



TEACHING & LEARNING FORUM 2026 ABSTRACT GUIDE

ABOUT THE FORUM

CAPHIA represents thousands of public health educators, researchers, practitioners, and students across Australasia. Our annual Teaching and Learning Forum is our flagship event, providing opportunities for our community of practice to come together to create education which equips the public health workforce with the skills and knowledge required to improve the public's health, and tackle current and future challenges. The 2026 Teaching and Learning Forum is hosted by Curtin University in Perth, and co-chaired by A/Prof Justine Leavy and Dr Emmanuel Badu.

Date: Thursday 12 and Friday 13 November 2026

Format: In-person only.

Location: Curtin University, 105 Kent St, Bentley WA 6102 at the TL Robertson Library. [Google map link](#)



KEY DATES

Submissions open

May 1, 2026

Submissions close

June 30, 2026

Abstract outcomes

On or before August 3, 2026

Presenter registration deadline

August 17, 2026

HOW TO APPLY

Abstracts must be submitted via the relevant link.
Emailed abstracts will not be accepted.



ORAL PRESENTATIONS
15 minutes:
12 mins presentation
+ 3 mins Q&A

CHALLENGE ROOMS
30 minutes:
5 mins presentation
+ 20 mins ideation
+ 5 mins feedback

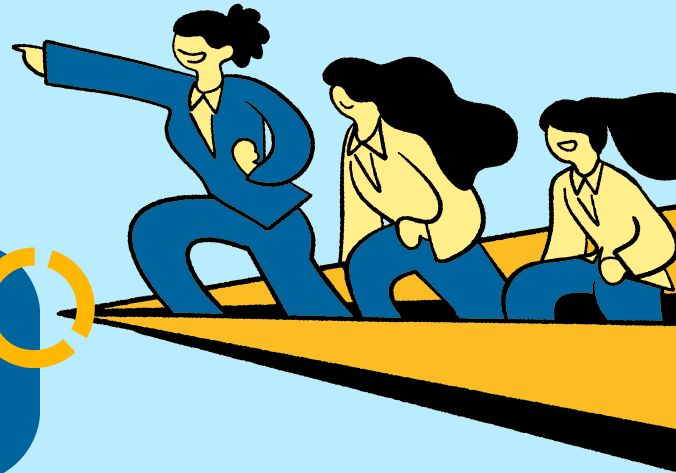
SOLUTION ROOMS
40 minutes:
5-10 mins presentation
+ 25-30 mins workshop
+ 5-10 mins discussion
and conclusion



THEME INTRODUCTION

Public Health Futures

Equity | Innovation | Sustainability | Identity



SUBTHEMES

Equity | Decolonising the Curriculum: Integrating Indigenous Knowledge Systems into Public Health Pedagogy

Innovation | Digital Frontiers: Leveraging Technology for Transformative Public Health Education

Sustainability | Public Health Without Borders: Teaching 'new' concepts in a Complex Global System

Identity | Nurturing the Next Generation: Supporting Student Success, Identity, and Belonging in Public Health Education





STREAMS INTRODUCTION

Equity | Decolonising the Curriculum: Integrating Indigenous Knowledge Systems into Public Health Pedagogy. Dominant public health education frameworks have historically privileged Western epistemologies, often at the expense of Indigenous, local, and diverse ways of knowing. Achieving health equity requires a fundamental shift, one that recognises and respects the validity of diverse knowledge systems and embeds them authentically into teaching and learning. This sub-theme invites educators to share how they have critically examined their curricula, challenged colonial legacies, and co-designed culturally safe and inclusive learning environments that reflect the communities they serve. Submissions may explore Indigenous-led pedagogy, community partnerships, and approaches that embed cultural humility, reciprocity, and social justice within public health education.

Innovation | Digital Frontiers: Leveraging Technology for Transformative Public Health Education. The rapid evolution of digital technology is reshaping how knowledge is created, shared, and applied. Public health educators can no longer afford to teach at the margins of this transformation; they must lead it. This sub-theme explores how emerging technologies, from artificial intelligence and simulation tools to digital platforms and data visualisation, can be intentionally integrated into public health curricula to enhance learning outcomes, broaden access, and prepare graduates for a data-rich, digitally enabled, and rapidly evolving public health practice environment. Submissions may also explore ethical considerations, digital equity, and the responsible use of artificial intelligence in education and public health practice.



STREAMS INTRODUCTION

Sustainability | Public Health Without Borders: Teaching ‘new’ concepts in a Complex Global System. Public health does not operate in isolation. It is shaped by the forces of international law, trade agreements, geopolitical conflict, climate change, economic systems, and democratic governance. Yet these intersections remain underrepresented in most public health curricula. This sub-theme calls on educators to share teaching methodologies and practices that expand the boundaries of public health teaching by equipping students with the systems thinking, policy literacy, and interdisciplinary capabilities needed to navigate and influence the complex global systems that determine population health outcomes. Submissions may explore innovative approaches to teaching global health diplomacy, planetary health, and transnational public health governance.

Identity | Nurturing the Next Generation: Supporting Student Success, Identity, and Belonging in Public Health Education. Public health education must cultivate professional identity, foster a genuine sense of belonging, and create equitable learning environments where every student can thrive. This sub-theme centres the student experience as a strategic priority, challenging educators and institutions to move beyond content delivery and become active architects of inclusive, supportive, and empowering educational journeys. From retention strategies and mentorship models to equity-responsive teaching and career development, this theme invites reflections on student wellbeing, professional identity formation, workforce readiness, work-integrated learning and the cultivation of future public health leaders.



CALL FOR ABSTRACTS

Closes Monday, June 15, 2026



ORAL PRESENTATIONS

15 minutes: (12 mins presentation + 3 mins Q&A)

Describe and inform others about your scholarship of teaching and learning or innovative practice related to the Forum Theme and/or Streams.



CHALLENGE ROOMS

30 minutes: (5 mins presentation + 20 mins ideation + 5 mins playback)

Have a public health challenge you have tried to solve and need new ideas and perspectives? Pitch a question to the CAPHIA community of practice to rapidly and collaboratively answer it.



SOLUTION ROOMS

40 minutes: (5-10 mins presentation + 25-30 mins interactive, 5-10 mins discussion and conclusion)

Present your solution to a public health education challenge you have solved related to the Forum Theme and/or Streams. Let us learn from your experience by having you demonstrate what you did and actively teach others how to implement it in their practice.



ORAL PRESENTATION ABSTRACTS

15 minutes (12 minutes presentation, 3 minutes of question time)

Criteria

Oral Presentations are designed to enable participants to explore the work being done across our community of practice and inspire and encourage innovative public health education. Presenters are expected to clearly and concisely inform others about their scholarship of teaching and learning or innovative practices.

We look forward to receiving submissions which showcase education innovation, scholarship of teaching and learning, evidence and evaluation and novel work-integrated learning approaches.

Oral Presentations will be selected on the basis of:

- Alignment to the Forum theme and streams
- Novelty, creativity and innovation
- Clarity and quality of the submission
- Relevance and transferability to the community of practice

APPLY HERE



CHALLENGE ROOMS ABSTRACTS

30 minutes (5 minutes presentation, 20 minutes exploration, 5 minutes playback)

Challenge Rooms are fast-paced ideation sessions designed to enable participants to challenge the community of practice to work together to find solutions. Submit a challenge that you are experiencing and for which you would value some solutions.

The intent behind challenge rooms is to collaboratively problem solve a public health education challenge that you have tried to address and need some fresh ideas and perspectives.

As a Challenge Room presenter, you are expected to:

- Introduce the challenge (5 mins maximum)
- Describe the learning and teaching challenge you want explored by our community of practice in small groups.
 - Examples may include: an assessment strategy that you need some feedback on; an innovation that needs some input; problems with academic integrity or student engagement; educational challenges, i.e. identifying suitable tutors or markers, or aligning industry needs with teaching
 - Share what you have tried so far. Set the challenge for participants to solve your problem.
- Set the Challenge (20 minutes)
- Outline ONE clear question posed to participants to rapidly explore solutions.
- We encourage use of real-time data capture and feedback mechanisms (e.g. padlet, mentimeter etc.)
- Summarise the ideas (5 minutes)
- Feed back what you heard and what you will do next.

APPLY HERE



SOLUTION ROOMS ABSTRACTS

40 minutes (5-10 minutes presentation, 25-30 minutes interactive, 5-10 minutes discussion and conclusion)

Solution rooms are interactive sessions designed to generate collaborative discussion and build professional networks. Your Solution Room topic should facilitate exploration of a relevant public health education challenge with practical and transferable solutions, allowing participants to learn from your experience and consider its application to their own context.

As a Solution Room presenter, you are expected to:

- Present your problem and solution (5-10 mins)
 - Briefly describe a real-world public health education challenge you have faced and its relevance to the community of practice.
 - Demonstrate what you did to address this challenge, and how you arrived at your solution.
- Facilitate robust, reciprocal, and inclusive discussion (25-30 mins)
 - Deliver a practical activity that will help equip others to translate and apply your solution to their own practice
- Discussion and Conclusion (5-10 minutes)
 - Outline key learning outcomes and a clear takeaway message
 - Way forward / where to from here

APPLY HERE