaire, 95% of external students and 90% of internal students agreed and/or strongly agreed that they felt more prepared, confident and organised for study after completing TEP-Start. A majority of the students also indicated that they felt more connected with their lecturers and less overwhelmed about the challenges of going back to study. This is further reinforced by a student, when asked what was useful about the program, commented that "(it's) the fact that I had one week to prepare (me) for classes, to start interaction with tutors and to overcome the fear of going back to study".



Module 1: First Things First

Module 1 helps to prepare you for study through setting up your free version of Office 365, requesting the optional printed materials and booking TEP Start classes.

You should allow 60 minutes to complete this module.



Module 2: Talk - Write - Connect

Module 2 looks at effective communication with your lecturers and other students.

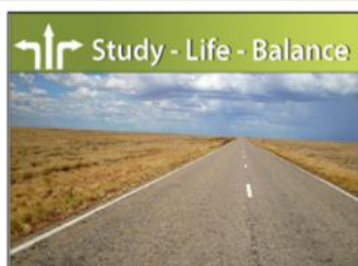
You should allow 40 - 50 minutes to complete this module.



Module 3: Ready - Set - Learn

Module 3 is all about learning online successfully. Watch the videos, complete the Navigation game and book your place in the on campus or online class.

You should allow 1-1.5 hours to complete this module.



Module 4: Study - Life - Balance

Module 4 guides you in identifying your goals and organising your time to enable a less stressful semester. Book your place in the on campus or online class.

You should allow 2 hours to complete this module.



Module 5: Tools For Success

Module 5 looks at different learning styles and provides learning strategies that will work for you. Book your place in the on campus or online class.

You should allow 1.5-2 hours to complete this module.



Module 6: eLibrary

Module 6 introduces you to the CDU library and academic integrity and plagiarism.

You should allow 60 minutes to complete this module.