**Enabling pedagogy and action research for Higher Education in Australia**

1. Working on enabling pedagogies in Foundation Studies

*Sarah Hattam, Sharron King, Jennifer Stokes and Robert Hattam*

1. Apathy, boredom or misunderstood? Engaging students in the politics of language and the language of politics in a critical literacy course

*Sarah Hattam*

1. Groupwork that works: Fostering dialogue and teamwork through learning analytics.

*Jennifer Stokes*

1. “I asked my grandma how to study”: Changing our Approach to Lectures to Support the Learner

*Tristan King and Natasha Wilson*

1. Promoting mind mapping to self-regulate learning in mathematics

*Pek Foong Ng*

1. ‘Yes, I’m Listening’: using ‘rainy day’ student queries and errors to improve the languages of instruction

*Paul ‘Nazz’ Oldham*

1. Will enabling pedagogy approaches enhance students’ engagement in their own learning in a diverse first-year undergraduate course?

*Marie Abi* Abdallah

# Avoiding the annoyance with annotated bibliography and another tales relevant to a core academic literacy course

*Dino Murtic*

1. “Checking-in” to stop checking out; feedback and care in enabling pedagogy

*Anthea Fudge*

# It’s just the language, not my intelligence: The emancipatory potentials of translanguaging pedagogy

*Min Pham & Tamra Ulpen*

1. Enhancing agency and providing hope in a Global Sociology course through Action Research

*Snjezana Bilic*

# Enabling approaches in undergraduate courses – a case for crossing the divide.

*Tanya Weiler & Don Clifton*

1. Towards a theory of Enabling pedagogy for Australian Higher Education

*Sarah Hattam & Robert Hattam*