

## Thursday 29 January 2015

8.15 – 8.45	<b>Registration</b> Coffee/tea						
8.45 – 10.25	<b>Plenary Session, Theatre:</b> Professor Denise Chalmers, Chair of the 2015 Forum Organising Committee, University of Western Australia <b>Forum opening:</b> Professor Alec Cameron, Deputy Vice-Chancellor (Education), University of Western Australia <b>Welcome to Country:</b> Ingrid Cumming, CEO Kart Koort Wiern <b>Keynote address: Associate Professor Brett Freudenberg:</b> Show me the evidence: How the scholarship of learning and teaching is critical for modern academics						
10.30 – 10.55	<b>Morning tea</b>						
<b>Parallel session 1</b>	Ground Floor				First floor		
	Theatre	Case study room	Seminar room 3	Banquet hall north	Seminar room 1	Seminar room 2	Formal dining room
11.00 – 11.25	<b>Mark Bailye</b> Uncapped journey: Using data and the student voice to inform and inspire change	<b>Jan Baldwin</b> Ethnography: Stepping into the field of anthropology and sociology	<b>Julianne Crowley</b> Formative testing online: Will students use them, what will they use most, and do they help their success?	<b>Carole Steketee</b> Prudentia©: An outcomes-based curriculum mapping system *	55 Minute Workshop  <b>Christine Ewan</b> Unbundling higher education: Implications for assurance of higher education standards	<b>Peter Allen, L. Roberts &amp; F. Baughman</b> <i>StatHand</i> : A mobile application supporting students' statistical decision making	55 Minute Workshop  <b>Karen Miller, Michele Gradisen &amp; Jenny Lee</b> What's your Aura? Using augmented reality to create engaging learning activities for students
11.30 – 11.55	<b>Joanne Lisciandro &amp; Gael Gibbs</b> <i>OnTrack</i> to university: Student retention in a pre-university enabling program	<b>Michael Sturma &amp; James Trotter</b> Capstones uncapped	<b>Marinella Caruso, Anna Gadd &amp; Simon Tebbit</b> Teaching how to listen: The integration of online quizzes in first year units of Italian	<b>Sharon MacLean</b> Effective teaching in simulation: Culturally and linguistically diverse student's perceptions		<b>Geoff Coates</b> Practical sampling exercises for learning statistical concepts	
12.00 – 12.25	<b>Chris Creagh, Lynne Roberts &amp; Dawn Bennett</b> Could the question 'What am I doing here?' influence engagement and grades	<b>Simon Order</b> 'ICreate': Preliminary usability testing of apps for the music technology classroom *	<b>Catherine Ferguson</b> A blend of blended and team based learning *	<b>Arpana Dhar, Georgina Fyfe, D. Treagust &amp; R. Koul</b> Transformation through co-teaching first year health science students	55 Minute Workshop  <b>Callan Rose &amp; Astrid Davine</b> Preparing a MOOC: An induction workshop	<b>R. Nazim Khan</b> Flipped and peer learning in a first-year statistics class: Taking it to another level	55 Minute Workshop  <b>Coral Pepper &amp; Sue Bolt</b> Recognising and valuing the leadership role of unit coordinators
12.30 – 12.55	<b>Raphael Pereira &amp; Peter Allen</b> A three-year evaluation of <i>UniPASS</i> : A peer-led academic support program at Curtin	<b>Jen Perry</b> Beneath the surface: Evaluating student perceptions of soft skills developed in a German theatre course	<b>Janice Redmond &amp; Matt McGinniss</b> An analysis of the blended learning approach to the teaching of management	<b>Katie Sutton</b> Integrated pharmacology in an undergraduate nursing curriculum: Students' perceptions of readiness		<b>Alice Niemeyer &amp; Elena Pasternak</b> Empowering young engineers through the nexus of fundamentals in mathematics	
1.00 – 1.55	<b>Lunch</b>						
1.15 – 1.55	<b>HERDSA WA Annual General Meeting – Banquet hall north</b>						

\* Refereed full paper available on Web site

Parallel session 2	Ground floor				First floor		
	Theatre	Case study room	Seminar room 3	Banquet hall north	Seminar room 1	Seminar room 2	Formal dining room
2.00 – 2.25	<b>Aaron Matthews, Rachna Aggarwal, K. Flintoff &amp; M. Turnbull</b> Indigenous perspectives on integrating learning technologies *	<b>Joy Higgs</b> Transcending pedagogies: An innovative model for a globally competitive market	<b>Jill Downie, Tania Broadley, Susan Bolt &amp; Coral Pepper</b> Professional learning designed to promote teaching excellence	<b>Shannon Johnston &amp; Wade Jarvis</b> Outcomes from an approach designed for the needs of non-standard students	<b>Andrew Cotterell, Genevieve Hodge &amp; Linley Lord</b> The case for face to face: Finding balance in an uncapped world?	<b>Fiona Burrows</b> Study skills in 30 seconds? STUDYSmarter's '30-Second Academy' and online video resources	<b>Eunice Liu</b> Ethics from an entrepreneurial leadership perspective: A challenge for business education
2.30 – 2.55	<b>Josh Reynolds &amp; Grant Revell</b> Indigenous ways of knowing: The iDEO LOCI 1+2 Project	<b>Danny Toohy</b> Academic job satisfaction and transnational education	<b>Ainslie Robinson</b> Tertiary teacher education online: Teaching with the tools with which we are teaching	<b>Andrea Dodo-Balu</b> Teaching and learning on the edge of academe	<b>Donella Caspersz &amp; Doina Olaru</b> How to develop social entrepreneurs in higher education? A cross-country comparison	<b>Alison Kirkman</b> Handwritten lecture notes: Not so outdated	<b>Niki Hynes</b> Simulations in online and face to face learning: Student expectations and experiences
3.00 – 3.25	<b>Rose Carnes</b> Critical Indigenous pedagogy meets transformative education in third space learning experience *	<b>Cheryl Lange</b> LACEing together the social and the academic	<b>Astrid Davine &amp; Tracy Frayne</b> Usable e-learning: Using feedback during the development of flexible learning options for staff	<b>Reva Ramiah &amp; Lisa O'Sullivan</b> Evaluating student learning in an adjunct English language development program	<b>Megan Paull, Kirsten Holmes, Rowena Scott, J. MacCallum et al</b> Volunteering to learn in universities: Some stories from the field	<b>Michael Stein</b> Gauging 'drop-ins' as an alternative to individual appointments: An advisor's perspective	<b>Wade Jarvis</b> What Apple knows about the new economy: Exploring services science and branding impacts on students
3.30 – 3.55	<b>Afternoon tea</b>						
Parallel session 3	Theatre	Case study room	Seminar room 3	Banquet hall north	Seminar room 1	Seminar room 2	Formal dining room
4.00 – 4.25	<b>Gabrielle M. Walker</b> Why wasn't I told? The liminal experience of Australian shared history of non-Indigenous educators	<b>Reva Ramiah, Rekha Khoual et al</b> Using digital technologies to teach research writing in science and engineering	<b>Megan Ellyard, Phil Hancock, Nazim Khan, K. Offer, J. Sneddon, R. Watson &amp; H. Wildy</b> The UWA Education Futures Vision	<b>Susan Edgar</b> Preparing students for the workplace: Can mindfulness help?	<b>Eunice Liu</b> Internship: Practicum interfaces with organisations	<b>Dawn Bennett &amp; Margaret Jollands</b> Employability in the spotlight: Are we talking the right language?	<b>Bella Butler</b> Can you become strategic by learning from today's news? Student-centred assignments in strategy courses
4.30 – 4.55	<b>Rachna Aggarwal, Aaron Matthews, S.L. Lim &amp; N. Prisgrove</b> Blended learning: Digital stories a key to success	<b>Megan Fitzgibbons, Roz Howard &amp; Gina Sjepcevich</b> Integrated approaches to teaching research and digital literacy skills	<b>Marinella Caruso &amp; Josh Brown</b> Language Bonus as an incentive for second language study in schools and universities	<b>Anna Bosco, Anna Fagence &amp; Kristi Holloway</b> Learning and practice in nursing education: A case-based approach	<b>Rosalind Blood</b> Learning face to face: Exploring the intercultural experiences of Australian exchange students	<b>Shane Greive</b> Teaching evaluations: What else is being assessed?	<b>Helen Fordham</b> Disembodied creativity: Moderating teacher expectations of marketing and public relations students
5.00 – 5.25	<b>Carol Dowling &amp; Julie Hoffman</b> The Indigenous Advancement Strategy at Curtin University	<b>Genevieve Simpson</b> Analysing student perceptions and measures of learning in a Master's level peer review feedback process	<b>Rashmi Watson</b> Appreciative inquiry as a process to activate leadership in teaching	<b>Kathryn Fitzgerald &amp; Maeva Hall</b> Clinical placements with teaching clinics: Rural interprofessional paediatric assessment	<b>Sally Male, Cara MacNish, Nazim Khan, D. Bennett et al</b> Gender inclusivity of engineering students' workplace learning	<b>Carol Piercey</b> Releasing the genie: A strategy to facilitate student revision for examination	<b>Murray Brennan</b> Graduate voices: Perceptions of assessment
5.30	<b>Sundowner</b>						

## Friday 30 January 2015

8.15 – 8.45	<b>Registration Coffee/tea</b>						
8.45 – 9.55	<b>Plenary Session, Theatre:</b> Professor Denise Chalmers, Chair of the 2015 Forum Organising Committee, University of Western Australia <b>Welcome to Day 2:</b> Professor Gilly Salmon, Pro Vice Chancellor (Education Innovation) <b>Keynote Address: Professor Deborah Terry:</b> The changing teaching and learning environment: Challenges and opportunities						
Parallel session 4	Ground Floor				First floor		
	Theatre	Case study room	Seminar room 3	Banquet hall north	Seminar room 1	Seminar room 2	Formal dining room
10.00 – 10.25	<b>Sonia Ferns</b> Economic productivity and sustainability: Evidencing the impact of work integrated learning	<b>Shannon Johnston &amp; Callan Rose</b> Uncapping university teaching and learning: UWA's first MOOC implementation	<b>Elaine Lopes &amp; Elizabeth Sullivan</b> Exploring techniques to move students with writing immobilisation into action	<b>David Playford, Greg Sweetman &amp; Dianne Ritson</b> An innovative learning tool for anatomy, physiology and pathophysiology	<b>Carmela de Maio, Kathryn Dixon &amp; Shelley Yeo</b> Academic integrity: Lecturers' responses to student plagiarism	<b>Denise Chalmers, Rick Cummings, Sue Stoney, B. Tucker et al</b> Case studies in embedding quality teaching criteria	<b>55 Minute Workshop</b>  <b>Caroline Baillie</b> Teaching people as individuals: A workshop for misshapen carrots
10.30 – 10.55	<b>Ben Piggott &amp; Paul Rycroft</b> Work integrated learning in developing graduate attributes and professional outcomes:	<b>Monty King</b> Harnessing the potential for massive open online learning in the developing world	<b>Siri Barrett-Lennard</b> There's more to good writing than grammar: 15 tips in 15 minutes	<b>Gabrielle Brand, Rosemary Saunders et al</b> Photographs, narrative and reflective learning resource for health professions	<b>Clare Alderson &amp; Catherine Lees</b> Turning a new leaf: Integrating <i>Turnitin</i> into a large first year Management unit	<b>Susan Bolt &amp; Lyn Marks</b> Promoting teaching excellence: Curtin Academy	
11.00 – 11.25	<b>Morning tea</b>						
Parallel session 5	<b>Christine Liveris</b> Effective feedback and self-regulated learning: An interpretation from a study of vocational business students	<b>Hamadah Alsadoon &amp; Elham Alsadoon</b> Using mobile phones for educational discussion purposes	<b>Pamela Martin-Lynch, Helen Correia &amp; C. Cunningham</b> Re-thinking scaffolding and assessment of oral presentation skills	<b>Michelle Quail, Janet Beilby, Peter Allen, S. Brundage &amp; J. Spitalnick</b> Evaluation of Jim, the virtual empathy simulator	<b>Sally Male, Phil Hancock, Cara MacNish, Jeremy Leggoe &amp; Caroline Baillie</b> Intensive mode teaching models	<b>Helen L. Davis &amp; Karin Strehlow</b> Naïve vs mature views of the nature of science: Which ones do first year undergraduates hold?	<b>Liesel Gentelli</b> The effect of industry professionals as undergraduate university teachers on student learning
11.30 – 11.55	<b>Denise Jackson, Sonia Ferns, P. Struthers &amp; D. McLaren</b> Working together to achieve improved work integrated learning	<b>Diana Taylor, Jacqui Kelly &amp; Judy Schrape</b> Supporting integration of Pen and Tablet PC technologies through a community of practice	<b>Meg Rosse</b> What makes the 3MT talk special?	<b>Abigail Lewis, C. Moore &amp; Charn Nang</b> Using video of student-client interactions to engage students in reflection and review	<b>Kristen Barker, Andrew Cotterell, L. Lord &amp; A. Tayler</b> Anywhere, anytime, any device: That's the Curtin Challenge	<b>Ravi P. Tiwari &amp; Wayne G. Reeve</b> Integrating genomics from a research laboratory into an undergraduate teaching	<b>Todd P. Robinson, Ahmed El-Mowafy &amp; Bert Veenendaal</b> Industry-driven criteria development for Spatial Sciences
12.00 – 12.25	<b>Sonia Ferns</b> Evidencing unpredictable student outcomes: Assessment in a work integrated learning context	<b>Monty King &amp; Matt McGinniss</b> Using YouTube analytics to improve audience retention in learning videos	<b>Meriel Griffiths</b> An observational and collaborative learning approach to teaching oral presentation skills	<b>Kimberley J. Roehrig &amp; Wendy N. Erber</b> Shared access to computers promotes group interaction in active learning *	<b>Romana Martin, Tania Broadley, H. Teras, K. Holloway &amp; R. Chien</b> Expanding the reach of the classroom with distributed learning	<b>Peter Arthur, Paul Attwood &amp; M. Ludwig</b> Show me the numbers: Quantitative assessment of laboratory teaching and learning practices	<b>Kent Turkich &amp; Paul Cozens</b> Role of an experiential field trip in a first year unit in urban and regional planning
12.30 – 12.55							
1.00 – 1.55	<b>Lunch</b>						

Parallel session 6	Ground Floor				First floor		
	Theatre	Case study room	Seminar room 3	Banquet hall north	Seminar room 1	Seminar room 2	Formal dining room
2.00 – 2.25	<b>Peter P.F. Lee, Aik-Ling Tan &amp; Yin-Hong Cheah</b> Forms of interaction and their impact on in-service science teachers	<b>Katherine Bathgate &amp; Kelly Prandl</b> Sessional team leadership: Enabling moderation and peer review in first year	<b>Amalia Kusuma Wardini</b> Performance and value adding in Universitas Terbuka (Open University Indonesia)	<b>Zaza Lyons</b> The Claassen Institute of Psychiatry for Medical Students: An innovative recruitment program	<b>Sandeep Ahuja &amp; David Castaldini</b> Examples from project based, collaborative learning in engineering programs in VET	<b>Megan Fitzgibbons, S. Barrett-Lennard, G. Sjepcevic, R. Howard</b> Online Communication and Research Skills unit at UWA	<b>Kate Offer</b> 'Are you having a laugh?' Using humour as a teaching tool
2.30 – 2.55	<b>Rekha Koul</b> Science teacher capacity building in developing countries: Three case studies	<b>Natalie Skead &amp; Mark Israel</b> Smart casual: Effective development programs for sessional staff in law	<b>Jos Boys</b> Building better universities?	<b>Hazel L. Richards &amp; Jan Meyer</b> The real deal: anatomy uncapped	<b>Kent Turkich, Shane Greive &amp; Paul Cozens</b> Project-based learning: An initiative to enliven a first year unit urban and regional planning	<b>Steve Johnson, Sarah Veitch &amp; Silvia Dewiyanti</b> A framework to embed the teaching, and assessment of communication skills	<b>Angela Ebert &amp; Karin Strehlow</b> Lost in transformation: Finding a path through theory to practice of transformative learning
3.00 – 3.25	<b>Caroline Mansfield, T. Broadley, S. Beltman &amp; N. Weatherby-Fell</b> BRiTE: Building resilience in teacher education	<b>Sally Knowles &amp; Helen Flavell</b> Building teaching-focused academics: Unsettling identities in the new institutional order	<b>Jill Downie &amp; Linda Adnyana</b> Learning for tomorrow: Teaching, learning and the student experience	<b>Zaza Lyons &amp; Helen Wilcox</b> An introduction to Mindfulness for graduate medical students	<b>Ranjna Kapoor, Dawn Bennett, R. Kaur &amp; N. Maynard</b> Professional identity and classroom community among first year student engineers	<b>Donella Caspersz &amp; Ania Stasinska</b> Using open space to promote reflective listening	<b>Emily Castell</b> Articulating critical thinking: Promoting this fundamental skill within our undergraduate psychology program?
3.30 – 3.45	<b>Afternoon tea</b>						
3.50 – 4.15	<b>Gretchen Geng, Jenny Buckworth et al</b> Development of an engagement framework for a first year teacher education program *	<b>Cesar Ortega-Sanchez &amp; Diana Taylor</b> The journey toward 21st Century teaching starts with one transformation at a time	<b>Angus Morrison-Saunders</b> Writing about writing in higher education: Modelling good practices *	<b>Sue Fyfe, Georgina Fyfe, Rakhshanda Naheed et al</b> Strategies for using the flipped learning model in large classes	<b>Chantal Bourgault du Coudray, C. Oldham &amp; S. Male</b> Experiences of an inter-faculty Wheatbelt service learning unit	<b>Reva Ramiah, Donna Butorac &amp; Lisa O'Sullivan</b> Taking English language development from policy to practice	
4.20 – 4.45	<b>Gregory S.C. Hine</b> Strengthening pre-service teachers' mathematical content knowledge *	<b>Kate Quinn</b> An agile approach to ed-tech innovation: Developing Curtin Challenge	<b>Antony Gray</b> Helping Honours and Masters students 'write early and write often'	<b>Anneliese Wilson and Zach Clark</b> Innovative teaching and learning practices in physiotherapy education: Peer learning	<b>Donella Caspersz, C. Baillie, C. Bourgault du Coudray et al.</b> Listening and the transformative potential of service-learning	<b>Roselynn Lang, Geoffrey Shaw &amp; Sophie Benson</b> The efficacy of compulsory Post-Entrance Language Assessment workshops	
4.50 – 5.25	<b>Forum evaluation, prize draws and invitation to the 25<sup>th</sup> TLF 2016 at Curtin University</b>						

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