# Program Schedule

**Day ONE: Thursday 20th October 2011**  concurrent sessions 1, 2, 3

## Conference Themes:
- Standards
- Leadership
- Practical solutions
- Student Engagement

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>0800</td>
<td>Registration Opens (Foyer of the Tim Winton Lecture Theatre)</td>
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</table>
| 0900   | Conference opened by Professor Robyn Quin (Tim Winton Lecture Theatre)  
**Keynote address by Professor David Nicol**                                      |
| 1015   | Morning Tea (Tim Winton Foyer)                                                                                                             |
| 1100   | **Building 213 Room 101**  
Efficient pre-assessment intervention to enhance student judgements using ReView  
*Lawson, Romy et al*                                                                 |
|        | **Building 213 Room 104**  
Where angels fear to tread? Leniency and the halo effects in practicum-based assessment of student competencies  
*Bushnell, John et al*                                                                |
|        | **Building 210 Room 104**  
Strategies for improving intercultural and international learning  
*Zhang, Felicia and Maclean, Ian*                                                     |
| 1130   | **Building 213 Room 101**  
Student engagement with assessment feedback: The ‘Who’ and ‘How’ of closing the feedback loop  
*Davis, Melissa and Cowper, Nicole*                                                   |
|        | **Building 213 Room 104**  
The use of vignettes to capture clinical psychology practicum competencies: Vignette standardisation and preliminary results.  
*Gonzalez, Craig et al*                                                               |
|        | **Building 210 Room 104**  
Assessing spoken language through the oral proficiency interview  
*Dunworth, Katie*                                                                    |
| 1200   | **Building 213 Room 101**  
Does feedback enhance learning? Regional students’ perception and experiences of feedback in a social work program  
*Goel, Kalpana and Ellis, Bronwyn*                                                   |
|        | **Building 213 Room 104**  
DoGS as good as it gets: Planning and implementation of an integrated continuous assessment  
*Siddiqui, Zarrin*                                                                   |
|        | **Building 210 Room 104**  
Practical examination grading via paper and iPads  
*Ng, Leo et al*                                                                       |
| 1230   | Lunch (Tim Winton Foyer)                                                                                                                  |
| 1330   | **Keynote address by Professor Beverley Oliver** (Tim Winton Lecture Theatre)                                                            |
| 1430   | **Building 213 Room 101**  
The Planned Flexibility Model: Supporting authentic assessment through reflective practice  
*McAllister, Lynn and Hauville, Kim*                                                  |
|        | **Building 213 Room 104**  
e-Val: Defining the Future of Written Assessment  
*Shah, Yegeh*                                                                        |
|        | **Building 210 Room 104**  
What sessional staff want to know about assessment  
*Hewson, Simon*                                                                     |
| 1500   | **Building 213 Room 101**  
ePortfolios for assessment and learning: student perceptions, opportunities and challenges arising from Curtin University’s iPortfolio use in diverse disciplines  
*Almberg, Leslie et al*                                                              |
|        | **Building 213 Room 104**  
Work in progress: The Short Answer Feedback System (SAFS)  
*Gibson, William et al*                                                              |
|        | **Building 210 Room 104**  
Allocating academic workload for student consultation assessment and feedback  
*Ferns, Sonia*                                                                      |
| 1530   | Afternoon Tea (Tim Winton Foyer)                                                                                                          |
| 1600   | **Building 213 Room 101**  
Eportolio based assessment strategies to prevent plagiarism  
*Dalziel, Colin and Pool, Alison*                                                    |
|        | **Building 213 Room 104**  
Beyond summative assessment of clinical performance in paramedic science  
*Barr, Nigel et al*                                                                  |
|        | **Building 210 Room 104**  
Patchwork texts and feedback  
*Wilson, Ann*                                                                         |
| 1630   | **Building 213 Room 101**  
Aligning academic integrity policy and practice: A work in progress  
*Breag, Tracery et al*                                                                |
|        | **Building 213 Room 104**  
Authentic assessment of pre-service teachers and social work students in schools and human service settings  
*Wangh, Fran et al*                                                                  |
|        | **Building 210 Room 104**  
Student engineers and the assessment of Professional Skills: Involving first year students in peer assessment  
*Rogers, Helen and Goerke, Veronica*                                                 |
| 1700   | Sessions Close. Transport to Conference Dinner venue departs from the nearby car park at 1715                                           |
| 1800   | Reception followed by Dinner (seated by 1830) at Pagoda Restaurant (corner of Melville Pde & Corner St, Como)                              |
# Program Schedule

## Day ONE: Thursday 20\(^{th}\) October 2011  

### Conference Themes:
- Standards
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## Concurrent sessions 4, 5

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Keynote address by Professor David Nicol |
| 1015  | Morning Tea (Tim Winton Foyer)  
**Building 211 Room 230**  
**Building 104 Room 101**  
**Delegates' rooms** |
| 1100  | Evaluation of the usefulness of self-assessment, peer assessment and academic feedback mechanisms  
*Colibrano, Stephen*  
**Leading development of an interprofessional first year curriculum: A key opportunity to improve assessment design and outcomes**  
*Jones, Sue and Davis, Melissa* |
| 1130  | Workshop on quality e-assessment workflows  
*Colibrano, Stephen and Zhang, Felicia*  
**Combining complex generic attribute attainment with discipline knowledge: Challenging the post graduate student**  
*Ferns, Sonia et al*  
**Delegates' rooms are available in Building 104, in Rooms 102 and 103. Booking is not required.** |
| 1200  | Workshop on designing your own new media assessment  
*Rijksen, Will et al*  
**Using analytical frameworks in assessment to investigate the quality of generic skills achievement in pharmacy.**  
*Atkinson, Shelley, and Chai, Wan Theng*  
**Delegates' rooms are available in Building 104, in Rooms 102 and 103. Booking is not required.** |
| 1230  | Lunch (Tim Winton Foyer)  
**Keynote address by Professor Beverley Oliver (Tim Winton Lecture Theatre)**  
**Workshop**  
**ReMarksPDF – Efficient e-assessment workflows for Blackboard 9.1 and Moodle 2.1**  
*Garner, Michael and Colibrano, Stephen*  
**Workshop**  
**Accountability and transparency – applying technology to marking team moderation**  
*Nulty, Duncan and Colibrano, Stephen* |
| 1330  | Workshop on accountability and transparency – applying technology to marking team moderation  
*Nulty, Duncan and Colibrano, Stephen*  
**Workshop**  
**Supporting student-authored questions with PeerWise**  
*Denby, Paul*  
**Delegates' rooms are available in Building 104, in Rooms 102 and 103. Booking is not required.** |
| 1600  | Workshops on accountability and transparency – applying technology to marking team moderation  
*Denby, Paul*  
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**Supporting student-authored questions with PeerWise**  
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| 1700  | Sessions Close. Transport to Conference Dinner venue departs from the nearby car park at 1715 |
| 1800  | Reception followed by Dinner (seated by 1830) at Pagoda Restaurant (corner of Melville Pde & Comer St, Como) |
Program Schedule

Day TWO: Friday 21st October 2011 concurrent sessions 1, 2, 3

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<tr>
<th>Conference Themes:</th>
<th>0800</th>
<th>1200</th>
<th>0900</th>
<th>Building 213 Room 101</th>
<th>Building 213 Room 104</th>
<th>Building 210 Room 104</th>
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<tr>
<td></td>
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<td></td>
<td>Capett, Cathy</td>
<td>Kissane, Barry and Callingham, Rosemary</td>
<td>Sanderson, Gavin</td>
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<tr>
<td>The student as customer model and its impact on the teacher leadership role in higher education</td>
<td>0930</td>
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<td>Indigenous knowledge, cultural awareness and communication skills for information technology, engineering, mathematics and environmental disciplines</td>
<td>Educational assessment in virtual world environments</td>
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<td>Laing, Linda and Laing, Gregory</td>
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<td>Quinn, Diana et al</td>
<td>Reiners, Torsten et al</td>
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<td>University assessment practices at Level 1: Exploring student perceptions of fairness, transparency and authenticity</td>
<td>1000</td>
<td></td>
<td>Overcoming the challenges of assessing professional teaching standards for pre-service teachers during practicum in rural NSW schools</td>
<td>Hunters &amp; gatherers: Strategies for curriculum mapping and data collection for assurance of learning</td>
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<td>Whipp, Peter</td>
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<td>Vozzo, Les and Hatton, Caroline</td>
<td>Lawson, Romy et al</td>
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<td>Morning Tea (Tim Winton Foyer)</td>
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<td>Postgraduate coursework students experiences of 'self assessment'</td>
<td>1100</td>
<td></td>
<td>Facilitating student self-reflection in a blended learning Environment</td>
<td>iFeedback - a new tool for grading and providing timely, detailed individual feedback to students</td>
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<td>Parker, Nicola</td>
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<td>Gudmundsson, Amanda and Laing, Linda</td>
<td>Young, Simon</td>
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<td>Student perception of assessment and wish list</td>
<td>1130</td>
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<td>UWA Assessment and feedback project: A work-in-progress report on a university-wide initiative</td>
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<td>Siddiqui, Zarrin and Ichim, Paul</td>
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<td>Chalmers, Denise et al</td>
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<td>Panel lunch (Building 210 Room 104)</td>
<td>1200</td>
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<tr>
<td>Keynote address by Professor Geoff Crisp (Tim Winton Lecture Theatre)</td>
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<td>Conference close</td>
<td>1415</td>
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<tr>
<td>Afternoon tea</td>
<td>1430</td>
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**Day TWO: Friday 21st October 2011**

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<tr>
<td>0900</td>
<td>Workshop Performance based assessment using direct observation</td>
<td>Building 104 Room 101</td>
<td>Improving assessment in the arts through the application of innovative digital technologies: Wren, Julia et al</td>
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<td>0930</td>
<td>Workshop iPad2 + rubrics improves assessment process</td>
<td>Delegates’ rooms</td>
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<tr>
<td>1000</td>
<td>An (App)roach to using iPhone technologies to increase consistency, reliability and equity in assessment of large work integrated learning courses</td>
<td>Building 104 Room 101</td>
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<td>1030</td>
<td>Morning tea</td>
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<tr>
<td>1100</td>
<td>Workshop Assessing the tricky attribute: creating a rubric for intercultural understanding</td>
<td>Building 211 Room 230</td>
<td>Analytical Assessment Rubrics to facilitate Semi-Automated Essay Grading and Feedback Provision: Weinberger, Andreas et al</td>
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<td>1130</td>
<td>'Take away from the dry sixties style marking': lecturer and student perceptions and experiences of audio feedback</td>
<td>Building 104 Room 101</td>
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