

1:00pm | 3.201

Welcome and acknowledgment of Country by Abigail Lewis and Dr Katrina Strampel

1:10pm | 3.201

Welcome by Professor Angel Hill, Pro-Vice-Chancellor (Education)

1:30pm | **Concurrent Sessions**

3.207 | Using a Makerspace approach – an opportunity for developing undergraduate students' reflective practice and professional identity.

Susan Blackley, Curtin University | Dawn Bennett, Curtin University | Rachel Sheffield, Curtin University

In order to develop leadership roles in society, undergraduate students need to undergo learning experiences that help them to develop a sense of identity, to define professional goals, seek out supporting learning partners and to articulate their own philosophy for the profession. The challenge for contemporary educators in higher education is how to progress curriculum transformation to provide students with these opportunities in a way that is authentic, timely, and valued. The STEM Makerspace approach at Curtin University was an initiative designed to promote integrated STEM education, improve pre-service teachers' work readiness and engineering students' community engagement. The key approach used was a cycle of action and reflection, supported by a focus on transitioning from a personal identity to a professional identity.

3.208 | Gamification using virtual reality serious games: student perception of value

Claire Morrisby, Curtin University | Anne Furness, Curtin University

This project investigated occupational therapy students' perception of a Virtual Home Visit (VHV) serious game as an authentic learning experience. The VHV serious game used for students enrolled in Bachelor of Science (Physiotherapy) at Curtin University was adapted for students enrolled in the Master of Occupational Therapy course. The learning experience was structured to facilitate constructivist learning (Chau et al., 2013). Students learned theoretical underpinnings using short, pre-recorded lectures and attempted the 45 minute VHV serious game individually prior to an experiential and collaborative workshop. The VHV serious game provided students opportunity to practice using the Westmead Home Safety Assessment and develop clinical reasoning to plan effective interventions within a consistent, repeatable activity.

2:00pm | **Concurrent Sessions**

3.207 | Curriculum on the map! 10 years of curriculum initiatives in higher education in Australia

Owen Hicks, University of Western Australia

'Curriculum in higher education in Australia – Hello?' was the title of a paper presented 10 years ago at the 30th HERDSA annual conference. The paper argued that 'curriculum' was a term given very limited currency in higher education in Australia, with the focus either restricted to 'content' of courses, or as a vehicle for attending to critical issues such as 'internationalising the curriculum'. It proposed curriculum as having the potential to bring together discipline interests, learning and teaching improvements, the effective use of communication and information technologies for learning, and key issues such as inclusivity, internationalisation, and the development of new programs of study.

The paper highlights significant drivers of change in Australian universities' attention to curriculum, including the role of a range of government initiatives and bodies such as the ALTC and the TEQSA.

3.208 | What motivates students to turn up to the flipped classroom prepared? Results from a study co-led by students and academics

Annalise O'Callaghan, Curtin University

The flipped classroom is an approach attracting attention internationally, however, it is unclear how to best design flipped learning experiences. The completion of preparation activities is a core component of the flipped classroom, which requires students to learn foundational information before class, allowing class time to be allocated to activities requiring higher level thinking (Davis, 2013; Schwartz, 2014). Students' under preparedness for the flipped classroom has been identified as a challenge to learning (Abeysekera & Dawson, 2015; Freeman Harreid & Schiller, 2013; Milman, 2012; Mok, 2014).

2:30pm | **Foyer**

Afternoon tea

2:45pm | **Concurrent Sessions**

3.207 | Are we there yet? Increasing curriculum coherence for university students and staff through the multi-dimensional interactive MyCourseMap

Lisa Tee, Curtin University | Dr Simon B Bedford, University of Wollongong

Course structures are often difficult to comprehend and opaque to commencing students due to the complexity of the course information, the unfamiliar discourse, the abundance of information and the non-interactive nature in which subject matter is

presented. Imbued with academic culture and language, courses of study – including details of individual subjects – are often unfamiliar to the majority of those considering tertiary education. Current students are able to access this information online, but the information frequently lacks relevant detail and is presented such that there is minimal student perception of relevance. Students rarely see a course-wide view of their studies, and yet their courses are developed with just such a holistic view.

3.208 | Vodcasts: Will they be the death of live lectures?

Tara Smith, Murdoch University | Dr James Boyd, Murdoch University | Ms Melorina Visheh, Murdoch University

Recognizing that live lectures are considered by undergraduate students, as ‘boring’, the Business School began transitioning to vodcasts in 2015 in a first year unit ‘Transforming Business’. Vodcasts allow students’ access to unit content anytime and from anywhere with an internet connection. The vodcasts developed included presentations by a range of experts and were designed to engage students, with the aim of improving retention. To study student engagement a mixed methods design was used that used Learning Management System (LMS) data analytics including; students LMS access patterns and vodcast viewing data. This was supported by qualitative data of students’ experience of the vodcasts, captured in end of semester unit reviews. Results indicate that students value the flexibility to learn anytime from anywhere, enabling them to fit university study into their busy schedules. In addition, they appreciated the self-paced nature of vodcasts which enables them the ability to slow down, or speed up the vodcast and to review important concepts. Initial findings from this research suggest that the use of vodcasts improves student engagement, supports deep learning and slightly improved overall student results.

3:15pm | Concurrent Sessions

3.207 | Teaching Effectiveness Matters: A survey of teaching effectiveness indicators, quality criteria and standards across Australian and Malaysian Universities

Prof. Rick Cummings, Murdoch University | Prof. Heather Smigiel, Flinders University | Craig Whitsed, Murdoch University

In the contemporary higher education context teaching effectiveness is increasingly scrutinised and linked to academic professional career progression and development. Frameworks for evaluating teaching effectiveness have been developed and promoted in the Australia context. The Australian University Teaching Criteria and Standards Framework developed by Chalmers and Cummings (2014) with funding from the Office for Teaching and Learning is intended as a practical, flexible guide to assist a range of higher education institutions and their academic staff to clarify what constitutes quality teaching at university level. In the Malaysian higher education context teaching effectiveness is likewise linked to academic career progression and development and as in Australia there is no universally accepted framework for assessing teaching effectiveness and quality. Prior to this project, no research has been conducted in Malaysia to determine teaching effectiveness in universities and in Australia only limited research has explored this aspect of teaching and learning.

3.208 | Graduate communication skills: Transforming the curriculum through the adoption of a Distributed Expertise Model

Prof. Sophie Arkoudis, University of Melbourne | Dr. Anne Harris, Edith Cowan University

Graduate communication skills have been the Achilles heel of Australian higher education for over a decade, from entry standards through to the employability of graduates. Universities have addressed these concerns in a variety of ways but our research highlights a generally piecemeal approach in which initiatives and interventions are offered almost exclusively outside of students’ programs. In addition, there is lack of evidence in almost all universities that graduates have achieved required milestones in oral and written communication skills.

We created the Distributed Expertise Model that aims to assist universities in developing, assessing and demonstrating graduates’ communication skills. The model, based on a whole-of-program approach, utilises current expertise available in universities and identifies high impact practices for student learning. These practices apply to all students and are both sustainable and scalable across the program. In addition, these high impact practices strengthen the evidence-base and inform quality assurance processes.

3:45pm | 3.201

Wrap-up

4:00pm

Close

Posters

01

Explaining Lecture (non) Attendance: Are students losing control?

Ross Hollett
Edith Cowan University

02

The problem of transforming curriculum for online learning in the absence of those who enact it.

Andrea Dodo-Balu
Murdoch University & Curtin University

03

To immerse or not to immerse? Student perspectives of a social justice learning experience.

Dylan Korczynskij, Lee Partridge & Janeen Murphy
The University of Notre Dame