

Acknowledgment of Country

- We respectfully acknowledge this meeting is taking place on Noongar, Wadjuk Boodja, country.
- We wish to acknowledge the cultural, philosophical, technological and scientific knowledge of the Noongar people and we thank the Noongar people for keeping this knowledge alive.
- In so doing, we would like to pay our respects to the elders, past, present and future.



Valerie Ah Chee, *Yorgas Barloonginy*, 2021,



The Changing National Tertiary Agenda: A National Conversation



Prof Liz Johnson
Deakin University



AssProf Jason Lodge
University of Qld



Prof Sally Kift
Australian Learning
& Teaching Fellows



"Making the invisible, visible"

According Educational Equity

Professor Sally Kift PFHEA FAAL ALTF

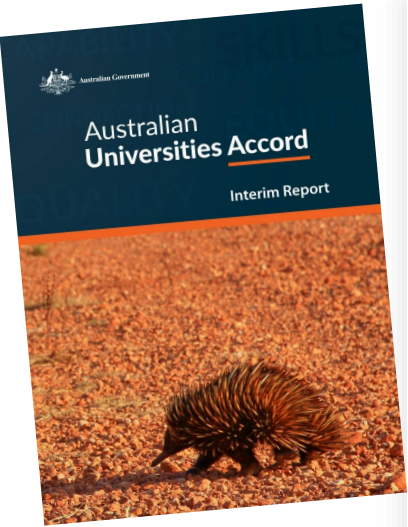
President, Australian Learning & Teaching Fellows

 @KiftSally

- Population parity for equity-bearing students by 2035 (access, participation & success)
 - What will this mean for HE learning, teaching and student support?



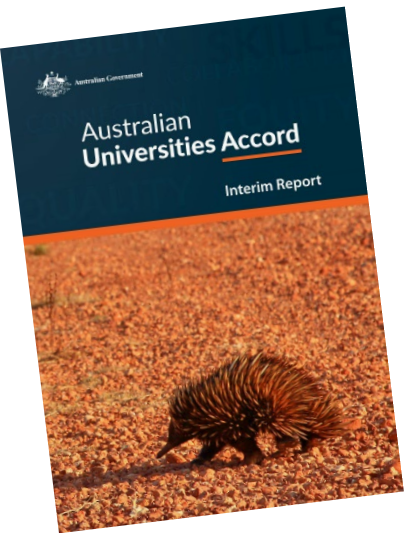
1. It will be an integrated tertiary system, with a commitment to access for everyone with the potential and application, achieving significant growth in pursuit of ambitious national skills and equity targets.
2. First Nations will be at the heart of higher education.
3. There will be population parity in participation by 2035, supported by student-centred, needs-based funding.
4. There will be systematic investment in student support and equitable, efficient HELP arrangements.
5. Research will be reprioritised, to strengthen its foundations and bring about widespread impact through translation and use.
6. Learning and teaching will be transformed, with an ambitious commitment to student experience and use of technology.
7. Higher education and vocational education will be connected through pathways, partnership and an up to date qualifications framework.
8. Re-skilling and lifelong learning will be provided through more modular, stackable qualifications, including microcredentials, with full scaffolding and pathways.
9. A new approach to mission-based compacts will address future planning, distinctive place-based impact, and institutional governance responsibilities.
10. National governance will be coordinated and forward-looking through a new Tertiary Education Commission.



Universities

Accord

**10 [big]
emerging
'system shifts'**



Unis Accord: HE growth for skills through equity

[Australian Universities Accord Interim Report - Department of Education, Australian Government](#)

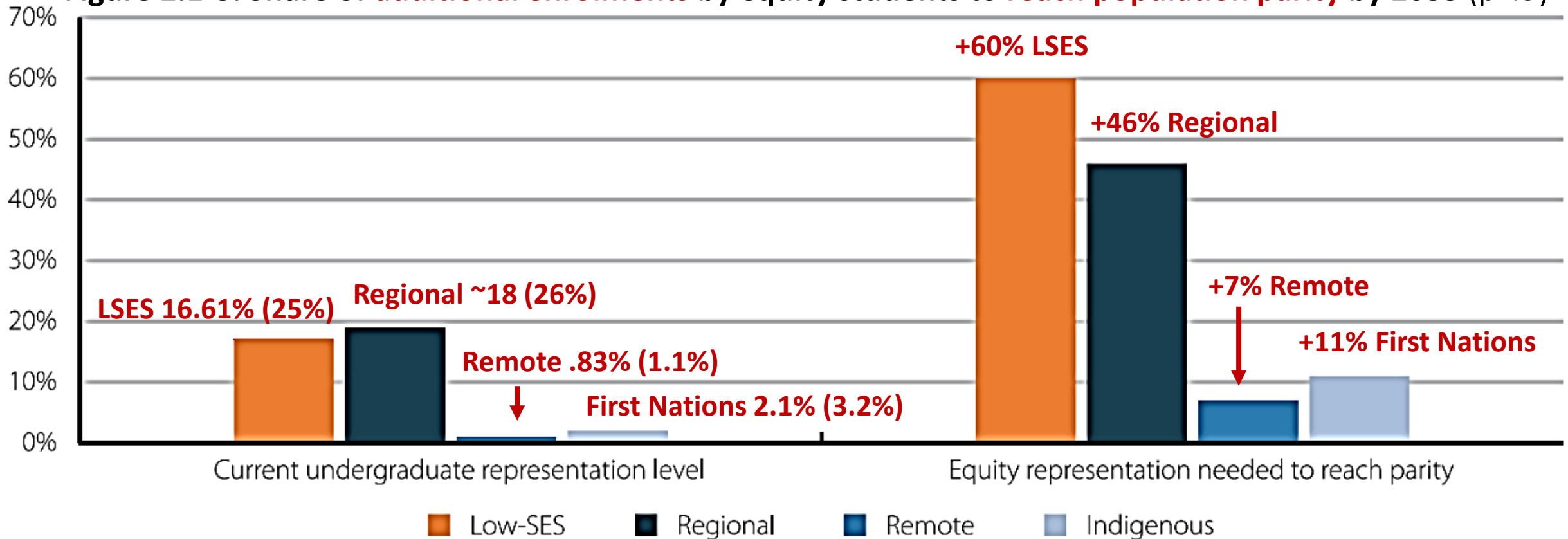
55% HE attainment target by 2050 (now 36%) requires:

- 1.2million CSPs in 2035 (~**33% growth** from 2021 levels to get on right trajectory = +300000)
- 1.8million CSPs in 2050 (~**double** current number of ~900000)

BUT: HE Demand falling

Bachelor completions ↓ since 2018; 2021 completions lowest since 2014.

Figure 2.1-8: Share of additional enrolments by equity students to reach population parity by 2035 (p 49)





We have a pipeline problem (DOH!)

Australia's schools are highly segregated along socio-economic lines

End-to-end reviews of Aust edu system 'to deliver excellence & equity'



Minister Clare

~1 in 2 Australians in their 30s have a degree

BUT:

- ✗ Not if you're poor (15%)
- ✗ Not if you're Indigenous

"If you're a young Indigenous bloke today, you're **more likely to go to jail than university**".



Early Childhood Education

Professor Emerita Deborah Brennan AM co-leading a Productivity Commission inquiry into Aust's early childhood edu & care (ECEC) system

- Draft report Nov 2023

[Early childhood education and care - Public inquiry - Productivity Commission \(pc.gov.au\)](https://www.pc.gov.au/inquiries/early-childhood-education-and-care)



School Education (National School Reform Agreement)

Review to Inform a Better & Fairer Education System led by Dr Lisa O'Brien AM

- Final report to all Edu Ministers 31 Oct 2023.

[Review to Inform a Better and Fairer Education System - Department of Education, Australian Government](https://www.education.gov.au/review-to-inform-a-better-and-fairer-education-system)



Higher Education

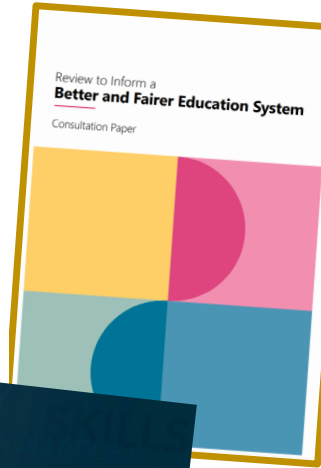
Universities Accord led by Professor Mary O'Kane AC

- Final report by Dec 2023

[Australian Universities Accord - Department of Education, Australian Government](https://www.education.gov.au/universities-accord)



<https://tinyurl.com/yvx67vmc>





“In 2022, about 79% of students started Year 12, the lowest in the last ten years of data reported. The rate was higher for non-government schools (87.2%) than government schools (73.5%).”

https://theconversation.com/australian-students-in-rural-areas-are-not-behind-their-city-peers-because-of-socioeconomic-status-there-is-something-else-going-on-207007?utm_source=twitter&utm_medium=bylinetwitterbutton



Rural students “achieve lower results than non-rural students in HSC English & maths...regardless of their parents’ SES levels”

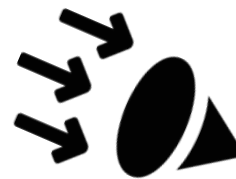
Need: Equitable access to senior 2ndary subjects & teachers; More meaningful curr & fairer means of assessment.

<https://campusmorningmail.com.au/news/school-streaming-excludes-disadvantaged-students-from-university-opportunities/>

4 June 2023

School streaming excludes disadvantaged students from university opportunities

Postsecondary study choices are often made by Year Nine, they are lasting and limiting.



- **Streaming into non-ATAR/VET (not uni)**
- **Indigenous & LSES over-represented**
- QLD: 40% non-ATAR
- WA: 6% Indigenous w ATAR
- Vic: 14% non-ATAR overall; 42% Indigenous

Senior Secondary Certificate of Education (SSCE) and ATARs

Big differences across Australia

- NSW, SA & Vict = ~60% of the relevant population with an ATAR
- WA & Tas just above 30%



Table One: Education outcomes by end of Year 12 (2021)

	Estimated population ⁴⁰	%SSCE without ATAR ⁴¹	%SSCE with ATAR ⁴²	% IB ⁴³	% non SSCE or IB
NSW	92,218	14%	59%	1%	26%
ACT	5,243	30%	54%	3%	13%
VIC	73,432	22%	62%	1%	15%
<u>Qld</u>	63,685	38%	43%	1%	18%
SA-NT ⁴⁴	23,224	31%	57%	2%	10%
WA	31,774	46%	33%	0%	21%
Tasmania	6,154	26%	32%	1%	42%
Australia	295,730	26%	53%	1%	20%

Higher Education Standards Panel
Submission to the Australian Universities
Accord Panel
Developments in higher education
admissions practices
June 2023

[HESP Accord
Submission,](#)
June 2023

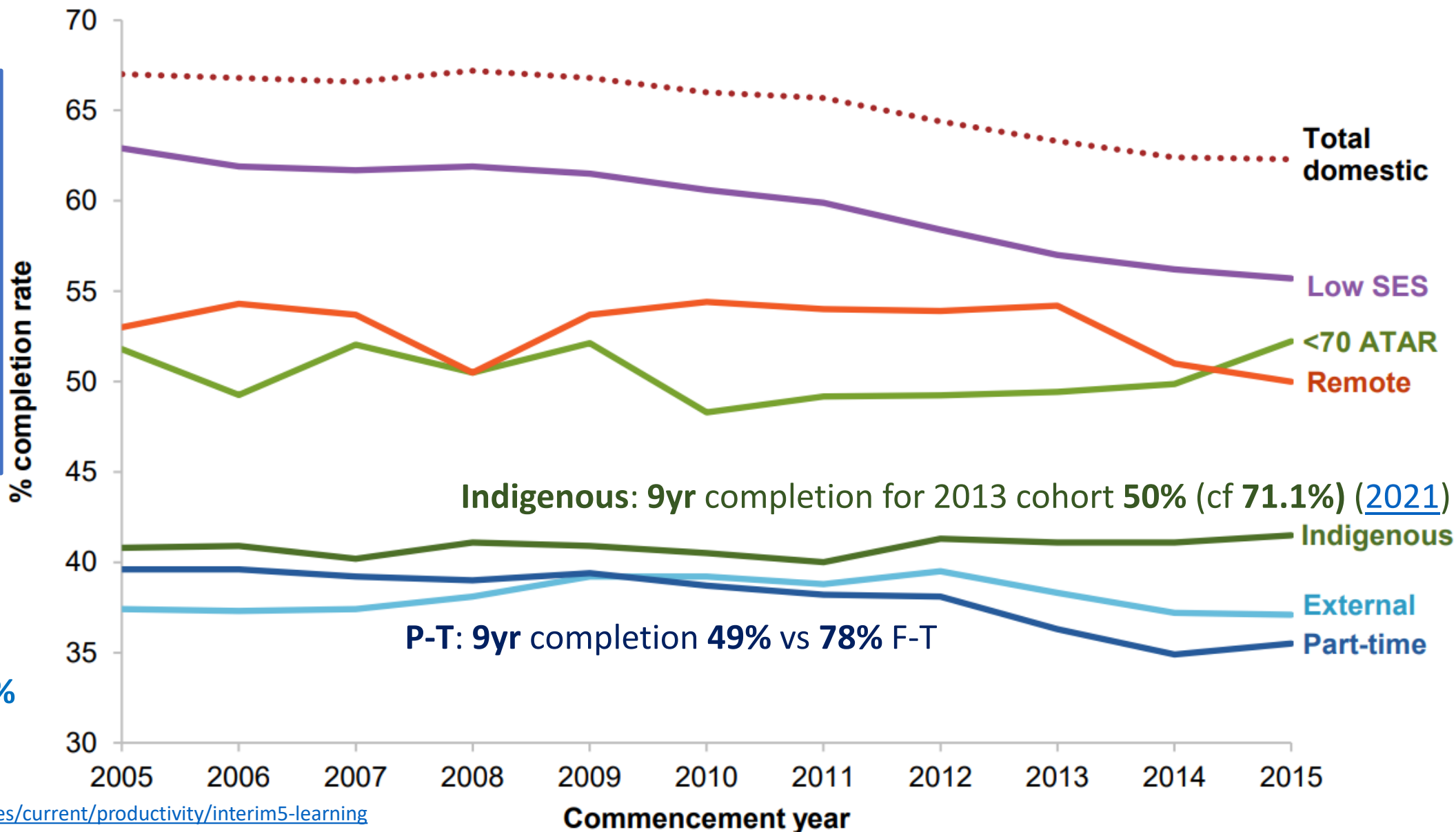
The learner profile, a new approach to designing, assessing and reporting school learning

[Learning Creates Australia](#) is supporting development of different ways to design, assess & report school learning outcomes.

Research to support this being led by Professor Sandra Milligan, [Assessment Research Centre](#), Uni Melb

Figure 4.3 – Degree completion rates are below average for several equity and non-equity student groups^a

Completion rates for bachelor degrees within six years, by student groups



Nos of Ext Ss
 ↑ over past 5yrs:
Ext Ss: 2020 = 33%
 [Nos of Int Ss ↓]

Indigenous: 9yr completion for 2013 cohort 50% (cf 71.1%) (2021)

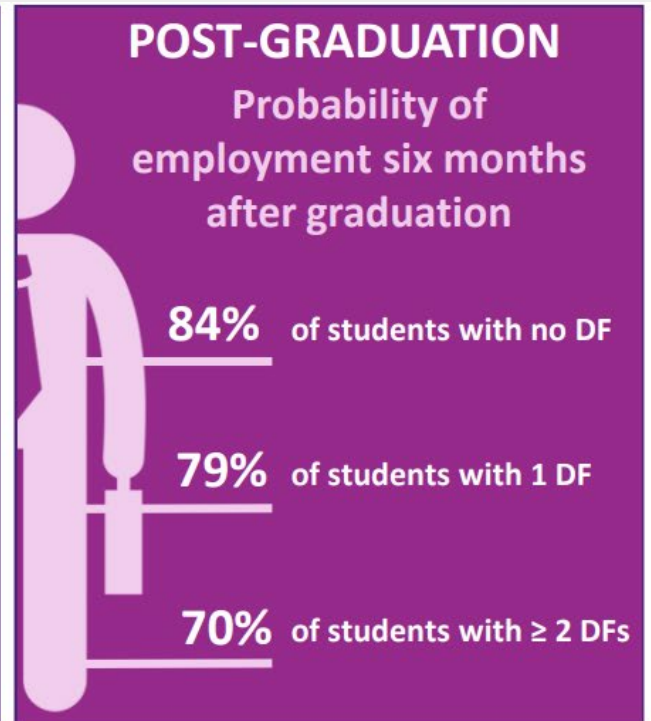
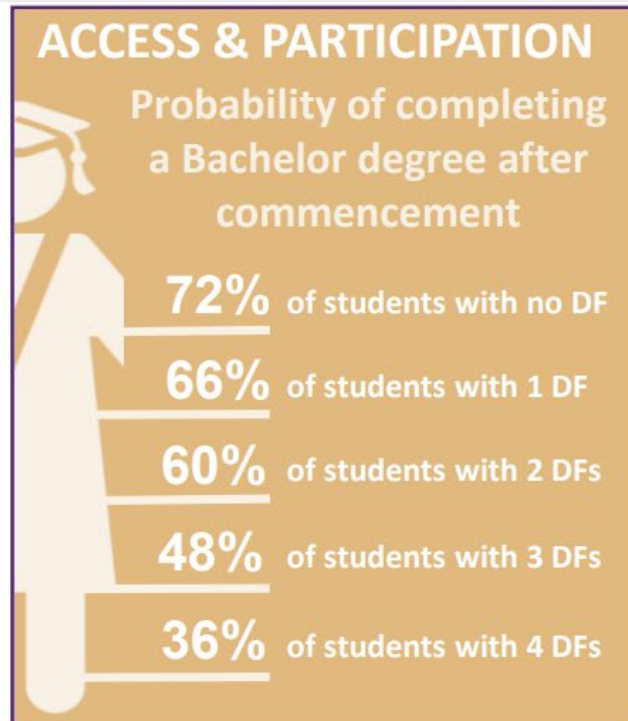
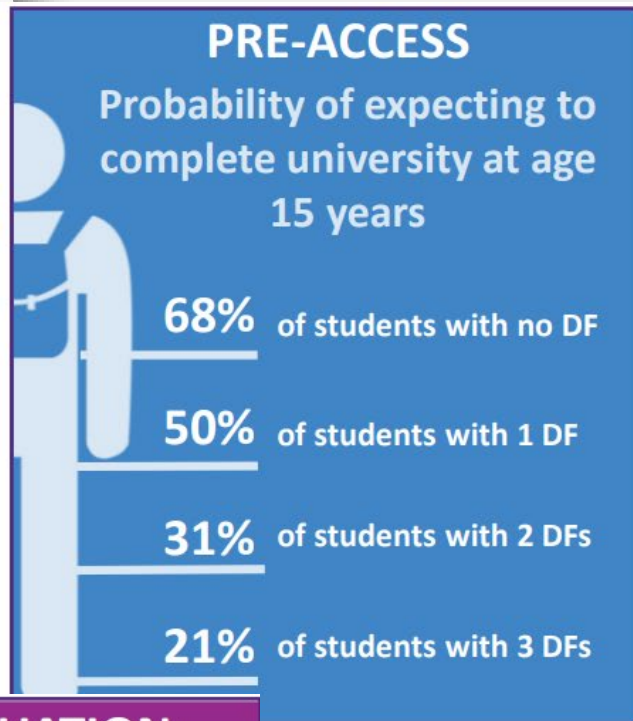
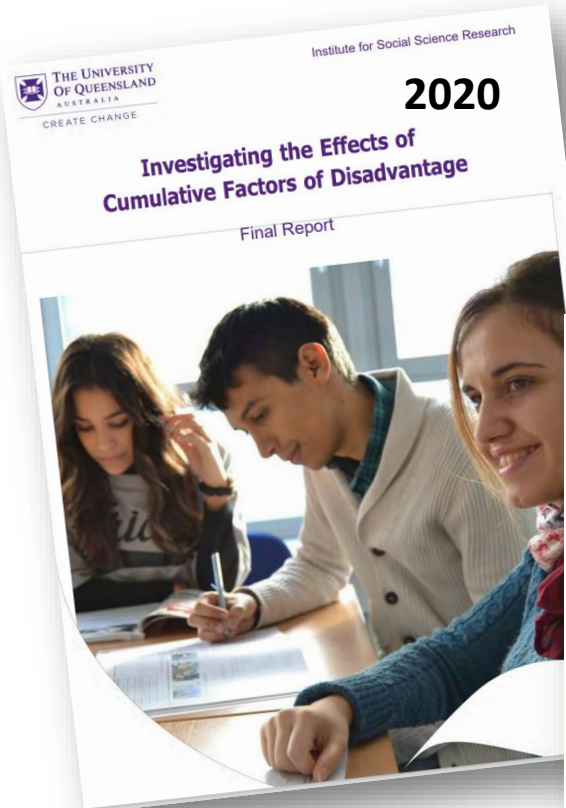
P-T: 9yr completion 49% vs 78% F-T

3

Cumulative disadvantage across the student life stages

Case Study: Investigating the effects of cumulative factors of disadvantage - Institute for Social Science Research - University of Queensland (uq.edu.au)

- Equity groups *not equally disadvantaged across all student life stages.*
- Cumulation of **Disadvantaging Factors (DFs)** worsens outcomes
- **Diff combinations of DFs** associated w poorer outcomes across life stages
- **Prevalence** of cumulative disadvantage in HE is **on the rise**



EG:

POST-GRADUATION

SwD + NESB

- ↓ Employment rate six months after graduation (29% points lower)
- ↓ High-status occupations, when employed (17% points lower)
- ↓ Hourly earnings, when employed (\$3.40/hr less)



It's time for demand driven [free*] Enabling programs...

*Free: Currently flat loading of \$3,392 *in lieu of student contribution* (all units, all FoEs)

1 NAEAA: 'Uncapped places for Enabling programs would contribute significantly to closing the attainment gap and addressing decades of disadvantage experienced by educationally disadvantaged students within Australia.'



Effective on cost

Enabling programs: 'an effective investment, both **for the individual as a low-risk test** of their ability at university, and **for Government as this relatively low-cost intervention** can work to **break cycles of intergenerational poverty and welfare dependence**, ultimately reducing cost' ([Harvey](#) 2017, p. 12).

[Pitman et al](#) (2016): two-thirds of 2,500 students surveyed said **free or low-cost nature strongly influenced decision to enrol**

Attractive to equity-bearing Ss

- LSES double enrolment in Enabling (~31%) vs UG
 - **30% lowest socio-economic decile** ([Stokes](#), 2018)
- Indigenous: 6% Enabling; 1.5% UG
- Refugee (86.3% vs 44.7%)
- FiF (80% vs 52.1%)
- NESB (14% vs 2.3%)
- Refugee (10.3% vs 0.5%)
- Regional & remote (35.84% in 2014)
- Also more mature age & foster care students

[Harvey](#) (2017, 11); [Pitman et al](#) (2016, 32); [Andrewartha & Harvey](#) (2014).



How to embed best practice L&T for under-represented student groups, including the use of remote learning?

[Equity Practitioners in Higher Education Australasia \(EPHEA\) - Department of Education, Australian Government](#)

2

Importance of inclusive, intentional curriculum & learning design

HEPPP [equity funding] has driven programs & initiatives to enroll students

“...*however* these initiatives are often ‘band aiding’ underpinning issues with **how institutions deliver [T&L] – equity needs to be embedded in all institutional practices to enable every student to succeed ...**

Universal Design for Learning, transition pedagogy, and the enablers of these approaches such as **digital and physical accessibility**, can assist in achieving this.”

Recommendation 14

Universal Design for Learning and Transition Pedagogy, be specifically identified in the Higher Education Standards Framework to ensure that students can fully participate and are supported over the course of their studies.



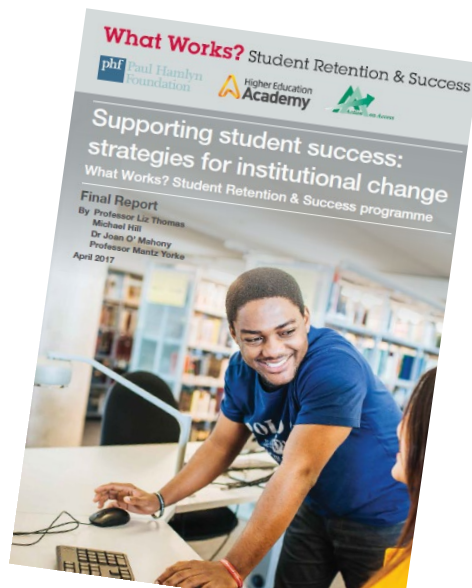
We know *What Works* for Student Success

UK: What Works? ([2012](#), [2017](#))

The academic sphere is the most important site for nurturing participation of the type which engenders a sense of belonging.

Student belonging is achieved through:

- Supportive **peer relations**
- Meaningful **interaction between staff and students**
- Developing **knowledge, confidence and identity** as successful HE learners
- An HE experience **relevant to students' interests and future goals**



Transition Pedagogy ([2009](#), [2015](#))

1. Intentional & inclusive **curriculum focus** to mediate coherence, quality & equity over student lifecycle – Curriculum as **success 'glue'**
2. **Whole-of-institution & whole-of-student-life** integrative framework for:
 - Coordinated & comprehensive engagement & belonging
 - Wrap around, just-in-time, just-for-me **support**
 - Relationship-rich education
3. Enabling capacity of **academic, professional & student partnerships** to assure seamlessness of student success as everybody's business.



3

A student support ecosystem



Peer Support



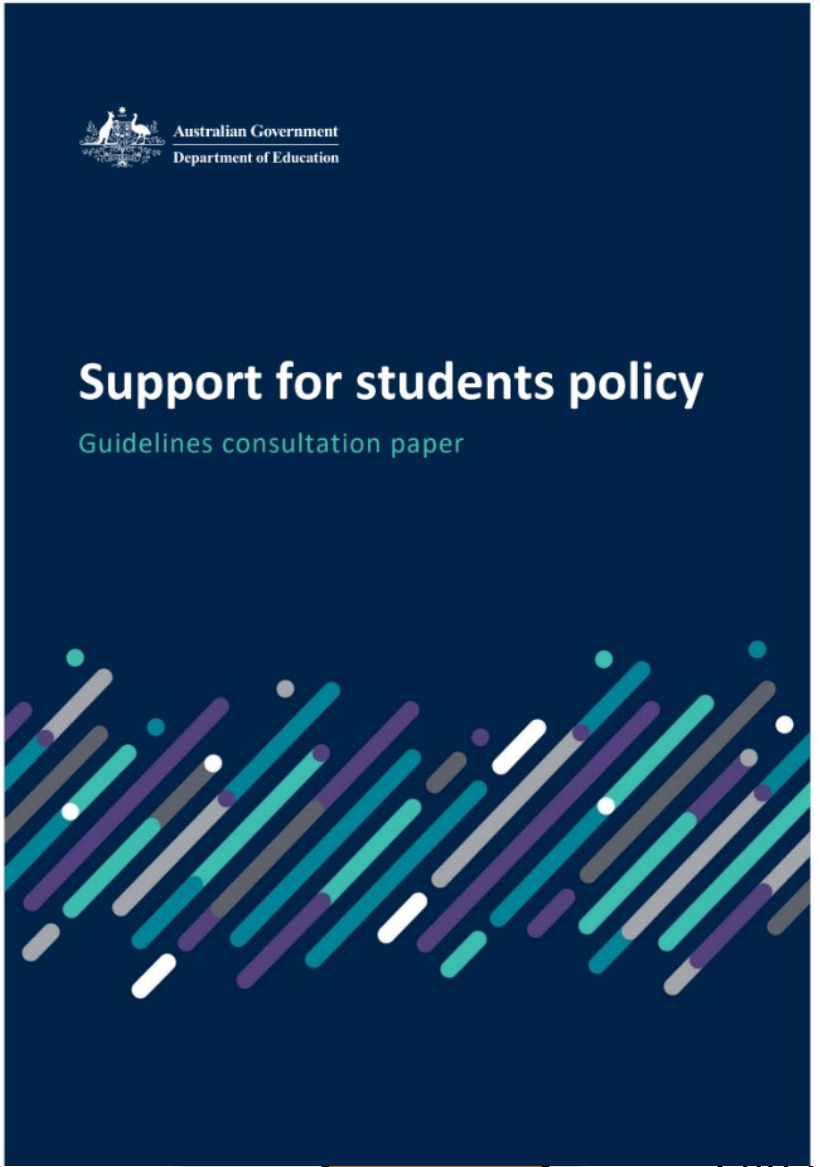
Academic & Digital Skills Support



Support mapped to retention campaigns



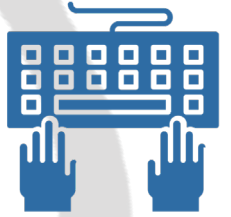
Counselling (mental health, \$\$, accomm)



Administration Support



Library



Writing/Literacy Support



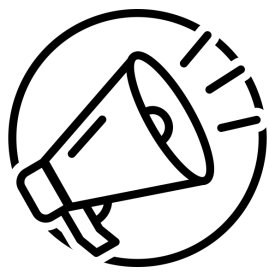
Numeracy Support



Careers & Employability



Wrap-around, just-in-time, personalised academic & 'non-academic' student support





Collective effort for evidence-based innovation & adaption

Associate Professor Jason Lodge

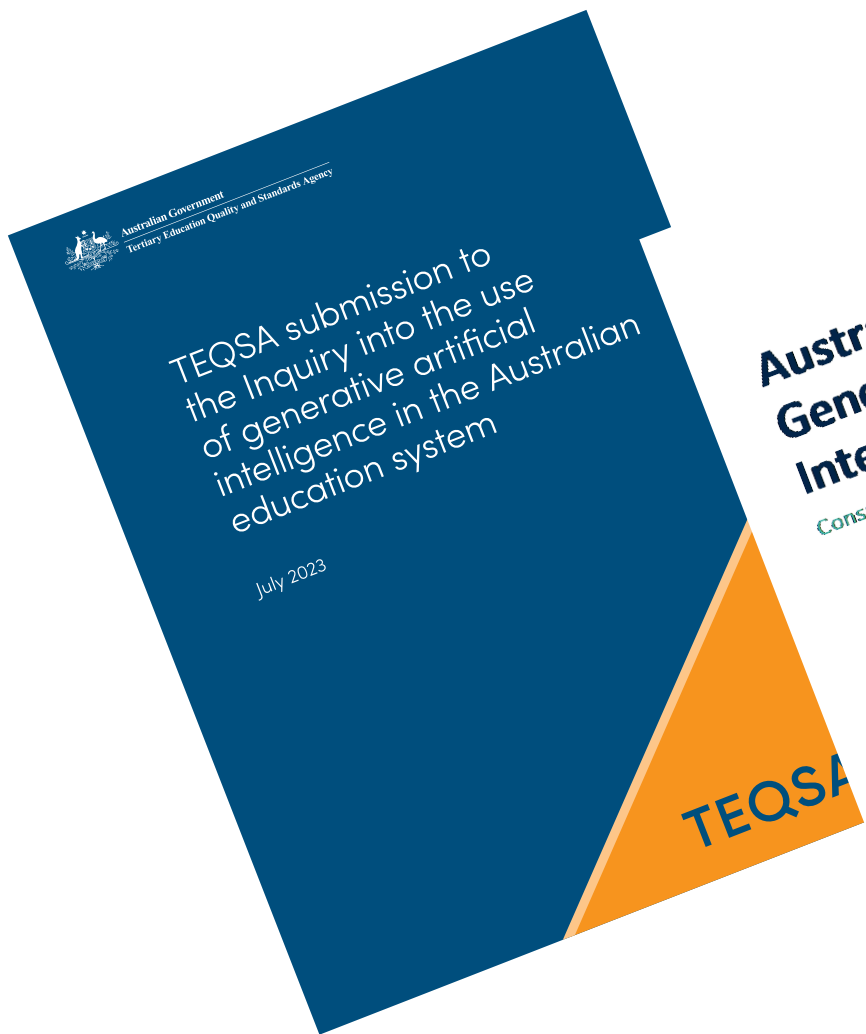
Deputy Associate Dean (Academic), Faculty of Humanities, Arts and Social Sciences

The University of Queensland

 www.linkedin.com/in/jasonmlodge

- Challenges such as the emergence of generative AI point to a critical need to innovate and adapt.
 - Evidence and collective effort are needed to enable the necessary change, but how?





Australian Government

Australian Framework for Generative Artificial Intelligence in Schools

Consultation paper



A NEW ERA

The Age of AI has begun

Artificial intelligence is as revolutionary as mobile phones and the Internet.

By **Bill Gates** | March 21, 2023 · 14 minute read



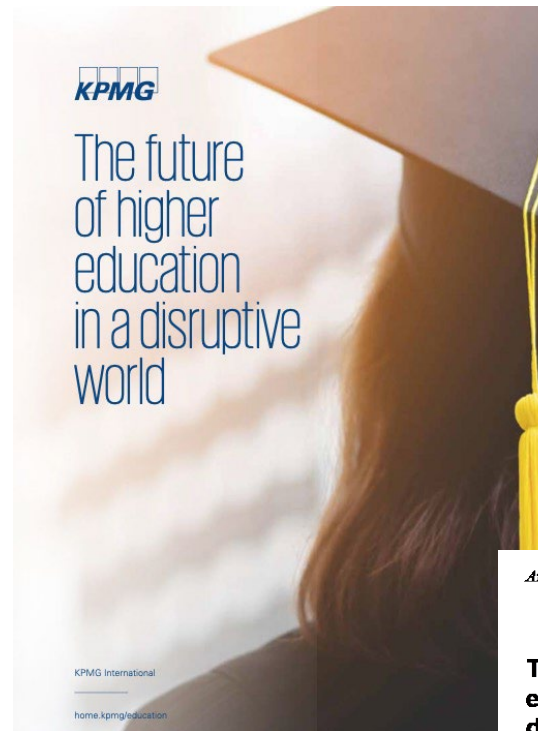
In my lifetime, I've seen two demonstrations of technology that struck me as revolutionary.

The first time was in 1980, when I was introduced to a graphical user interface—the forerunner of every modern operating system, including Windows. I sat with the person who had shown me the demo, a brilliant programmer named Charles Simonyi, and we immediately started brainstorming about all the things we could do with such a user-friendly approach to computing. Charles eventually joined Microsoft, Windows became the backbone of Microsoft, and the thinking we did after that demo helped set the company's agenda for the next 15 years.

Education

Computers haven't had the effect on education that many of us in the industry have hoped. There have been some good developments, including educational games and online sources of information like Wikipedia, but they haven't had a meaningful effect on any of the measures of students' achievement.

But I think in the next five to 10 years, AI-driven software will finally deliver on the promise of revolutionizing the way people teach and learn. It will know your interests and your learning style so it can tailor content that will keep you engaged. It will measure your understanding, notice when you're losing interest, and understand what kind of motivation you respond to. It will give immediate feedback.



Australasian Journal of Educational Technology, 2022, 38(3).



The concerning persistence of weird ideas about learning and educational technology and their influence on the future directions of higher education

Jason M. Lodge
The University of Queensland, Australia

Kate Thompson
Queensland University of Technology, Australia

Linda Corrin
Deakin University, Australia

Many volumes have been devoted to intuitive but misguided ideas about how learning works. This is as true in the use of educational technologies in higher education as it is in other related fields of educational research. As we (hopefully) emerge from the COVID-19 pandemic, educational technologies are poised to feature more heavily in post-secondary education into the future. There is a substantial incentive for bad actors to provide oversimplified solutions to complex problems. These neat solutions may seem attractive to sector and institutional leaders looking for solutions to the morass of wicked problems the pandemic has inflamed. The pages of this journal and others provide a venue for world-class research on the use of educational technologies in higher education. Despite this enormous volume of high-quality work, misconceptions and oversimplified notions of learning with technology persist. Much has been made of weird ideas about learning but, with higher education facing an increasingly uncertain digitally-mediated future, there is significant risk that these ideas could have a profound influence on the global higher education sector into the future.

Keywords: educational technology, evidence, expertise, myths, quantitative research, qualitative research



Australian Government
Department of Education

Support for students policy

Guidelines consultation paper





Australian Government
Tertiary Education Quality and Standards Agency

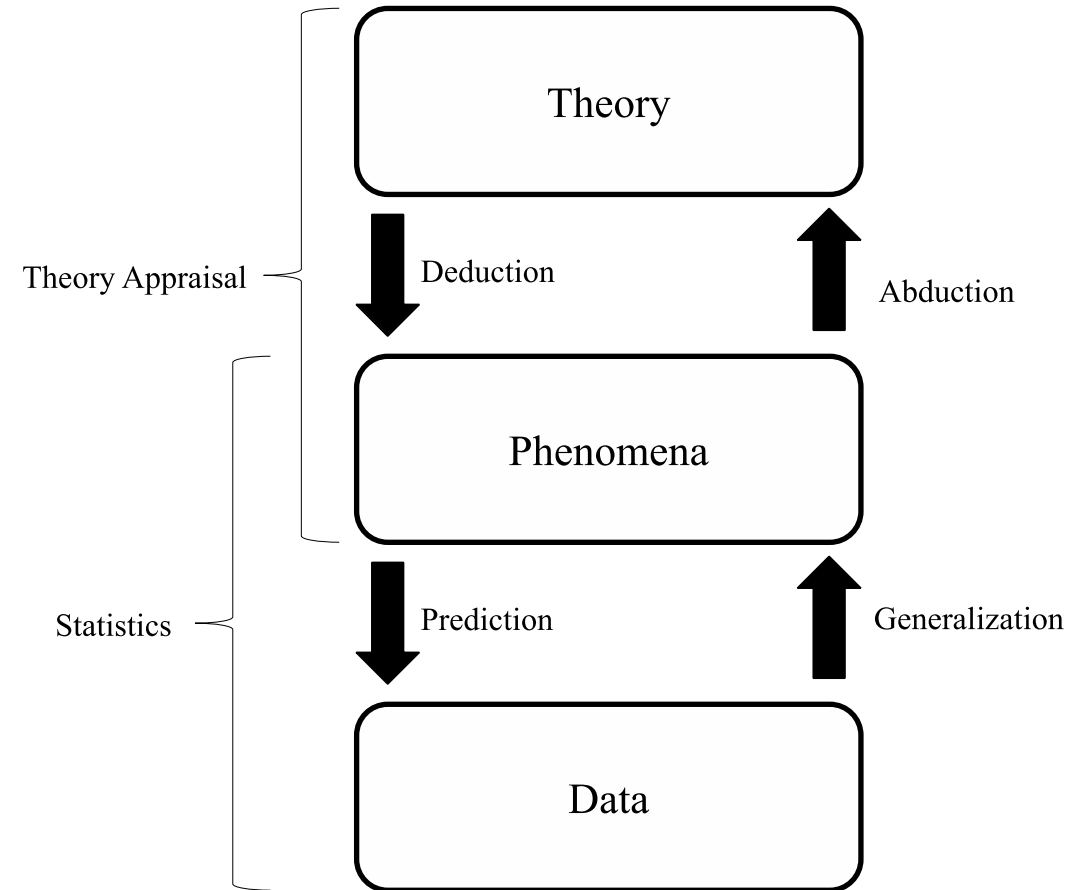
Assessment reform for the age of artificial intelligence

September 2023

TEQSA

Figure 1

Relationship Between Theory, Data, and Phenomena



Maier, M., van Dongen, N., & Borsboom, D. (2023, March 2). Comparing Theories With the Ising Model of Explanatory Coherence. *Psychological Methods*. Advance online publication.



The quality agenda and how to get there...

Professor Liz Johnson
Deakin University

 **@DrLizzieJ**

- What is quality in higher education?
- How do we make quality enhancement integral to higher education?



Quality issues...

Australian Universities Accord

2.4 Excellence in learning, teaching and student experience

"Universities need to inspire and engage all their students and proactively engage with new and changing cohorts with different educational needs... Our teaching methods and courses must grow and adapt with changing needs and demands."
— Australian Technology Network of Universities

Issues

If Australia is to achieve the Review's vision of educating many more students from all walks of life to various skill levels, then our higher education system must deliver a world-leading learning experience. The Review is considering how the tertiary education system can continually respond and embed innovations and new approaches to ensure students are prepared for a constantly changing world. This includes rapid updates to curricula and improving the higher education system's capacity to absorb, adopt, share and apply new knowledge in the classroom.

As student cohorts become more diverse, a new focus on student-centred models of delivery and support will be required. This could include teaching in ways which are better tailored to the specific needs of each student, and which leverage opportunities for online and collaborative teaching. To deliver a better student experience, we also require a highly skilled, professional workforce enjoying attractive career pathways.

This section discusses current issues in learning and teaching and student experience, including more inclusive student-centred approaches, digital teaching technologies, cutting edge curricula and greater collaboration in course offerings.

2.4.1 Learning and teaching that is personalised and scalable

A more student-centric approach to teaching, tailored to the cultural, social and academic needs of the individual student, will deliver a superior education. What's needed is innovation and scalability.

"Often students are dealing with complex disadvantage, where as one challenge is addressed, another emerges. To respond to this, each of these students needs a form of individualised learning plan."
— University of Tasmania

Preparatory and enabling programs are proven ways to build academic preparation and provide a supportive pathway to further study for students, particularly students from equity cohorts as discussed in Section 2.2.⁹² The Review believes such programs should be expanded.

There are many examples of providers developing student-focused learning and support programs. This includes those universities implementing the Universal Design for Learning framework⁹³ which adopts a learner-centred approach to pedagogy. Related pathways include the fast, stackable and portable credentials explored in Section 2.2.

⁹² Pitman et al., *Pathways to Higher Education*.

⁹³ CAST, *The Universal Design for Learning (UDL) Guidelines* (udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl_gi_1152399). ⁹⁴ G Samarawickrema and K Cleary, 'Block-Mode Study: Opportunities for Student Success', 2021, 12(1):1-23, doi:10.1007/s11259-021-10049-5.

⁹⁵ Victoria University (VU), *VU Block Mode* (www.vu.edu.au/st).

WONKHE

ABOUT US+ EVENTS LATEST+ JOBS+ SUBSCRIPTION+ SUS+

Will student number controls for underperforming courses actually improve quality?

Debbie McVitty thinks through the next steps for government measures to restrict student recruitment on the basis of quality

COMMENT | 18/07/23

Case study: Innovative delivery models

The Victoria University Block Model is an alternative study model where students study one subject at a time in a shortened timeframe, rather than several subjects over a typical semester. Each subject takes four weeks to complete, and students attend multiple classes per week, usually three-hour classes three times a week.

This model has proven to be successful, particularly with student retention. Victoria University has reported increased student retention and pass rates reduced by 80%. Success rates for equity group students are a 91.1% success rate.

Victoria University notes that the success of the Block Model classes with significant engagement, quality learning resources and a focus on student support.

Southern Cross University offers a slightly different model time, across a six-week term. There are six terms in an academic year, with students completing up to twelve units in one year, or take a term to complete similar programs, including Western Sydney University's flexible learning model.

Innovative student-focused learning and teaching programs have the potential to be used at scale across the sector.

2.4.2 Inclusive and high-quality teaching technological advancements

Online learning broadens access to education, especially for students with diverse needs.

"These students are often mature age, in full-time employment, and need to accommodate their work and family commitments that will allow them to advance their education."
— University of New England

The COVID-19 pandemic accelerated the steady expansion of higher education for many years, educators and learners alike. Some universities, like the University of New England at high numbers of students through online and distance or through hybrid options during the COVID-19 pandemic, demonstrating the success of these models (see Figure 2.1-7 in Section 2.1).

Recent advances in artificial intelligence including machine learning platforms have also seen universities adapt their learning and teaching environments. When done well, online and hybrid learning arrangements can be more inclusive, allowing students with caring or work responsibilities or from regional and remote areas to participate more equitably in higher education.

THE CONVERSATION

Academic rigour, journalistic flair

Arts Books + Ideas Business + Economy Education Environment + Energy Health Politics Science + Tech The Voice

Teaching and research are the core functions of universities. But in Australia, we don't value teaching

Published: May 4, 2023 6.17am AEST

What is quality in higher education?

Inputs

Knowledge

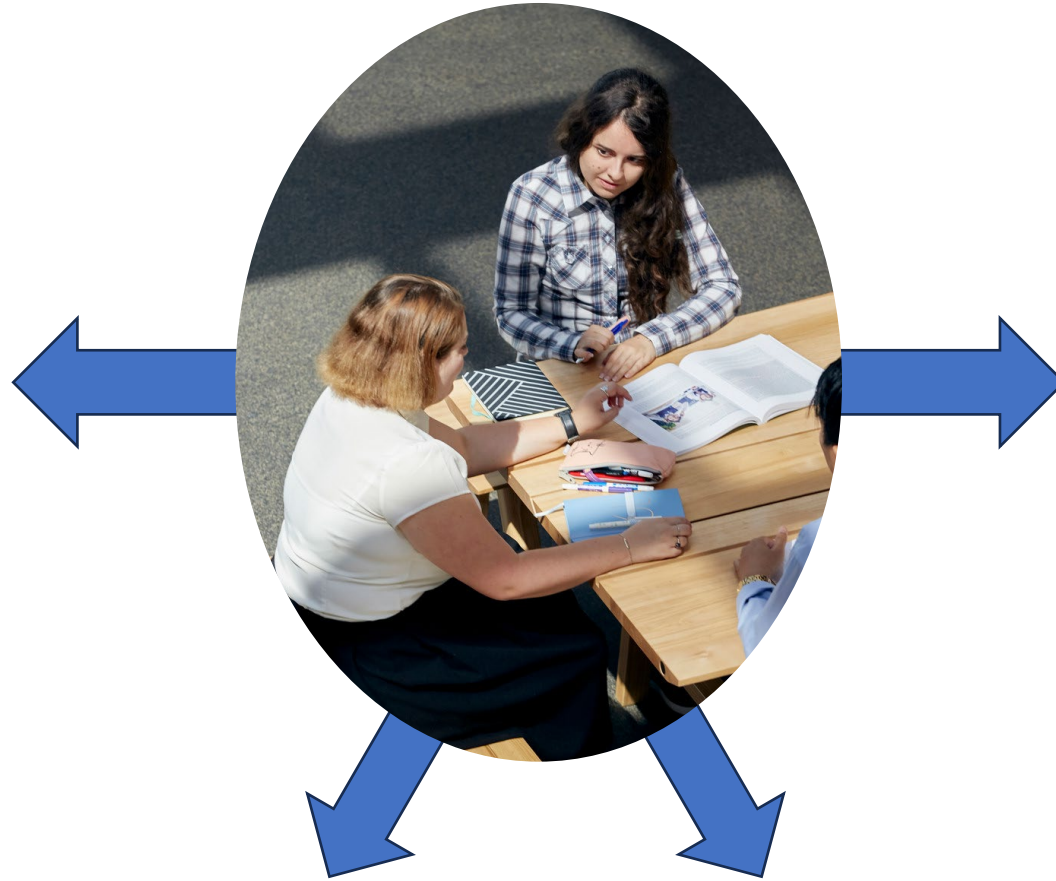
- Research
- Practice

HE system

- Institutions
- Resources
- Environment

People

- Students
- Teachers
- Community, Industry
- Regulators, Government



Outcomes

During study

- student experience and success
- Institutional capability to deliver

After study

- Value to graduates: work, life
- Innovation & enhancement
- Growing insight & knowledge

Standards

- Higher Education Standards
- Guidelines/Frameworks

Indicators

- Metrics
- Stories

Measuring quality: impact or numbers?

*Institutional surveys
National surveys
(SES, GOS)
Research surveys &
participant feedback*



*Student success
Student completion
Access and inclusion
Employability
HE capability*

*Student participation and engagement
Enrolments and progression
Innovation and adoption
Lifelong learning*



Achieving quality: better together...

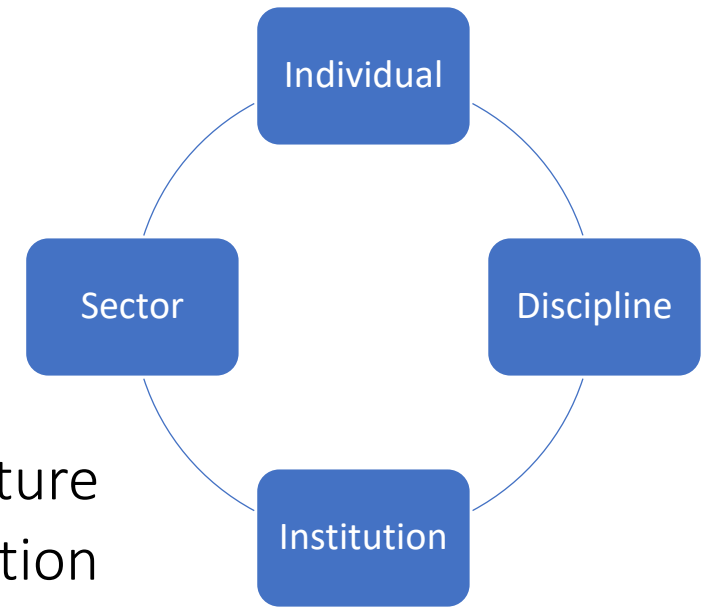


adapted from Curtin Planning and Quality Framework
<https://planning.curtin.edu.au/quality/qualityatcurtin.cfm>

Quality and transformation

So...

- Quality in HE is complex and nuanced to local circumstances
- Monitoring quality needs multiple indicators to build a holistic picture
- Peers provide evaluative judgement through review and collaboration



Therefore...

- Transformation needs investment in people, resources and collaborative action

Consider...

Priorities - what needs to be done?

Approaches - how will we get there?

Feasibility – what is most useful now?



The Changing National Tertiary Agenda: A National Conversation



Prof Liz Johnson
Deakin University



AssProf Jason Lodge
University of Qld



Prof Sally Kift
Australian Learning
& Teaching Fellows