CAPHIA Australian Teaching and Learning Program 2019

Bob Douglas Lecture Theatre, Eggleston Rd, Building 62A
The Australian National University

Day 1 – 15 July 2019

8:30-9:00  Registration and welcome coffee

9:00-10:15  Welcome to Country, keynote addresses and scene setting
9:00 Welcome and introduction Colleen Fisher
9:10 Welcome to Country Wally Bell
9:40 Keynote address: Ability, not experience: How (and which) transferable skills work in graduates’ favour – a public service perspective Simone Brown
10:10 Keynote address: Student internships: What NGOs want universities to know Ingrid Johnston

10:30-11:00  Morning Tea

11:00-12:30  Preparing students for the workforce, preparing education for students
11:00 Incorporating micro-credentials in public health education Kate Dundas, Natalie A Johnson, Lorraine Paras, Tazeen Majeed, Xuan Luu & Erica L James
11:15 Open discussion: Health and welfare data in tertiary education Simone Brown
11:30 Creature of habit: Reflection on how personal research practices impact teaching qualitative methods in health research Meredith Tavener
11:45 Development and evaluation of the effectiveness of an interdisciplinary subject to support students’ transition to university Heike Schütze, Jenna Bartyn & Amy Tapsell
12:00 Partnership pedagogy in public health curriculum Arianne Reis, Cathy Tannous, Catharine Fleming, Nicole Peel, Krista Cockrell & Luckman Hlambelo
12:15 Engaging students for community wellbeing: A mental health literacy pod designed with and for university students Arianne Reis, Rowena Saheb et al.

12:30-1:30  Lunch

1:30-3:00  Technology and learning
1:30 Applying critical appraisal tools in the context of the pedagogy of peer-learning Philip Baker, Daniel Demant, Daniel Francis & Abby Cathcart
1:45 Health advocacy – development of online modules for health students Melissa Russell, Clara Adams, Sam Byfield, Tim Beaumont, Louisa Remedios, Rosemary McKenzie & Helen Jordan
2:00 A demonstration and evaluation of Cadmus software Lesley Andrew & Lois Balmer
2:15 The use of Twitter as an interactive learning resource for postgraduate students Rimante Ronto
2:30 Framing technology for public health teaching Alice Richardson, Aparna Lal & Erin Walsh
2:45 Training of 21st century skills through “cognitive authenticity” – Enter the Retrozfect multi-VRse Kevin Yap & Kai Zhen Yap

3:00-4:30  CAPHIA Awards

4:30-6:00  Reception and canapés
Day 2 – 16 July 2019

8:30-9:00   Welcome coffee and tea

9:00-10:30  Student wellbeing
9:00 Keynote presentation: Student wellbeing and on-line learning Elizabeth Moore
9:20 A risky business: Structures to reward (or at least measure) pastoral interactions with students Devin Bowles
9:35 An academic integrity boot camp enabling students to avoid academic misconduct Heike Schütze

10:30-11:00  Morning tea

11:00-12:15  Teaching and Learning Strategies and Work Outcomes
11:00 Building a Master of Public Health from the ground up Wendy Madsen
11:15 Taking a post-graduate health and social impact assessment class into the field to conduct an authentic study: Dissolving boundaries and stretching learning on a study tour in Cambodia Berni Murphy & Elizabeth Hoban
11:30 Finding common ground: The International Indigenous Health course Lois Meyer, Adam Craig, Sophia Lin & Telphia Joseph
11:45 What are the key components in training outbreak investigators? A qualitative study of expert views Stephanie Davis, Owen Forbes, Amalie Dyda, Stephanie Williams, Alexander Rosewell, Philippa Binns & Kerri Viney
12:00 Developing localised communication skills to generate world-ready, global public health communicators: A success story from QUT Julie-Anne Carroll, Michelle Cornford & John Bosco

12:15-1:30  Lunch

12:30-1:30  Special session for early- and mid-career academics with the Thesis Whisperer: Academic job advertisements and success factors in academia

1:30-3:30  International students: Work Integrated Learning and Ethics
1:30 Exploring equitable approaches to work integrated learning for international students in the Master of Public Health Lesley Andrew
2:30 Sacrificing women to fight the patriarchy? Supporting students and mediating tensions between gender equity and cultural relativism Devin Bowles & Elisabeth Schuele
3:15 Non-domestic Public Health Postgraduates: Destinations? Rory Watts

3:30-4:00  Afternoon tea

4:00-5:00  Early Career and Postgraduate Committee Input Session
4:00 Strategies for supporting postgraduates and early career academics in public health Early Career and Postgraduate Committee
Day 3 – 17 July 2019

8:30-9:00 Welcome coffee and tea

9:00-10:15 International students: The view from the admissions office
9:00 Sally Wheeler, Pro-Vice Chancellor (International Strategy) at the Australian National University
9:30 Mike Ferguson, Director of the Global Student Recruitment Office at the University of Canberra

10:15-10:45 Morning tea

10:45-12:00 International students, study mode
10:45 How do students perform when completing an accelerated, online Masters program? Dragan Ilic, Nazmul Karim, Basia Diug
11:00 The mental health of international students: Everyone’s business Lesley Andrew
11:15 Teachers’ reflections of delivering public health ethics content to diverse cohorts in the Macquarie University Master of Public Health Alexandra Bhatti, Sheila Pham, Jane Williams
11:30 The ASEAN-Australia Health Security Fellowship Program – challenges and opportunities Philippa L. Binns, Emma Field, Stephanie Davis & Ross Andrews
11:45 The development of a Master of Public Health International Student experience enhancement plan – a work in progress Melissa Russell, Rosemary McKenzie, Sue Durham

12:00-1:15 Lunch

1:15-2:30 Global café
1:15 Engaging international students: Public health educators sharing challenges and opportunities Rachael Rodney Harris, with assistance from ANU public health educators

2:30-3:30 A former international student’s view
2:30 Keynote presentation: From Indonesia to Australia and Continuing Back and Forth Brahm Marjadi

3:30-4:00 Afternoon tea

4:00-5:00 International students: the way forward, as seen from above
4:00 Setting up a Master of Public Health in Papua New Guinea: Reflections on cross-cultural teaching Elisabeth Schuele
4:15 Panel discussion from academic leaders on practical steps to improve teaching with international students Colleen Fisher, Shawn Somerset & Dragan Ilic
4:45 Closing remarks Colleen Fisher
Incorporating micro-credentials in public health education

Kate Dundas1, Natalie A Johnson1, Lorraine Paras1, Tazeen Majeed1, Xuan Luu1,2, Erica L James1

1 University of Newcastle, Newcastle, Australia
2 University of Sydney, Sydney, Australia

Universities are exploring the feasibility of using micro-credentials (MCs) (also known as “alternative credentials” and “digital badges”) in the higher education setting. Interest in ‘credentialing’ stems from a desire to provide authentic assessment tasks and the potential for enhancing work readiness and employability by ensuring graduate CVs are robust. MCs have been implemented in undergraduate and postgraduate public health courses at the University of Newcastle in the context of online self-directed learning activities and assessment tasks. For example, students enrolled in allied health courses completed an accredited online Aboriginal Cultural Orientation package from Western Australian Country Health Service as an assessment worth 10% of their final grade. This online package is designed for health professionals, health science students and people working in various health care settings and consists of five self-directed learning modules with certification on completion. MCs selected for inclusion in courses are externally accredited with certification, accessible to staff and students without cost, and address one or more of the course outcomes. Other factors that influence selection and operationalisation of MCs include professional relevance, achievability, authenticity, design and duration. Searching for suitable MCs can often be time consuming but once identified, the decision to include an MC is usually done informally amongst colleagues teaching within these courses. Undertaken as part of an ongoing project, student and staff acceptability and perceived value of MCs across 6 undergraduate and 3 postgraduate courses was evaluated via a short (<5 minutes’ duration) online student or staff specific survey and feedback from academic teaching staff. Preliminary results of the evaluation will be presented. This presentation will be of interest to educators interested in authentic assessment and/or considering incorporating micro-credentials.
Creature of habit: Reflection on how personal research practices impact teaching qualitative methods in health research

Meredith Tavener
School of Medicine and Public Health, University of Newcastle

During this presentation I will reflect upon how personal qualitative research habits influence the construction and delivery of an online course in qualitative methods in health research. Qualitative literature supports reflection by researchers as a critical part of qualitative inquiry. Just as reflection can provide context and understanding for those involved in qualitative research, so should it be for those teaching qualitative methods.

This was brought to bear most recently as I undertook to rewrite a ‘qualitative methods in health research’ curriculum, and reflected upon ways of teaching novice qualitative researchers what I had been doing for years. The literature considers health research as more satisfactory when it brings together different perspectives and methodologies, so I asked myself “What research habits have I developed over time?” And with particular regards to teaching qualitative methods within health research to health care professionals, “How will my habits impact upon what I teach to others?” We perform habitual behaviours automatically, and by only allowing previously proven and safe research practices to enter my coursework, then the range of student learning and the context for knowledge construction will be based only on what I feel comfortable sharing.

To allow novice qualitative researchers to grow and be challenged, we need to be mindful of the conditions and context in which their learning occurs. By not practicing reflexivity of one’s habits, the many nuances and variations in qualitative health inquiry may be lost, and students will only receive an overly standardised, one-size-fits-all, version of qualitative methodology.

This presentation discusses my teaching journey to date, and how I work to disrupt practicing habitual qualitative behaviours in health research. This presentation will be of interest to educators teaching qualitative health research methods and/or mixed methods and for all educators interested in reflective practice.
Development and evaluation of the effectiveness of an interdisciplinary subject to support students’ transition to university

Heike Schütze¹; Jenna Bartyn¹ & Amy Tapsell¹
¹University of Wollongong

Aims
The first year university experience is linked to student retention, satisfaction and academic success. The subject Essential Academic Skills was developed and implemented into the Bachelor Public Health Degree as well as other disciplines at the University of Wollongong to help students transition to university. Our aim was to explore student perceptions of the effectiveness of the subject in assisting their transition.

Methods
A multi-methods case study was employed. Surveys were completed at the beginning and end of semester in 2016-2017. Self-reported change in knowledge and confidence were measured on eleven items (each relating to a topic that had been taught). Semi-structured interviews were conducted and analysed thematically. Seven broad questions explored students’ understanding of the expectations and skills required for university, the strengths and weaknesses of the subject, and if students felt they benefitted from undertaking it.

Results
There was a significance improvement in knowledge ($p < .001$) and confidence ($p < .001$) after completing the subject. Five themes emerged from the interviews: academic preparedness, academic writing, time management, collaboration and communication, and confidence. Students reported that their knowledge and confidence increased as they progressively built their academic skills, which were transferable to other subjects in their degree and professional practice.

Discussion
The subject’s highly scaffolded nature ensured students actively engaged in activities, allowing them to learn as they constructed knowledge. As new skills were learnt, students incorporated these into their learning and utilised them in other subjects, which increased their confidence. Having allocated class-time dedicated to working on assessments, with direct guidance and reassurance from teaching staff, increased student confidence and their self-efficacy.

Conclusion
Students felt the subject supported their transition to university. Similar transition subjects may be beneficial in other universities. Longitudinal research is required to determine the effectiveness on academic outcomes and retention.
Partnership pedagogy in public health curriculum

Arianne Reis¹, Cathy Tannous¹, Catharine Fleming¹, Nicole Peel¹, Krista Cockrell¹, Luckman Hlambelo¹, ²
¹School of Science and Health, Western Sydney University
²eHealth, NSW Health

Partnership pedagogy is an area of research and practice that is receiving increasing attention from teaching and learning professionals, particularly at tertiary institutions. The ‘movement’ gained strength in the late 2000s and early 2010s in Europe, more generally, and in the UK, more specifically, with the Higher Education Academy supporting a series of studies and reports in the early 2010s providing guidelines and best practices in this space to support a shift from “traditional” forms of education delivery in their tertiary institutions.

Australia has followed this trend and universities across the country have been trialling partner pedagogy practices in different courses, units and programs of study, with some universities going as far as stating that partner pedagogy is the guiding principle of their teaching and learning transformations. Western Sydney University is one such institution, and where the project in which this presentation is based has taken place.

Partnership pedagogy refers to curriculum that is co-created with various partners, through co-design, co-development, co-delivery and co-credentialing of curriculum. Students are usually the focal point of these partnerships and the term “students-as-partners” has become recurrent in research and practice in this field. Partners, however, should also include, whenever relevant, communities, industry and commercial providers, who have a vested interest in the development of tertiary education. This practice is, nevertheless, less documented and explored in the partnership pedagogy literature.

This presentation will report on the process taken to redevelop an undergraduate and postgraduate course in public health at Western Sydney University using partnership pedagogy as a central pillar of the curriculum renewal. Key themes identified by each of the partners will be presented as factors required for effective work-ready and innovative practice in public health.
Engaging students for community wellbeing: A mental health literacy pod designed with and for university students


1School of Science and Health, Western Sydney University
2Student Experience Office, Western Sydney University
3Student, Western Sydney University

University students have been increasingly recognised as a population with a high prevalence of mental health issues, with research suggesting that psychological distress is higher among tertiary education students than non-students. Although there has been an increase in the number of students utilising on-campus health and counselling services, low levels of service utilisation are still common in most higher education institutions, particularly among international students.

This project seeks to address this issue by working with students as partners to co-create and co-deliver a mental health and wellbeing learning module for students. The learning module aims to engage students with content that will increase mental health and wellbeing literacy and service literacy as well as promote student wellbeing across their university experience and future employment. In doing so, engagement with the learning module will foster development of community leadership skills and support graduate employability of public health and health promotion students.

Although directed at all university students, regardless of their courses, undergraduate and postgraduate students in public health and health promotion were involved in the development of the learning module, bringing particular insights into the process. In addition, the first cohort to experience the learning module as part of their course will be Master of Public Health students who will then provide further insights into the learning experience and whether or not it has been successful in improving their mental health literacy and service literacy, particularly as it applies to the Australian context; 85% of the cohort is made up of international students, who are particularly at-risk of developing mental ill health conditions.

This presentation will focus on the journey so far, the challenges experienced, the contributions of health promotion and public health students in particular, and the expectations for the implementation of the pod into curriculum.
Applying critical appraisal tools in the context of the pedagogy of peer-learning

Philip Baker¹, Daniel Demant¹,², Daniel Francis¹ & Abby Cathcart¹
¹Queensland University of Technology, Brisbane
²University of Technology Sydney, Sydney

Aims
Peer instruction is an interactive teaching method that can be used to improve learning and knowledge retention in higher education. It is based on peer-education theories which assert that students at similar cognitive levels can, at times, explain content where educators may experience an "expert blind spot". Similarly, "peer learning" encourages students to take responsibility for their own learning through interaction with each other to attain common educational goals. Students undertook a critical appraisal with the EPHPP tool to form a structured essay as an assessment item in a post-graduate epidemiology course. Students selected their own partner and engaged in peer-discussion. This included a joint discussion about whether to submit individually or jointly. This study aimed to study students' perceptions.

Methods
Students from 2 semesters (2018 were invited to participate. The anonymous online survey inquired about the modes of communication, self-identified effects, engagement, preparedness for discussion, contribution, perceived benefit, and transferability of the method to other subjects.

Results
Eighty-seven learners completed the survey (38% response rate). Respondents were 60% female, 51% internal, and 37% international students. The methods of communication differed considerably with 85% of internal students opting for in person meeting vs 16% external. Most students (76%) modified their essay after discussion. They reported finding that the approach deepened learning, improved understanding by identifying limitations, and helped apply core concepts. More than half of respondents identified that they benefited equitably, 53.2% “Both of us equally”, 7.8% “myself”, 26% “partner” and 9% “neither benefited”. Most (79%) thought it helped them get a better grade, 77% would recommend the approach and 78% felt it was transferable to other subjects.

Conclusion
These finding suggests that peer-discussion following critical appraisal is a useful approach whereby learners engage more deeply with the subject matter, perceive it beneficial and is transferable.
Health Advocacy – development of online modules for health students

Melissa Russell¹, Clara Adams¹, Sam Byfield¹, Tim Beaumont¹, Louisa Remedios¹, Rosemary McKenzie¹, Helen Jordan¹ & Rob Moodie¹
¹School of Population and Global Health, University of Melbourne

Aims
The aim of the project was to develop online modules on health advocacy capabilities and leadership for post-graduate public health and physiotherapy students.

Methods
Effective advocacy can be critical to advancement of public health. In recent discussions around the Master of Public Health and Master of Physiotherapy at the University of Melbourne, critical gaps in the teaching of practical advocacy skills were identified. To explore these, focus groups comprising students of these two cohorts were conducted regarding the student understandings of the nature and importance of health advocacy. Additionally, staff and leading experts in health advocacy were identified and consulted with in regard to their health advocacy practices. This information was utilised to inform the development of a significant new health advocacy learning and teaching resource.

Results
Student feedback indicated that health advocacy was of interest to them, although thoughts on what health advocacy was and who was responsible for health advocacy differed, with some students commenting that it was the role of ‘senior people’. An online series of health advocacy modules was developed, linked to core subjects within the Doctor of Physiotherapy and Master of Public Health. These modules feature prominently the experiences, perspectives and strategies of local and international experts in health advocacy. Six modules were developed: an introductory module, and five modules focusing on a range of different health advocacy components, including planning and evaluating health advocacy, using media for health advocacy, community engagement, direct engagement with policy makers and managing resistance and backlash.

Conclusion
The Health Advocacy modules are currently being implemented and evaluated in the degrees, with student evaluations planned for late June. The presentation speaks of the need to critically examine and develop health advocacy within the curriculum, and it presents the suite of modules as a new initiative to make advocacy development a core and explicit focus in health education.
A demonstration and evaluation of Cadmus software

Lesley Andrew¹ & Lois Balmer
¹Edith Cowan University

Four Australian universities are currently trialling the new student assessment software ‘Cadmus’. This presentation offers a demonstration of this software and reports on a pilot with undergraduate and postgraduate health science students across 2018 and 2019. An evaluation of Cadmus, from the perspective of tutors and students will be offered.

Cadmus is described as “a shared, online environment where teachers create and students complete written assessment”. The software is promoted as a positive, standardised and flexible approach, which simplifies the learning experience and in doing so, enables students to focus on the content of their assignment rather than the navigation of the assessment environment. Its direct link to Turnitin allows ease of marking and provision of feedback.

The presentation first explores the Cadmus student environment and the features that support student learning and assessment completion, including the shared space in which students access assessment guidelines, rubrics and academic support, and write and submit their work. The promotion of academic integrity within the Cadmus environment is also discussed. The Cadmus teacher environment will then be shared and a brief guide to setting up an assignment offered.

The Cadmus ‘student learning analytics report’ will be introduced, and its capacity to inform the tutor of levels of student engagement in the assessment tasks discussed. The presentation will also touch on some initial tutor concerns about Cadmus, including the potential to over-support the assessment process, and thereby limit individual skill development, such as formatting. The presentation will conclude with some recommendations regarding the future use of Cadmus within different student cohorts and curricula.
The use of Twitter as an interactive learning resource for postgraduate students

Rimante Ronto

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Social media has undergone an exponential growth over the last ten years. It allows people to connect to can share information and resources, collaborate and participate. Twitter has gained attention in recent years as a tool to use in higher education to enhance students’ learning. One of the key learning outcomes for health promotion practitioners undertaking postgraduate degree is constructing public health specific communication including the use of mass media and electronic technology. The use of Twitter has been incorporated in disease prevention and health promotion unit (HSYP805) within a Master of Public Health course to create ‘real-world relevance’, enhance student learning experience and positively impact student engagement with the course content.

This project explored student’s perceptions of the use of Twitter as a learning resource in HSYP805. It employed a mixed methods approach to enable a more complete and richer understanding of the issues under investigation, compared to quantitative or qualitative methods alone. This research project consists of three parts: 1) analysis of public health specific Macquarie MPH student posted Tweets and Retweets posted on Twitter during HSYP805; 2) a cross-sectional study (a short online survey using Qualtrics), and 3) a qualitative study (focus groups with students).

As part of the HSYP805 unit, students were encouraged to use Twitter by posting their ‘take home message’ after each lecture and sharing any information they thought was relevant to the unit by using identifiable hashtag- #HSYP805. The investigators retrieved all tweets posted using this hashtag during the semester to explore the frequency of posting; the type of information shared, liked and retweeted; sources used and/or shared.

The presentation discusses the approach taken in implementing this leaning and teaching activity within the unit and present findings from a first part of the project.
Framing technology for public health teaching

Alice Richardson, Aparna Lal & Erin Walsh

Research School of Population Health, Australian National University

Aims
Mention the concept “technology” in relation to teaching and most academics’ minds turn to computers, phones, clickers, statistical software and the like. But technology can be much broader than this. Our aim in this presentation is to interpret “Technology as a teaching tool” in the broadest possible sense. We’ll meet three objectives within that aim: (1) showcase existing tactile technologies; (2) identify what makes tactile technology work; and (3) provide suggestions for those inspired to introduce tactile technology in their teaching.

Methods
We will showcase a trio of highly tactile technologies that we have used in our teaching of Biostatistics for Population Health; Human Health, Environment and Climate Change; and A Life Course Approach to Human Ageing. The first involves word games to assist with the concepts associated with statistical inference and hypothesis testing. The second involves a large globe that has been used to draw attention to climate change, spatial relationships and the diversity of public health research. The third involves a non-existent population that brings random sampling to life.

Results
One aspect of evaluating new teaching technologies that is rarely spoken about is the slow rate at which this evaluation can take place in a single institution. When a course is offered once a year, a year goes by before any feedback from students and academics can be implemented. We will discuss the positive impact that our tactile technologies have had in our classrooms.

Conclusion
The evidence from our teaching experiences is that tactile technology is an effective public health teaching tool. We propose the establishment of a community of practice that can take action research from a single centre to a multi-centre study in the space of six months or less, hence reducing the time required to bring a tactile technology from concept to evidence-based success.
Training of 21st century skills through “cognitive authenticity” – Enter the Retrozfect multi-VRse

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²Department of Pharmacy, Faculty of Science, National University of Singapore, Singapore

Aims
Educators face a constant challenge to find innovative approaches to sustain students' interests, encourage peer learning and improve their competency skills. Furthermore, students may not be able to integrate and apply what they have learnt to real-life practices. Serious games are a good motivation as they are popular among the technology-savvy Generation Y students and also provide a safe environment for students to learn at their own pace without experiencing any negative consequences in real-life. We leveraged on virtual reality to conjure a futuristic post-apocalyptic world where students could train their 21st century competencies and skills.

Methods
Game design was based on 2 baseline cross-sectional surveys identifying students’ gaming experiences, motivation and preferences for a pharmacy-related game. Beta testing of game scenarios was conducted during its developmental phase. A study to evaluate the fully-developed game (RetroZfecT) was conducted among 30 pharmacy undergraduates, sampled from all 4 years of study, to elucidate their experiences and perceptions on its usefulness in learning.

Results
RetroZfecT is a multi-player three-dimensional, post-apocalyptic, adventure role-playing game that allows students to train their competencies and skills through a “cognitively authentic” experience. Students play 5 distinct scenarios either individually or collaboratively with assigned teammates. Players from 3 “pure-year” groups (same year of study) reported higher mean scores on the positive domains in the Game Experience Questionnaire, compared to the 2 “mixed-years” groups (p<0.05). Students' perceived learning on patient counselling skills (66.7% indicating “very much”/“extremely”) was significantly higher than skills in patient history-taking (40.0%), application of drug information (36.7%), pharmacotherapy (16.7%) and extemporaneous preparations (30.0%) (p<0.01). The majority preferred RetroZfecT to supplement lectures (60.0%), face-to-face counselling (90%) and extemporaneous/compounding (73.4%) sessions.

Conclusion
RetroZfecT was well received by students and will be implemented in a Skills Development module. Further evaluation studies on its effectiveness in training 21st century skills are intended.
Online learning has become an accepted part of teaching and learning.

Proponents cite the flexibility of learning and the opportunities created for groups that traditionally have found it difficult to attend face to face teaching.

Studies have shown that knowledge acquisition is similar to that of traditional teaching methods, and the characteristics of learners such as self-regulation, and those of the teacher, are important for completion.

The dropout rate for online learning is significantly higher than blended or face to face learning, with some studies emphasising the social aspects of learning as a possible explanation. Younger undergraduates are typically negotiating developmental stages around identity and intimacy and social engagement (and the quality of that engagement) is important.

Social isolation is a significant factor in depression but there are few studies on the quality of social engagement and sense of community in the Australian undergraduate population using online learning methods.

The ACT Office for Mental and Wellbeing (OMHW) was created in 2018 to foster a whole of government and whole of community approach to mental health and wellbeing. One of the objectives of the Office is to lessen the impact of mental illness on the ACT community.

Following a co-designed process, the Office workplan was released. An important area for the Office is promotion of mental health and wellbeing and prevention of mental ill health, with an early focus on children and youth. Lifespan, and evidence informed suicide prevention program is aligned with the Office.

Important questions for CAPHIA to consider are the ongoing evaluation of online learning, managing differences in format and socialisation and the role of teachers particularly with respect to undergraduates and social connectedness.
Lecturers’ interactions with students are important for student satisfaction and success. Interactions tend to be of two sorts, requiring different skills and entailing different risks and rewards for students and lecturers. Broad interactions, typically with an entire class, are enhanced by an engaging manner and personal charisma. Benefits accrue to most students, and to lecturers in the form of enhanced student survey results. Useful pastoral interactions are generally one-on-one. They are fostered by a different set of lecturers’ skills and inclinations, including the openness to such interactions and the ability to supportively listen. Pastoral interactions typically benefit a smaller proportion of a student cohort, but may be very important for them. These interactions are of necessity often of a sensitive nature, introducing an element of risk for student wellbeing. Risk is increased by substantial staff workloads leading to lack of information about students’ specific situations and dispositions. On balance, however, pastoral care is likely to be of equal or greater overall importance to student wellbeing than broad interactions. This makes them an important part of lecturers’ roles, but performance is rarely measured or rewarded. Pastoral interactions with poor outcomes may attract the attention of university hierarchies. Given the risk but lack of professional reward, self-interested lecturers may design courses to minimise the occurrence of potentially pastoral student interactions. This inhibits student learning and wellbeing.

Measuring, and potentially rewarding, meaningful pastoral interactions is possible, and would benefit students and lecturers. Options include adoption of tailored questions in broadly distributed student surveys or the creation of forms and record keeping processes for tailored feedback. This presentation will illustrate the risks and rewards of pastoral care resulting using one public health assignment and discuss ways to optimise teaching and learning.
An academic integrity boot camp enabling students to avoid academic misconduct

Heike Schütze 1
1 University of Wollongong

Academic misconduct has become increasingly prevalent and widespread in recent years. It is not restricted by geographical regions, universities, fields of study, gender, religion or social class. Its ubiquitous nature means instilling academic integrity in students early on is essential. Whilst no significant associations between academic misconduct and level of education or course of study have been found, younger students are more likely to plagiarise and cheat. Many new students may unintentionally engage in academic misconduct through a lack of awareness of what constitutes academic misconduct, and a lack of understanding of the implications of academic misconduct.

To assist students, an Academic Integrity Bootcamp has been implemented into both undergraduate and postgraduate level Public Health Courses, as well as other disciplines at the University of Wollongong, and changes have been made to teaching practice. The 'Bootcamp' is comprised of five hours of lectures and tutorials on academic integrity, referencing, citing, paraphrasing and utilising plagiarism checking software as a formative tool. Interactive online formative activities are provided for additional practice. There is a strong Academic Integrity presence on Moodle sites, particularly near assessment tasks. The supportive learning environment encourages students to develop their knowledge and skills in academic integrity and avoid academic misconduct. Research is currently underway to explore student perceptions of the Bootcamp and demonstrate the impact on reducing the number of reported cases.

This presentation describes the development and implementation of the Academic Integrity Bootcamp, showcases the materials, and provides simple workable strategies that can be incorporated into teaching sites and teaching practice to support both students and teachers.
Building a Master of Public Health from the ground-up

Wendy Madsen
CQU

In 2019 CQUniversity launched its first Master of Public Health. For the teaching team, it was also the first time we needed to design classes that consisted mostly of international students. Having heard a number of ‘horror’ stories regarding international students through the media and from our colleagues, both at CQUniversity and other universities, the teaching team set out to design a curriculum that: 1) was underpinned by a social-ecological model of health and community-based approach to public health, and 2) scaffolded the learning for students to enhance learning and help counter potential issues regarding plagiarism and contract cheating.

This presentation outlines the curriculum model and teaching strategies used to deliver these aims. While it is still too soon to know if these have been effective, early feedback and reflections from staff suggest we are at least heading in the right direction, although much needs to be done before the whole vision will be realised. As such, the focus of the presentation will be on the planning and rationales for the curriculum model and the design of the teaching strategies.

Not having to deal with any legacies of past Master of Public Health courses, the teaching team recognise the opportunities and challenges associated with building a new course from the ground-up. Having a strong philosophical foundation and drawing on our collective research and scholarship experiences has allowed the teaching team to develop a course that we hope will provide students with a positive and practical learning experience.
Taking a post-graduate health and social impact assessment class into the field to conduct an authentic study: Dissolving boundaries and stretching learning on a study tour in Cambodia

Berni Murphy1 & Elizabeth Hoban1
1 Deakin University

The benefits of international study tours are well documented, including enhancing cultural awareness, challenging pre-existing attitudes and beliefs, and expanding world views. In 2019 Deakin University guided students on a trip to Cambodia. We aimed to explore the health and social impacts of seasonal flooding on vulnerable groups, namely the elderly, and people living with a disability (PwD). Six Master of Public Health, one Master of Health Promotion and three Master of Humanitarian Assistance students were selected in a competitive process. This interdisciplinary approach was deliberate. To be selected they needed an above 70 average score for their units, have completed their core units, plus the electives Qualitative Health Research and Health and Social Impact Assessment (HSIA).

In teams of five they conducted detailed pre-tour HSIA screening, scoping and planning in preparation for the two-week field trip. In the field they conducted key informant interviews (KIs) in Phnom Penh, Kratie along the Mekong River, Siem Reap, and finally in Kampot on the Gulf of Thailand. In addition, they interviewed several vulnerable villagers directly affected by seasonal flooding.

Experienced local public health interpreters were utilised. Despite most students being experienced health professionals, few had ever worked with interpreters in the field and initially found this challenging. In addition, the stark disconnect between the stories told by the Government/NGO key informants compared to the harrowing stories told by the villagers was confronting for the novice researchers.

Self-management and leadership was fostered among the students. Interdisciplinary networks and differing paradigms were explored in robust debates during the long hours on the bus. Structured critical reflection exercises, as suggested by Ryan were embedded in the daily schedule. Boler’s pedagogy of discomfort informed students’ learning journey and professional development as they grappled with the many challenges facing students and researchers in such contexts. A report detailing the findings and recommendations is currently being finalised to disseminate to DFAT, and in-country to government departments and NGOs. Several students have since taken up internships and employment opportunities in Cambodia. A development career path has opened up for some as a consequence of this unique applied learning experience.
In 2016 the Lowitja-Lancet Institute Global Collaboration presented compelling data of the global issues that confront Indigenous peoples’ health and well-being and the need for global action. In taking an international perspective, the research highlighted both the common ground and distinctiveness of First Peoples where many share a common history of deep rupture to traditional life while experiencing particular social determinants on their health given their specific history and context.

It is from this standpoint that the International Indigenous Health course was conceived as part of a new fully online Bachelor of International Public Health through a partnership between the University of New South Wales, Australia and Arizona State University, USA. Collaboration commenced in 2017 to develop the first online course worldwide to provide undergraduate public health students with a global perspective on First Peoples’ public health issues and principles for action. Where typically Indigenous health courses focus on one country and rarely involve an international perspective, this course was designed and developed by drawing together the expertise and rich diversity of understandings of Indigenous and non-Indigenous academics through the cross-institutional partnership. In so doing the process of course development was one of deep learning from each other as we engaged in dialogue to find common ground to formulate and produce the multimedia online course that was delivered in the second half of 2018.

The presentation provides an outline of how the curriculum was realised and collaboratively actioned across the two universities and the challenges, benefits and lessons learnt. Outcomes of this innovative partnership and implications for public health education will be demonstrated and considered through examples from the course with its use of rich multimedia case studies, online discussions and excerpts from students’ online reflective blogs.
What are the key components in training outbreak investigators? A qualitative study of expert views

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Aims
The ultimate aim of our study was to improve training within the Australian Field Epidemiology Training Program, the Master of Philosophy in Applied Epidemiology (MAE) Program. Specifically we aimed to identify what experienced public health practitioners considered to be key components in producing competent outbreak investigators.

Methods
Semi structured interviews were conducted with purposive sample of 10 experts in the field of communicable disease control. This included supervisors of trainees in applied epidemiology, heads of communicable disease control units and public health physicians. Interviews covered the broad topics of: the qualities of good outbreak investigators and trainees; the qualities of good supervisors; and activities to support trainees. Interview recordings were transcribed and analysed using a deductive content analysis approach.

Results
The majority of participants emphasised personal traits including curiosity, inquisitiveness and tenacity as well as ‘soft skills’ such as being good communicators and team players as important for good outbreak investigators. Good supervisors were seen as knowledgeable and experienced in outbreak investigation, but also compatible with and invested in the trainee. When asked about the best activities to support trainees, participants identified that classroom based activities were valuable for preparation, however most critical was practical outbreak investigation experience, in an appropriately supervised role, followed by the reflective process of writing up.

Conclusion
This project offers insights for improvement in the education of trainees in the MAE. The perceived importance of soft skills is important given the MAE curriculum’s current focus on quantitative methods, although whether these skills can be taught or should be given more consideration in scholar selection is unclear. This study adds further weight to the importance of field based experience in achieving competence in outbreak investigation; additional examination of how this learning occurs and how better to support it would be worthwhile.
Developing localised communication skills to generate world-ready, global public health communicators: A success story from QUT

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Communication and advocacy are two of the core competencies for any Public Health practitioner. Arguably, competent and professional communication infiltrates most of the other core competencies in Public Health practice - either directly or indirectly - including leadership in promoting diversity and inclusiveness, and the creation and establishment of effective partnerships for productive collaboration. The UN and the WHO both list advocacy and leadership as two of their most important human resource characteristics when undertaking world globally in trying to achieve the Sustainable Millennium Development Goals (MDGs). Further, sophisticated communication skills, in both the written and spoken media, are required to perform successfully on the world stage when making the case to a broad range of leaders and stakeholders for policy, social, and economic change. A successful Public Health Practitioner should be well versed in rhetorical strategies and powerful communication techniques to ensure that their proposals are heard within complex multi and bi-lateral government and NGO interactions and negotiations.

However, many undergraduate students in Public Health struggle to present their research ideas confidently, and in a convincing manner – even when they are in their final years of study. Students generally over-rely on their notes, or PowerPoint slides, and lack the skills to ‘think on their feet’. While their knowledge of the content is often good; their ability to verbally and professionally communicate this is far less so. In this presentation, I will showcase the methods used to systematically teach public speaking to the students in our PUB209 Health, Culture, and Society unit. Further, I will demonstrate the outcome of this training in a short film that demonstrates the high quality of presenting ability achieved by most students during the semester. I reflect on the pedagogical processes and tactics and strategies taken from disciplines such as Business and Creative Industries to develop these skills with students, and the systematic and step-by-step exercises undertaken to build student confidence in communicating global Public Health phenomena to both international and local, community audiences.
Exploring equitable approaches to work integrated learning for international students in the Master of Public Health

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1Edith Cowan University

Introduced in the 1990 White Paper ‘A Fair Chance for All’, student equity is now an important objective across Australian Higher Education. Ensuring equitable Work Integrated Learning (WIL) opportunities for international students can be problematic. This workshop will explore this challenge in the context of the Master of Public Health (MPH).

WIL is key to student employability and is regarded by industry as a highly desirable graduate attribute. The ‘gold standard’ approach to WIL involves off-campus experiences such as internships and cadetships. Offering a high level of community engagement, these industry-based placements can support authentic skill development and expose students to networking opportunities that may prove advantageous post-graduation.

At first glance, an off-campus approach to WIL appears to be highly suited to international MPH students, who, unlike their domestic counterparts, tend to lack work experience in the Australian public health setting and social capital within its public health sector. In reality, however, a myriad of factors restrict its appropriateness. Most notably, international students tend to begin university lacking academic skills and attributes essential to success within Australian Higher Education. This, and a dissonance in cultural values and expectations, limits the preparedness of international students for work experience and their ‘fit’ within the industry setting. English proficiency in oral and written communication are further potential barriers rendering the external WIL experience less than ideal for many.

On-campus WIL opportunities, such as mock interview scenarios, portfolio development and virtual simulation programs are more accessible. The capacity on-campus WIL strategies to provide the networking and experiential benefits associated with real-world industry placements raises questions about their equity.

This workshop comprises three 20 minute sections. The first presents the WIL context, exploring the barriers and opportunities for equitable WIL for international MPH students. Following this, workshop participants will be invited to consider and evaluate a number of strategies to promote equitable opportunity of WIL within the curriculum. In the final part of the workshop, participants will be invited to share their experiences, ideas and thoughts.
Sacrificing women to fight patriarchy? Supporting students and mediating tensions between gender equity and cultural relativism

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The perceived value of original thought versus rote learning varies between cultures. Many international students come to Australia with educational and cultural backgrounds which emphasise rote learning the views of a relatively small number of high-status experts. For their Australian lecturers, one of the greatest challenges is deeply communicating Australian expectations around original content in academic work. Many students find accepting and acting on these new expectations difficult, in some cases because this shift entails a change in students’ perceptions of the (un)importance of their thoughts and, relatedly, their position in the world. The improvement lecturers seek cannot be obtained in isolation, but requires a change in students’ basic sense of self. In turn, this will affect their social interactions. In some students’ cultures, demographic factors, including gender and age, are important in setting their right to conceive and voice their own thoughts. This gives rise to a number of practical and ethical questions, to be explored in this workshop. To what extent is it possible to increase students’ confidence in their ideas if they have grown up in families and cultures which devalue them? Is there a standard trajectory of increasing confidence, and what can universities do to enhance these? When students come from patriarchal cultures, does an increase in self-confidence result in poorer relationships with their families and communities, and do these recover? Is there a level of increased confidence which actually diminishes students’ overall wellbeing? In the face of grave information deficits about individual students’ circumstances, how can lecturers most ethically help their students?
For postgraduate students of public health, where you go will be influenced by where you came from.

Using data from the Australian Graduate Destinations Survey, we provide a quantitative summary of employment prospects, types of jobs, and likelihood of mismatch for domestic and international students.
Strategies for supporting postgraduates and early career academics in public health

Early Career and Postgraduate Subcommittee

Academia can be a challenging environment, and many postgraduate students and early career academics struggle with balancing the demands of research and teaching in the context of a competitive job market. There is a trend towards fewer permanent academic opportunities becoming available to completing PhD students, leaving early career academics facing substantial pressure to produce high quality publications and be an excellent teacher, while facing career insecurity.

To help support public health academics with these challenges, CAPHIA has recently formed a subcommittee of early career academics and postgraduate students in public health, known as Early Career Academic and Postgraduate Subcommittee (ECAPS). The ECAPS will provide a line of communication between early career academics and postgraduate students at CAPHIA member institutions and the CAPHIA Executive Committee, and through it, Heads of Schools more generally. The ECAPS will determine and organise events and other opportunities useful for early career academics and postgraduate students at CAPHIA member institutions.

This workshop will begin by introducing the ECAPS and its mandate from the Executive Committee. After this introduction, workshop participants will break into small groups to discuss their concerns with the academic environment for early career academics and postgraduate students, as well as opportunities. The workshop will then facilitate discussion about prospective strategies and projects that ECAPS could undertake to help support early career academics and postgraduate students. Everyone is welcome to attend to help shape the workplan of the ECAPS over its first year.
Aims
The online environment provides an opportunity to deliver courses in a unique, flexible and interactive manner that differs from traditional face-to-face, or blended learning, models. However, the evidence base to date is unclear as to whether student performance is associated with mode of delivery. This study aimed to examine whether student performance differed between those students enrolled in a blended learning Master of Public Health (MPH) program, versus students enrolled in an accelerated, exclusively online MPH version.

Methods
Data from 510 students enrolled in either the MPH blended program or MPH online program during 2014 and 2018 were analysed. Twelve units, which were common across both courses were examined with respect to student academic performance, retention, and satisfaction levels. Student t-tests, odds ratio and 95%CI were generated using multivariable logistic regression analyses.

Results
The majority of students (73%) enrolled in the courses were female, with almost two-thirds of students completing their course without failing a unit. Students who failed more than one unit were more likely to discontinue from the course (OR-2.53; 95%CI: 1.21-5.29). Conversely, the odds of discontinuation was significantly less among students who successfully completed a quarter of the required units (OR-0.03; 95%CI: 0.02-0.06). Intermission in a previous unit did not decrease the odds of discontinuation (OR-2.53; 95%CI: 1.43-4.89). With the exception of two units, student academic performance and satisfaction with units did not differ significantly across the two courses.

Conclusion
Student performance and learning experience in the initial units is a driving factor for student retention. Building a community of practice between students, and facilitating an engaging relationship between students and educators are critical at creating a safe, participatory online learning environment.
The mental health of international students: Everyone’s business

Lesley Andrew
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This presentation explores issues of international student mental health and the role of the university and the individual academic in their support of this vulnerable student group. Although sparse, the extant literature suggests a rising number of students experience mental health problems, with international students more prone than domestic. While mental health problems influence retention, satisfaction and achievement, they can also be a catalyst for self-harm. Between 2005 and 2015, 27 suicides and 16 further potential suicides of international students were recorded in Victoria alone.

Successful mental health strategies require an awareness of the student’s lived reality. For international students, financial pressure, family relationships, cultural expectations and an unfamiliarity with Australian academia and societal norms can present a ‘perfect storm’ of unrelenting stress. Family duty and limited autonomy may exacerbate the difficulties facing women students. Student shame and stigma, combined with staff unresponsiveness limit the accessibility of mental health support services.

Recent higher education reviews have highlighted the key role of Australian universities in safeguarding student mental health. Recommendations for action include: leadership investment in mental health support; research into the real-world student experience; development of policies and protocols to guide, measure, monitor and report on student mental health; effective collaboration with external agencies to promote and protect mental health; and undertaking screening to identify ‘at-risk’ students.

The success of these recommendations relies on the awareness and skills of staff at the student interface. Mental health and cultural sensitivity training can promote the academic’s capacity to provide a safe environment in which students may disclose sensitive issues. It can also alert staff to potentially serious situations, and equip them in appropriate responses. As international student numbers continue to rise, such efforts are clearly warranted.
Teachers reflections of delivering public health ethics content to diverse cohorts in the Macquarie University Master of Public Health

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This presentation discusses the journey of delivering and refining public health ethics material in a foundational unit over three years to diverse cohorts, from the teacher’s perspective. In addition, it identifies the challenges of the teaching process and plans for further evaluation of public health ethics education for this diverse cohort.

An understanding of ethics is fundamental knowledge for all public health graduates. Current knowledge of, and evaluation of the delivery of ethics in public health teaching is scarce.

The Macquarie University (MU) Master of Public Health (MPH) course was established in 2017. The enrolling cohort is 70\% international students with a diversity of educational backgrounds, work experiences and English language abilities. Public health ethics is taught in the Foundation in Public Health Unit in a four-week module. The module was designed and delivered by two public health ethics content experts with support from the unit convenor.

Students have consistently described engaging with the public health ethics material to be challenging, including difficulty with the amount of reading as well as with ethical concepts and theory. In light of this feedback and the staff’s own reflections of student engagement with teaching materials and assessment outcomes, the module has been redesigned by amending assessments, increasing scaffolding of assessments, providing formative feedback and moving from on-line delivery to face to face teaching.

Further reflecting on delivery of ethics content over three years (2017 to 2019) there is also concern about the current student cohort’s capacity to engage with content that requires nuanced critical thinking skills and academic reading and writing skills in order to fully understand and engage with the material.
The ASEAN-Australia Health Security Fellowship Program – challenges and opportunities

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The Master of Philosophy in Applied Epidemiology (MAE Program) at the Australian National University is Australia’s only Field Epidemiology Training Program (FETP). The FETP model includes basic (3-5 months), intermediate (6-12 months) and advanced (2 year) courses. Over 100 countries have FETPs at varying levels; ours is an advanced program which until 2019 had a predominantly domestic focus. It involves intensive coursework in Canberra and 20 months in a field placement undertaking research projects. Graduates have contributed considerably to Australia’s public health workforce capacity, as well as internationally.

In 2019, the MAE Program expanded to encompass the ASEAN-Australia Health Security Fellowships providing opportunities for field placements in the region. Eligible students are citizens of specified ASEAN countries and Australians with field placements in these countries. The FETP exemplar of three-way relationship building between the student, field placement supervisor and academic supervisor is expected to contribute to the Fellowship objective of forging people-to-people and institutional links in public health and health security.

Initial challenges have largely related to the short lead time to implementation. These have included establishing relationships with international field placements such that they understand their role clearly; identifying skilled field supervisors and providing them development opportunities; identifying candidates with the required academic and personal qualities and English competency; and preparing students for the cross cultural environments in which they will be studying. However, regional health institutions and FETPs have shown great enthusiasm and by 2020 we anticipate eight scholars will be undertaking the program across Cambodia, Laos, and Myanmar. Monitoring and evaluation are ongoing.

This presentation will discuss challenges and opportunities for consideration if we are to play a key role in leading and facilitating development of field epidemiology capacity, including mentorship, to help detect and respond to public health emergencies and health security threats across the Indo-Pacific.
The development of a Master of Public Health International Student experience enhancement plan – a work in progress

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Aims
To develop and implement a plan to support graduate international students to reach their potential in regard to their educational goals and;
To ensure international students have a positive experience in their Master of Public Health studies at the University of Melbourne.

Methods
In recent years the international student profile of University of Melbourne Master of Public Health (MPH) students has changed, with a cohort of more diverse and less professionally experienced students entering the degree. This has led to the recognition that international students would benefit from a range of programs to assist their transition into studying in Australia and also assist them to have a positive experience whilst at the University. As a result an international student experience enhancement plan has been developed. This plan is based on evidence from international student focus groups, discussions with staff, a review of internal University reports and external research regarding international student experiences in Australia.

Results
The MPH international student experience enhancement plan has the foci of (1) inclusivity (2) assisting students to reach their academic potential and (3) maximising emotional wellbeing. Within each focus area, activities have begun, including (1) extending the MPH orientation program to incorporate a co-designed ‘communication and cultural awareness day’, (2) plans to embed English language development for academic purposes throughout the degree (3) a systematic review of risk factors for international student mental ill-health, underpinned by a survey of all University of Melbourne students (including international students) regarding mental health, service use and other health risk factors, to further identify factors to be targeted for action.

Conclusion
This work is in progress, however initial evaluations of the initiatives implemented so far have been positive.
Engaging international students: Public health educators sharing challenges and opportunities

Rachael Rodney Harris, with assistance from ANU Public Health Educators

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Australia is the third most popular education destination in the world (Education at a Glance 2018; OECD) and the number of international students enrolling in Australian institutions continues to rise. Over 350,000 international students enrolled in Australian higher education degrees in 2019, a 13% increase from 2018 (Australian Government, Department of Education and Training, 2019). These students have a diverse range of backgrounds and prior learning experiences, and are often familiar with learning cultures that are different to those they experience in Australia. This can pose challenges for both students and educators, particularly regarding student engagement, and is further complicated by increasing use of alternate delivery modes, including online and offshore teaching.

This workshop will bring together public health educators to explore topics associated with international student engagement. Through a series of facilitated small-group discussions, topics such as barriers to engagement, manifestations of disengagement, student preparation, and successful and unsuccessful engagement techniques will be discussed. Educators will have the opportunity to share their experiences and identifying innovative teaching practices that have been trialed to enhance international student engagement.
The blended learning approach plays a growing role in teaching postgraduate students in Papua New Guinea. For the Master of Public Health course, blended learning means two-week residential sessions followed by 13 weeks of supervised work with communication through the internet including online modules over the length of the semester. After a year of cross-cultural teaching in a context in which students represent multiple cultures, a number of issues have emerged.

**Language**

English is the language of instruction at the university, however, it is neither my, nor the students' first language. More than 800 languages are spoken throughout Papua New Guinea, including Tok Pisin, the lingua franca.

**Passive approach to learning**

Students' responses to questions in class as well as active participation in discussion forums were poor, causing me to question my adult pedagogy methods. The cultural background of the Master of Public Health (MPH) students, where verbal interaction is not encouraged, challenges me in how to engage the students in higher levels of thinking and productive contribution to discussion forums.

**Issues around time**

For me as a German time is marked by the date and tasks allocated to individuals according to an often-rigid plan. Most of the MPH students do not hand in their assignments by the set date and time. Family issues are common reasons for the delay. This challenges my flexibility in how I deal with the students whose interpersonal obligations are more important than planning to prepare tasks in a timely manner.

**Assessments**

I discovered MPH students experience difficulties with academic essay writing. Many have limited knowledge of essay writing, and lack the prior education to clearly express linear, logical arguments or sequence ideas in the manner typical of Western essays. Although I challenge them to use a higher level of thinking skills in critical analysis, synthesis and application, issues such as repetition, imprecision of expression and incomplete sentences abound. In addition, blocks of text are copied from sources not acknowledged. Although this is clearly plagiarism, non-English speakers have difficulties in expressing complex concepts in their own words.

The presentation discusses cross-cultural challenges and outlines approaches applied so far.