

Thursday 28 January 2016

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|------------------|---|---|--|--|--|--|---|
| 8.15 – 8.45 | Registration / Coffee/tea: Building 210 Elizabeth Jolley Lecture Theatre Foyer | | | | | | |
| 8.45 – 10.25 | Plenary Session, Building 210 Elizabeth Jolley Lecture Theatre Introduction: Associate Professor Tania Broadley Welcome to Country: Representative from the Centre of Aboriginal Studies, Curtin University' Forum opening: Professor Jill Downie Keynote address: Professor Kerri-Lee Krause - Universities in the 21st century: What are we really purveying? | | | | | | |
| 10.30 – 10.55 | Morning tea: Building 501, Level 2 | | | | | | |
| Session 1 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
| 11.00 – 11.25 | Kim Flintoff & Leah Irving Games and gamification for university outreach | A Cotterell, L Lord & C Gresham Getting lost in translation: A map for contextualising and participating in an international study | Sally Male, Caroline Baillie, Phil Hancock, Cara MacNish & Jeremy Leggoe Drivers and barriers to intensive mode teaching | Meriel Griffiths Addressing academic 'culture shock': Bridging the distance with international students | Workshop Alejandra Speziali & Mary Boyce Tales from the other side: Embedding English language literacy in discipline units | Workshop Lee Partridge Learning to do scholarship of teaching and learning (SoTL): A taster of an online self-paced resource | Michelle Quail, K Robinson, K Holmes, P Allen & J Beilby Evaluation of a virtual patient to train communication skills in health science |
| 11.30 – 11.55 | Boon Lay Ong Cloud and mobile technology in transitioning students into Year 1 Architecture | Katharina Wolf, B Tombleson & L Gallant Preparing tomorrow's industry leaders: An approach to leadership skills in communications | David Gozzard & Marjan Zadnik Analysis of student responses and participation in observation diaries for astronomy | Paul Mercieca, Toni Dobinson & Sarah Kent Crafting feedback on academic writing for students who have met English requirements | | | CKC Ng, S Maresse, R Thompson & A Graves Framework for assessment of simulated learning environments in medical radiation science |
| 12.00 – 12.25 | Andrzej Gwizdalski (When) will digital videos replace the written assignment? | Linda Riebe, Antonia Girardi & Craig Whitsed Teaching teamwork skills in Australian higher education Business disciplines* | Natalia Carvalho How can we improve second and third year students understanding of electromagnetism? | Sanna Peden <i>Tim Tam</i> diplomacy: The role of LACE in building intercultural connections at UWA | Workshop Dawn Bennett & Sonia Ferns International students and the challenges of work placement: a workshop for academic staff | Workshop Jeremy Lu Using collaborative tools for student centric learning and critical thinking | D Dennis, A Furness, T Redwood, Leo Ng & D Sainsbury Introducing simulation learning activities to musculo-skeletal physiotherapy |
| 12.30 – 12.55 | Toni Dobinson & Tetiana Bogachenko <i>lectures</i> (podcasts) as a learning tool in universities: Experiences at Curtin University | Megan Le Clus, Katie Turton & Alan Crake Identifying the 'Big Five' teaching and learning issues in the School of Management, CBS | R Sheffield, S Blackley, R Walker, N Maynard & R Koul <i>The Maker-space</i> : Linking science, mathematics, engineering and technology | Michael Stein Implementation and features of international classrooms: A condensed course for visiting Chinese scholars | | | Megan Ellyard, Caitlin Wyrwoll & Katherine Sanders Scientific inquiry in human reproductive biology through animal models* |
| 1.00 – 1.55 | Lunch: Building 501, Level 2 | | | | | | |
| 1.15 – 1.55 | HERDSA WA Annual General Meeting – Room 201 | | | | | | |

* Refereed full paper available on Web site

| Session 2 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
|-------------|--|---|---|--|---|---|---|
| 2.00 – 2.25 | | Rob Phillips Humanising online teaching | Jaci Mason & Pam McCrorie Capstone principles: School of Nursing, Midwifery and Paramedicine | Denise Chalmers Peer review of teaching: Who determines the process, criteria and standards? | Workshop Ranjna Kapoor, Kristoffer K McKee, MJ O’Callaghan & R Karpe Using origami to demonstrate effectiveness of the peer, self, tutor feedback cycle | Stella Tarrant & Laura D’Olimpio Philosophy in the <i>Gender and the Law</i> classroom | David Gibson, Kathryn Coleman & Leah Irving Badging learning journeys in higher education: Digital pathways for learning and assessment |
| 2.30 – 2.55 | | Andrzej Gwizdalski Designing successful blogging assignments | K Bathgate & H Fenton Utilising <i>SPARKPLUS</i> for the assessment of capabilities of Health Science students | Kathryn Dixon & Sonja Kuzich Enhancing quality learning in higher education through peer review of teaching | | Miriam Sullivan Gender biases in teacher evaluations | Kathryn Greenhill <i>SMART BHAGS</i> : Reflective goal setting in assessment |
| 3.00 – 3.25 | | Rebecca Walker, Janis Jansz & Joo Hwa Bay Exploring the ergonomic factors in online students learning environments: A scholarship of TL project | T Kelly, T Redwood, A Furness, J Owens & L Ng Authentic learning activities that guide students through the clinical reasoning process | Julianne Crowley, Arpana Dhar & Georgina Fyfe Is co-teaching just load-sharing or opportunity for peer review? | | | Grady Venville Meeting the challenge of a university-wide assessment policy in a comprehensive university |
| 3.30 – 3.55 | Afternoon tea: Building 501, Level 2 | | | | | | |
| Session 3 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
| 4.00 – 4.25 | | Sonia Ferns, L Russell, J Kay & JSmith Student participation and progress: Capacity building for industry and community partners | Natalie Skead & Kate Offer Learning law through a lens: Using visual media to support the development of communication skills | Melanie Baker & Jacqui Patten Engaging the student to engage using an Interactive Learning Activity | Workshop Sally Male, Caroline Baillie, P. Hancock, C. MacNish & J. Leggoe Key strategies to enhance students’ experiences of threshold capability development with intensive mode teaching | | Sky Croeser Addressing online harassment through feminist pedagogies |
| 4.30 – 4.55 | | Katherine Ashe, Pip Munckton & Robyn Creagh <i>Architecture it grows</i> : Reflections on a work integrated research and learning landscape | Ainslie Robinson & Jenny Jongste All I really need to know I learned in kindergarten: IT competency from the cradle to the stove | Fiona O’Shea & Julie Hill Increasing student participation rates in online pre-class activities: How big does your carrot need to be? | | David Gibson, Tania Broadley & Jill Downie Blended learning in a converged model of university transformation | Claire Mueller & Amanda Smith Please ‘like’ me: Facilitating peer learning on <i>Facebook</i> |
| 5.00 – 5.25 | | Denise D’Cruz & Kristy Goodchild Engaging students with industry and community to enhance employability | Stephen Turner & Antonia Girardi Using a holding environment to develop social intelligence in human resource management | Claire Morrisby, Annalise O’Callaghan & Helen Flavell Flipped in first year: Are we ready for it? | | Karen Miller & Lynne Vautier <i>Listening, Learning and Leading</i> : Transforming Curtin students’ library experience* | B Tombleson, L Gallant, K Wolf, C Archer & Re Desai Teaching millennials in a transmedia environment: Embedding technology |
| 5.30 | Sundowner: The Balcony, Building 501, Level 3 | | | | | | |

* Refereed full paper available on Web site

Friday 29 January 2016

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|------------------|---|---|---|--|---|--|---|
| 8.15 – 8.45 | Registration / Coffee/tea: Building 210 Elizabeth Jolley Lecture Theatre Foyer | | | | | | |
| 8.45 – 9.55 | Plenary Session, Building 210 Elizabeth Jolley Lecture Theatre Welcome to Day 2: Associate Professor Tania Broadley Keynote Address: Professor Sally Kift - Tertiary educators as purveyors of fine learning: What have we learnt? | | | | | | |
| Session 4 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
| 10.00 – 10.25 | | Melissa Davis & Connie Price Plagiarism is not a 'black and white' issue | LD Roberts, V Chang & D Gibson Ethical considerations in adopting a university and system-wide approach to data and learning analytics | Abigail Lewis & Katrina Strampel Intentionally designing employability across a course using e-portfolios | Workshop Jenni Parker Authentic online community of learning workshop | Workshop Bridget Tombleson, Lydia Gallant & Katharina Wolf Teaching the Gen Z and millennial tribe: From <i>Twitter</i> to <i>Snapchat</i> , <i>Periscope</i> and more, a <i>Transmedia</i> workshop | Rick Cummings, Heather Smigiel & Craig Whitsed Rethinking effective teaching in higher education |
| 10.30 – 10.55 | | Siri Barrett-Lennard Ghost writing and ghost busting: Essay mills, assignment acquisition and contract cheating | Sam Field & David Gibson Transforming Curtin's information technology with advanced analytics | Lauren Breen, Frank Baughman, M Blofelds, N Gasson & L Roberts Promoting student engagement and employability | | | Genevieve Simpson Reflecting on the UWA Postgraduate Teaching Internship Scheme: Lessons learned and lessons worth learning |
| 11.00 – 11.25 | Morning tea: Building 501, Level 2 | | | | | | |
| Session 5 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
| 11.30 – 11.55 | | A Arulpragasam & M Davis Benchmarking syllabus and assessment of an inter-professional first year human biology unit | Claire Hulcup Engaging a diverse cohort: Strategies employed in a mathematics enabling unit | Narelle Patton Visual spaces: Opening up possibilities to enhance practice-based education | Workshop Clare Alderson, Ez Fewings & Sev Lee <i>Carpe Diem:</i> Seize the day and transform learning | | Philip Miolin A/R/T/ography: Conflicting interests of artist, researcher and teacher in a simulated WIL environment |
| 12.00 – 12.25 | | Jemma Berry Teaching students the value of laboratory safety, both while studying and in the workforce | Geoff Coates Short videos to support maths and stats learning | Philip Burcham Taking pharmacology to the masses with e-learning tools and strategies | | Sonia Ferns, K Zegwaard, N McRae, J Kay, K Hoskyn & K Johansson Professional development for WIL practitioners: | |
| 12.30 – 12.55 | | Vanessa Hayes Use of QR Codes to enhance student preparation, participation and learning in Anatomy and Human Biology | Peter Allen, L Roberts, F Baughman, A Rock, D Van Rooy, N Loxton & J Finlay <i>StatHand:</i> A mobile application supporting students | Hui Jun Chih & Claire Hulcup Preparatory materials to facilitate fine learning and transition of postgraduate coursework students | | Shane Lavery & Anne Coffey Service-learning: Promoting the development of graduate professional standards in pre-service teachers* | |
| 1.00 – 1.55 | Lunch: Building 501, Level 2 | | | | | | |

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| Session 6 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
|-------------|---|--|---|--|---|--|--|
| 2.00 – 2.25 | | Alison Kelly, Mara Bosfelds, R Duggan & A Furness Promoting quality assurance by benchmarking online units | Trevor Cullen & Ruth Callaghan Local community engagement: that promotes better understanding of diseases* | Kim Flintoff & Jennifer Howell Considerations for teaching the transmedial learner | Workshop Karen Miller, Matthew Robinson & Daniel Piczak 'All the things': Developing a <i>Maker</i> community in the academic library | Adam Nicol & Elaine Lopes Mapping success: UWA's mature-age open access program | Linley Lord, A. Cotterell, K-J Lombard & C Gresham Why can't we all just get along? Making group work meaningful |
| 2.30 – 2.55 | | Linda Sheedy & Peter Green Reading lists: A next generation solution | Anna Gadd Two birds with one stone: Using Pecha Kucha presentations in the assessment and teaching of a Translation Studies unit | Stephanie Hampson Enhancing the cultural capacity of staff and students in the creative arts | | Ming Koh & K Lawson How do students from the <i>UniReady</i> enabling course and those from a traditional pathway compare? | Courtney Babb An integrated workshop program to develop students' skills in participatory urban planning |
| 3.00 – 3.25 | | Christopher Fisher, Toni Hannelly & F Leaversuch Applying excellence standards of online education to online learning | *Glenn Anderson & Sarah Timbs Assessing and developing English Language Proficiency: A pilot project at Curtin University Sydney | Jody Fenn The Learning Design Canvas | | Joanne Lisciandro & A Jones It's all in the mindset: Enabling resilience in educationally disadvantaged learners | Diane Bunney Facilitating the transition to postgraduate studies: Applying the lessons from the <i>First Year Experience</i> |
| 3.30 – 3.45 | Afternoon tea: Building 501, Level 2 | | | | | | |
| Session 7 | Room 101 | Room 102 | Room116 | Room 117/118 | Room 201 | Room 202 | Room 218 |
| 3.50 – 4.15 | | Matthew Ambrose, Di Gardiner & David Gibson Self-organising map analysis of university student retention | R. Nazim Khan Attendance: The mismatch between academics and students. Who is right? | | Workshop Kristen Barker, Andrew Cotterell & Linley Lord Bringing experience into the classroom: Facilitating experiential learning activities | Workshop Andrzej Gwizdalski Blog your way to digital mobility in teaching and learning | Kim Flintoff, Romana Martin & Tania Broadley Pedagogy in creative disciplines: Considerations for learning space design |
| 4.20 – 4.45 | | Kevin Chai & David Gibson Predicting the risk of attrition for undergraduate students with time based modelling | Raphael Pereira, Peter Allen & Ross Marriott Modelling the impact of <i>UniPASS</i> attendance on student performance and retention | | | | Megan Paull, Craig Whitshed & A Girardi Applying the Kirkpatrick model: Evaluating <i>Interaction for Learning Framework</i> * |
| 4.50 – 5.25 | Forum evaluation, prize draws and invitation to the 26th TLF 2017 at Curtin University: Building 210 Elizabeth Jolley Lecture Theatre | | | | | | |

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