

ABSTRACT GUIDELINES

CSEdX 2026 - Teaching is Relational: Reconnecting Practice, People and Community

Date: Tues 10th November 2026

CSEdX 2026 celebrates teaching as a deeply human and relational practice and provides an opportunity to reflect on what remains distinctly human in learning and teaching: the relationships we build, the communities we foster, the care we show, and the ways we inspire, challenge and support learning.

Through sharing practice, conversation and reflection, CSEdX 2026 will create space for educators to reconnect with their colleagues, their professional purpose and their teaching community. The event will highlight the everyday work of teaching and celebrate the creativity, compassion, judgement and connection that lie at the heart of meaningful learning experiences.

Sub-themes

1. Building Belonging and Connection - How do we foster connection, community and a sense of belonging for students and educators? *(Covers: peer connection, community building, student engagement, transition, cohort identity, social learning, staff belonging, communities of practice, collegial networks and teaching culture)*

2. Presence, Partnership and Support - How do we create meaningful presence, partnerships and relationships that support learning, development and success? *(Covers: teaching presence, educational leadership, communication, feedback, student support, educator identity, mentoring, coaching, professional learning, care and connection)*

3. Learning Through Participation in Practice – How can authentic, collaborative and practice-based learning experiences connect learners to people, professions and real-world contexts? *(Covers: assessment design, WIL, simulations, practical learning, active learning, authentic assessment, group work, peer learning, industry engagement, learning through participation.)*

4. Designing for Inclusion and Equity- How do we intentionally design learning environments, systems and supports that enable access, participation, inclusion and success? *(Covers: online pedagogy, discussion forums, inclusive learning design, Brightspace, accessibility, curriculum design, professional learning design, institutional supports.)*

5. Strengthening Educational Capability and Practice - How do we support educators and teams to learn, grow and thrive? *(Covers: professional learning, educator development, educator identity, mentoring, coaching, capability development, scholarly practice, peer review, reflective practice, educational leadership).*

Session types

CSEdX 2026 will feature two session types.

1. **Inquiry Labs** are short format sessions (20 mins) in which presenters briefly share a current challenge, opportunity or unresolved question relating to their work or a project they are undertaking and engage participants in brainstorming and providing feedback. Rather than presenting a completed project or polished success story, the audience discussion becomes the central focus creating a space for collective sense-making, shared problem-solving and practical exchange across our learning and teaching community. *Inquiry lab format (20mins):*
 - 5 mins – The challenge, opportunity or question; What I've tried and what I've learned so far; What I'm still wondering and seeking input on
 - At least 15 minutes – Audience discussion/brainstorming and feedback
2. **Workshops** are long format (60 mins) sessions in which presenters focus on developing practice, capability and confidence. Workshops should be interactive and provide opportunities for participants to engage in discussion, reflection, experimentation and application, and leave with practical ideas, tools, resources or approaches they can apply in their own context. *Workshop format (60 minutes):*
 - 15 minutes – Framing, context and sharing of ideas, approaches or resources
 - At least 45 minutes – Interactive activities, application, discussion, collaborative exploration and participant engagement

Abstracts

Abstracts are invited from Charles Sturt University staff (**individuals and teams**) including educators, academic leaders, scholarship of learning and teaching researchers, academic developers, and professional staff and others who support learning, teaching and capability development.

Abstract can relate to any topic area (see below) but must clearly align to at least one of conference sub-themes.

- curriculum design and development
- learner engagement, retention, and success
- First Nations ways of knowing, doing and being
- assessment and feedback
- work-integrated learning and supervision
- community engagement
- academic integrity



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- staff development
- educational leadership
- Higher Degree Research supervision
- and more

Abstracts are due Friday 4th September 2026, 5pm.

What to submit

Abstract (300 words max); brief bio (100 words); author photo

You will be for the following information in your abstract.

Inquiry Lab abstract (300 words)

1. My context and topic. Describe the

- Learning and teaching opportunity, challenge, or issue that you are currently exploring/working on, and in what context
- Why this opportunity, challenge, or issue matters and to whom

2. What I have tried and learned. Outline

- What you have done so far in relation to exploring or addressing the challenge/opportunity/issue
- Key insights gained or lessons learned

3. What I want feedback on. Identify:

- Three to four questions you are still exploring and working on, that you want feedback on from the audience. *(Noting the majority of the session should be focused on discussion and interaction with the audience around the identified questions)*

Workshop abstract (max 300 words)

1. Workshop Overview. Describe the focus of the workshop. Please explain:

- The topic and the capability area being addressed
- Why it is important and to whom

2. Learning Outcomes. Outline up to three learning outcomes that specific what participants will be know or be able to do at the end of the workshop. *At the end of the workshop, participants will be able to:*



Teaching Academy

1. ...
2. ...
3. ...

3. **Workshop Activities.** Outline the strategies you will use to facilitate engagement and active learning during your workshop. Please outline:

- Key activities you plan to include e.g. opportunities for discussion, collaboration, reflection and/or problem-solving tasks
- How you plan to support skill development or practical application

Abstract assessment criteria (for both formats)

Both Inquiry Lab and Workshop abstracts will be reviewed by two independent reviewers against the following criteria:

- Alignment with the conference theme and selected sub-theme/s
- Alignment with the chosen format (Inquiry Lab or Workshop)
- Overall quality of the abstract
- Significance and value of the topic for a learning and teaching audience
- Quality of questions guiding discussion and collective sense-making (Inquiry Labs)
- Quality of strategies to facilitate participant engagement and active learning (Workshops)