Design, develop, evaluate: The core of the learning environment

22nd Annual Teaching and Learning Forum
Murdoch University, 7 - 8 February, 2013

Program and abstracts

Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host, Committee and Sundowner</td>
<td>2</td>
</tr>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>Editorial</td>
<td>4</td>
</tr>
<tr>
<td>Sponsors and supporters</td>
<td>5</td>
</tr>
<tr>
<td>Participating institutions</td>
<td>6</td>
</tr>
<tr>
<td>List of presentations</td>
<td>8</td>
</tr>
<tr>
<td>Review panel</td>
<td>11</td>
</tr>
<tr>
<td>Program Thursday 2 February</td>
<td>12</td>
</tr>
<tr>
<td>Program Friday 3 February</td>
<td>14</td>
</tr>
<tr>
<td>Plenary sessions</td>
<td></td>
</tr>
<tr>
<td>Keynote speakers</td>
<td>16</td>
</tr>
<tr>
<td>Panel Discussion</td>
<td>18</td>
</tr>
<tr>
<td>Abstracts</td>
<td>20</td>
</tr>
<tr>
<td>Wireless Internet access</td>
<td>64</td>
</tr>
</tbody>
</table>

Copyright 2013
Copyright in individual abstracts and articles in the Forum Proceedings resides with the authors.
Program booklet prepared by Clare McBeath and Roger Atkinson.
Organising committee

Rob Phillips (Chair) Murdoch University
Pamela Martin-Lynch (Co-chair) Murdoch University
Sue Brown (Secretary) Murdoch University
Roger Atkinson Consultant
Dani Boase-Jelinek Murdoch University
Anne Coffey University of Notre Dame Australia
Sarah Etherington Murdoch University
Alan Goody Curtin University
Bethanie Gouldthorp Murdoch University
Clare McBeath Consultant
Cathy Moore Edith Cowan University
Angus Morrison-Saunders Murdoch University
Sid Nair The University of Western Australia
Megan Paull Murdoch University
Kuki Singh Curtin University

Sundowner and book launch
5.30 pm, Thursday 7 February

We welcome you to network and enjoy a drink or two and some finger food, along with the book launch, with colleagues at our Sundowner at Club Murdoch. One of the best aspects of conferences is being able to meet fellow academics informally.

Club Murdoch is our staff club, and they are providing the catering for all aspects of the forum. Club M has a picturesque, outdoor shaded area, and an air-conditioned interior if the weather is hot.

Scenes from last year’s Sundowner at Club Murdoch
Welcome

On behalf of the Teaching and Learning Forum Committee, welcome to the 22nd Teaching and Learning Forum. Starting in 1992 at Curtin University, the Forum has gone from strength to strength as a joint venture between the five Western Australian universities. This is thanks, in no small part, to the untiring efforts of the various organising committees over the years. The success of the Forum is also thanks to regular forum attendees, who continue to contribute to the vitality and collegiality that so typifies the Teaching and Learning Forum. Thank you for your continued engagement and support.

The theme of this year’s Forum, ‘Design, develop, evaluate: The core of the learning environment’, was chosen to reflect the Higher Education climate, particularly as it relates to the establishment of TEQSA and the Australian Quality Framework. As we expected it has yielded a variety of great presentations, workshops and plenary sessions which we trust will be thought provoking, informative and perhaps even a little controversial. This year’s Forum continues the tradition of interactivity and discussion and the line up is sure to provide grist for the mill.

We’d like to extend our debt of gratitude to the planning committee for this, the 2013 Forum. It is no understatement to say that we could never have done this without the time and commitment that each of you have put into all of the aspects that go into putting this Forum together. Thank you too, to the student volunteers who have made their time available to assist over the course of the Forum. We especially appreciate the valuable contributions of our sponsors, which are a great help in keeping registration costs low. Finally, we’d like to recognise and thank Clare McBeath and Roger Atkinson, who have for many years, consistently done a wonderful job of managing the paper submission, peer review, and proceedings publication processes. We are greatly indebted to you for all the hard work that you’ve put in.

Rob Phillips and Pamela Martin-Lynch
Co-Chairs
Teaching and Learning Forum Committee

Thanks to our student volunteer helpers

<table>
<thead>
<tr>
<th>Justine Burg</th>
<th>Caron Macneall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roslyn (Rose) Carnes</td>
<td>Li Wei</td>
</tr>
<tr>
<td>Karen Cooper</td>
<td>Jean Wootton</td>
</tr>
</tbody>
</table>

Editorial

Tables 1 and 2 present our standard summary of numbers of submissions and outcomes for TL Forum 2013, and a nine year overview. We are pleased to report once again that the descriptors "steady state" and "sustainable" [1] are apt for TL Forum, notwithstanding the anecdotal evidence that TL Forum's participants are under increasing pressures from workloads, numbers of students in their classes, or numbers of tasks in their organisational unit's activities, or pressures to participate in and produce for research teams, etc. To explore just one kind of anecdotal evidence, we have planned as a post-Forum activity an analysis of time and date stamps appearing in the rather large quantity of email we have received over the years, for TL Forum editorial activities, to obtain an indicator of the extent to which academics undertake their TL Forum related activities 'after hours', 'burning the midnight oil'! [2]

Another post-Forum activity for a Program Subcommittee will be the selection and preparation of TL Forum 2013 articles for republication in a mid-2013 Special Issue of the journal Issues in Educational Research [3]. Details will be provided, post-Forum, to potential participants.
Table 1: Summary of TL Forum 2013 numbers of submissions and outcomes

<table>
<thead>
<tr>
<th>Category (a)</th>
<th>Submitted</th>
<th>Accepted</th>
<th>Rejected</th>
<th>Offered</th>
<th>Withdrawn(b)</th>
<th>Net outcome(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ref research</td>
<td>18</td>
<td>13</td>
<td>5(b)</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Ref prof prac</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Abstract only</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>78</td>
<td>5</td>
<td>73</td>
</tr>
<tr>
<td>Workshop, Symp</td>
<td>14</td>
<td>11</td>
<td>3(c)</td>
<td>11</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

b. Of the 5, one was offered (and accepted) Professional Practice publication.
c. All 3 offered (and accepted) Abstract only publication.

Compiler: Roger Atkinson. Date: 30 Jan 2013.

Table 2: TL Forums 2005-2013 submissions and outcomes summary (a)

<table>
<thead>
<tr>
<th>Year</th>
<th>Research</th>
<th>Professional practice</th>
<th>Abs only</th>
<th>Total all</th>
<th>Total offers</th>
<th>W (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Submitted</td>
<td>Accepted</td>
<td>Offer PP</td>
<td>Submitted</td>
<td>Accepted</td>
<td>Total(b)</td>
</tr>
<tr>
<td>2013</td>
<td>18</td>
<td>13</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2012</td>
<td>13</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>2009</td>
<td>26</td>
<td>7</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2008</td>
<td>20</td>
<td>10</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>18</td>
<td>10</td>
<td>4</td>
<td>12</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>2006</td>
<td>31</td>
<td>12</td>
<td>7</td>
<td>13</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>2005</td>
<td>18</td>
<td>12</td>
<td>1</td>
<td>17</td>
<td>15</td>
<td>16</td>
</tr>
</tbody>
</table>

b. Total for PP includes submissions in the Research category that were offered publication in PP.
c. Includes all categories: Research, Professional practice, Abstract only publication and Workshops.
d. W is the number of post-acceptance withdrawals (or cancellations), all categories.

Readers may note that that Tables 1 and 2 contain a new and longer URL for the Forum Proceedings archives. Regrettably, the relocation of the Proceedings archives means that hypertext links to Forum articles and files that have been recorded in any publication are no longer valid. To explain further, and to provide a ‘work around’ for readers, consider an example. The Forum 2011 Welcome and Editorial was located at http://otl.curtin.edu.au/tlf/tlf2012/editorial.html. However, calling that URL will display the page http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf-pubs.cfm, which is the table of contents for all Forums 1995-2012 (2013 will be added after all errata have been processed). From that the reader can quite readily (two ‘clicks’) find the 2011 Welcome and Editorial. In the case of a hypertext link that an author has used in a references list, readers will need to remember the Forum year and author name to find the cited article or abstract. Alternatively, readers may use the Curtin University search facility. Use the word ‘tlf’ (without quotes) as the first of the search terms, but be aware that a facility for excluding non-TL Forum files from the search is not available. To exclude non-TL Forum files, use instead a Google Advanced Search [4], specifying for ‘site or domain’: otl.curtin.edu.au/professional_development/conferences/tlf/

Roger Atkinson and Clare McBeath
TL Forum Proceedings Editors

References

Sponsors and supporters

We are grateful to the sponsors, exhibitors and supporters of the 2013 Teaching and Learning Forum for their generous support and assistance.

Major sponsors

*Murdoch Print* and the *Murdoch Bookshop* are proud sponsors of the Teaching and Learning Forum

---

Netspot

Unicredit

Supporters

Australian Council for Educational Research

OLT Fellows Network

Oxford University Press

Palgrave

Staples

tt Partners
Participating institutions

We acknowledge with gratitude the support provided since 1992 by the TL Forum’s participating universities, and from 2012 by the Western Australian Network for Dissemination.

Curtin University of Technology

Edith Cowan University

Murdoch University

The University of Notre Dame Australia

The University of Western Australia

Western Australian Network for Dissemination

Details for previous conferences may be obtained from the TL Forum proceedings website http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf-pubs.cfm
The Higher Education Research and Development Society of Australasia (HERDSA). The HERDSA WA Branch has been a long-term partner of the Teaching and Learning Forum, and will hold its annual general meeting at lunchtime on Thursday, 7 February. Please drop by and join us at the AGM. It’s very informal, and you won’t be required to do anything!

1. Nominations are sought for: WA Branch Chair,
2. Secretary
3. UWA (Discipline rep)
4. Murdoch (Teaching and Learning rep)
5. Murdoch (Discipline rep)
6. ECU (Discipline rep)
7. Notre Dame (Teaching and Learning rep)


About HERDSA

The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning. HERDSA has members across Australia and in Hong Kong and New Zealand. There are branches in most states which aim to promote practices within their state by offering professional learning, networking and events. HERDSA also publishes the journal Higher Education Research and Development, regular print-based and email newsletters and ‘Green Guides’ – short, practical books about learning and teaching approaches. The HERDSA Fellowship scheme recognises high quality reflective practitioners in higher education.


About HERDSA WA

In line with HERDSA’s international and national aims, the WA Branch of HERDSA promotes a scholarly society for people committed to the advancement of higher and tertiary education. HERDSA WA runs a series of free seminars from local, national and international presenters. As a follow-up from the annual HERDSA conference, the WA Branch hosts a half-day mini-conference named ‘HERDSA Rekindled’, which reprises presentations by the WA conference presenters. We welcome you to join as a member to this friendly and collegial group. Simply go to http://www.herdsa.org.au/?page_id=36.
Clare Alderson
Online quizzes ................................................................. 20

Paul Alexander, Carmela Briguglio, Steve Johnson, Jane Pearce, Sarah Veitch, Siri Barrett-Lennard & Euan Harvey
Embedding communication and literacy in the curriculum (55 Minute Symposium) ............................................. 20

Peter Allen, Amanda Lourenco & Lynne Roberts
Data fabrication and falsification in undergraduate psychology honours projects ................................................. 21

Catherine Archer & Katharina Wolf
Guiding an invisible team: A first hand insight into virtual leadership ................................................................ 21

Christopher Barrett-Lennard
Teacher perspectives on international students and international education .............................................................. 22

Frank Bate & Carole Steketee
Implementation of a hybrid mobile web learning environment: A design based research approach ....................... 22

Lisa Bell
Using problem based scenarios to help bridge the gap between theory and praxis in pre-service teachers ............ 22

Dawn Bennett & John Freeman
Portfolios, protan careers and the theatre: Preparing for diversity ................................................................. 23

Daniel Boase-Jelinek, Jenni Parker & Jan Herrington
Peer reviews: What can we learn from our students? ................................................................................................ 23

Carmela Briguglio & Shalini Watson
The core of the learning environment: Embedding English language development across the curriculum ........ 24

Chantel L Burchell & Jan Meyer
Using Microsoft PowerPoint beyond developing a series of lectures ................................................................. 24

Alistair Campbell & Christine Lovering
Update: The third cycle of live group performance assessment and feedback using three expert markers and iPads 24

Michelle Carey & Michael Prince
Redesigning Australian Indigenous Studies at Murdoch University: Keeping it relevant ....................................... 25

Roslyn (Rose) Carnes
Getting things “white”: The need for non-Indigenous cultural self awareness ...................................................... 25

Sandra E Carr, Zarrin Seema Siddiqui, Diana Jonas-Dwyer & Susan Miller
Enhancing feedback for students across a health sciences faculty ................................................................. 26

Joanne Castelli, Nancy Longnecker & Mzamose Gondwe
Using peer feedback as part of the first year student experience ............................................................. 26

Denise Chalmers, Rick Cummings, Sue Stoney, Sofia Elliott, Jon Yorke & Di Gardiner
Professionalisation of the academic workforce ...................................................................................................... 26

Hui Jun Chih
Reflecting on postgraduate students’ reflective comments for effective unit design and delivery ..................... 27

Gemma Clarke, Khulile Dlamini & Jocelyn Robinson
Post enrolment language assessment: Six years of experience ............................................................................. 27

Gemma Clarke, Kristina Georgiou & Endah Ibrahim
Embedding communication skills in two first year Business units: The lecturers’ perspective ....................... 28

Chris Creadge
“Work it out”: Novice to expert: Multiple representations (55 Minute Workshop) ................................................. 28

Jill Darby & Anne Polley
VoxPop!: Innovative teaching tools to engage health science students .............................................................. 29

Alexander Dawson & Antonia Girardi
The impact of academic instructor feedback on self and peer evaluation perceptions: Student evaluations .......... 29

Vaille Dawson & Marianne McLaughlin
Developing educational research skills in early career academics ........................................................................ 29

Sharon Delmege & Lauren O’Mahony
Creativity and curriculum design ......................................................................................................................... 30

Carmela de Maio, Anibeth Desierto & Andrea Dodo-Balu
Supporting students in a foundation unit through embedding sessions and workshops ........................................ 30

Katalin Dobos & Helen Rogers
Science and engineering students' report re-writing process in foundation year units: Students' perceptions ...... 30

Yu Dong & Anthony Lucey
Relationships between student satisfaction and assessment grades in a first year engineering unit ....................... 31

Mark Drechsler
Moodle Analytics: Past, present and future .............................................................................................................. 31

Katie Dunworth, Helen Drury, Cynthia Kralik, Tim Moore & Denise Mulligan
Student English language development in Australia’s universities: Developing an institutional approach ........ 32

Susan Edgar
How do we engage male learners in higher education? ......................................................................................... 32

Ahmed El-Mowafy
Evaluation of peer assessment of fieldwork as an assessment and learning method ........................................... 32

Ahmed El-Mowafy, Michael Kuhn & Tony Snow
A blended learning approach in higher education: A case study from surveying education .................................. 33

Sarah Etherington
Looking beyond the laboratory: The development of a global perspective in a content driven biology unit ......... 33

Teaching & Learning Forum 2013 – Design, develop, evaluate: The core of the learning environment
Ray Fells & Shannon Johnston  
Reflecting on a new educational approach to developing skills of reflection in action in a masters unit .............. 34  
Catherine Ferguson & Lisa Duffy  
Attributes of quality teachers in higher education: Developing a new taxonomy (55 Minute Workshop) .............. 34  
Sonia Ferns, Calvin Smith & Leoni Russell  
Development of employability capability across a degree program: Validating work integrated learning .............. 35  
Siobhan Finn  
Teaching language and culture through film ............................................................................................................. 35  
Kim Flintoff, Jacqui Kelly, Judy Schrape & Kuki Singh  
Engaging students with learning technologies: A reflection on the process .......................................................... 36  
Sue Frye, Georgina Frye, Jan Meyer, Mel Ziman, Kathy Sanders & Julie Hill  
Formative and summative assessment in Human Biology: Reflecting on test performance and feedback .............. 36  
Stephanie Gilles  
Taking the broader view of student outcomes: Lessons from VET sector evaluation ........................................... 36  
Joginder Kaur Gill & Zed Rengel  
Designing an online lecture in the discipline of Soil Science .................................................................................. 37  
Hayley Goullee & Kimberly Roehrig  
Guided conversations: A new online teaching module brings cancer education to a greater cohort of learners ...... 37  
Zarinah Hamid, Mior Nasir & Mior Nazri  
The inclination of information and communication technology students towards entrepreneurship ....................... 38  
Phil Hancock, Gillian Dale-Jones & Keith Willey  
Impact of collaborative peer and self assessment on students’ judgment and written communication .................. 38  
Grant Harris  
ACODE benchmarks ARMS Module ...................................................................................................................... 38  
Sandra Hesterman & Dani Boase-Jelinek  
Designing, developing and evaluating authentic online educational assessment .................................................. 39  
Gregory S.C. Hine  
The importance of action research in teacher education programs ......................................................................... 39  
David Holloway & Donell Holloway  
Massive open online courses: A real threat to university learning and teaching? .................................................... 40  
Leah Irving & Julie Hoffman  
Location based augmented reality: Towards Indigenous cultural sustainability ...................................................... 40  
Mark Israel  
What is the point? Building careers after a National Teaching Award .................................................................. 40  
Alison Jaquet & Elaine Lopes  
Broadening participation: Fairer pathways to UWA? ............................................................................................... 41  
Elizabeth Johnson  
Changing the Game: The ACDS National Centre for Teaching and Learning for Science and Mathematics ....... 41  
Shannon Johnston, Silvia Dewiyan, Martin Hill, Rob Phillips & Susan Stoney  
Is the captured lecture the death of good, innovative, flexible pedagogical practice? (55 Minute Symposium) ...... 42  
Ranjna Kapoor  
Promoting student engagement with feedback for report writing in first year engineering ................................ 42  
Robert Kennelly & Lee Partridge  
Making time at Teaching and Learning Forum 2013 to talk about teaching and learning (55 Minute Workshop) .... 43  
Steve Klomp & Megan Paull  
Involving our peers in developing our teaching (55 Minute Symposium) .............................................................. 44  
Ann Kosovich, Dimitry Wehr & Raeline Tiffin  
Reflecting on the academic in the flipped classroom space (55 Minute Symposium) ............................................ 44  
David Lamb  
Student engagement: What is it and how well are we doing it? .......................................................................... 45  
Roselynn Lang & Keith McNaught  
Embedding reflective writing in a Business Internship unit .................................................................................. 45  
Abigail Lewis  
Speech pathology students’ responses to e-portfolios ............................................................................................. 45  
Nancy Longnecker, Joanne Castelli & Mzamose Gondwe  
Is lecture attendance and participation in large first year classes a lost cause? ..................................................... 46  
Alexandra Ludewig & Iris Ludewig-Rohwer  
Does web based role play establish a high quality learning environment? Design versus evaluation .................. 46  
Sally Male & Dawn Bennett  
Engineering students’ identities and motivation ..................................................................................................... 47  
Sally Male & Robin King  
Enhancing industry engagement in engineering degrees ....................................................................................... 47  
Ellen McGuckin  
The value of international experiences for medical students as perceived by medical students and clinical staff .... 48  
Keith McNaught & Gerard Hoyne  
Testing program reveals deficient mathematics for health science students commencing university ................ 48  
Keith McNaught & Jane Mangano  
When PELA results are dismissed: Addressing the implications of students’ inaccurate perceptions of skill levels .... 49  
Jenna Mead & Tracy Fryane  
The developing narrative of the BPhil (Hons) online Centre for Undergraduate Research and design of its Moodle unit .. 49  
Nicki Mitchell, Maggie Triska, Nancy Longnecker & Richard Weatherill  
Increasing environmental engagement through the use of a citizen science program in undergraduate biology ...... 49  

Teaching & Learning Forum 2013 – Design, develop, evaluate: The core of the learning environment 9
Managing ambiguity: A critical reflection on a truly global learning experience ........................................ 52
Fernando F. Padró & Anita Frederiks
Evaluating the impact of the learning centre on student learning and satisfaction ........................................ 52
Jenni Parker, Dorit Maor & Jan Herrington
Under the hood: How an authentic online course was designed, delivered and evaluated ................................ 53
Raphael Pereira
Developing and evaluating a voluntary peer learning support program: A case study .................................... 53
Rob Phillips, Kate Makowiecka, Jenni Parker, Martin Cake & Chris Creagh
Embedding Open Education at universities: Issues to resolve ..................................................................... 54
Rob Phillips, Clare McLaren & John Dakin
Principles and standards for modern learning space design ..................................................................... 55
Coralie Rendalls
Weaving a teaching and learning tapestry: Using the power of the humble hyperlink in Moodle .................... 55
Lyne Diane Roberts, Lauren J. Breen & Maxine Symes
Teaching computer assisted qualitative data analysis to a large cohort of undergraduate students: An evaluation .... 55
Ken Robinson & Jacqui Patten
E-portfolios and transformative learning .................................................................................................... 55
Kim Scott, Dawn Bessarab, Marion Kickett, Simon Forrest, Julie Hoffman, Angela Durey, Kate Taylor, Karen Reys, Judy Katzenellenbogen & Sue Jones
Working together: Indigenous and non-Indigenous health educators as intercultural leaders for change .......... 56
Rodena H. Scott & Eddie van Etten
Environmental and conservation volunteering as workplace integrated learning ........................................ 56
Elizabeth Sekararum
Developing tertiary multiculturalism: Integrating the performance arts through embodied teaching and learning ... 57
Tushar Kanti Sen
Industry visit beneficial for student’s learning in Process Instrumentation and Control unit ............................ 57
Manjula Sharma, Will Rifkin, Marjan Zadnik, Vicky Tzioumis, Stephanie Beames, et al
Action learning projects to build leadership capacity and communities of practice: SaMnet update ................ 58
Natalie Skead & Kate Bondett
Storytelling, the student experience and a smart phone .................................................................. 58
Dorothy Spiller & Trudy Harris
Learning from evaluations: Probing the reality ............................................................................................ 59
Dorothy Spiller & Trudy Harris
Making it real: Pathways from student evaluations to professional development (55 Minute Workshop) ........... 59
Michael Stein
Supervising international student group projects in Asia: Towards intercultural engagement ....................... 60
Teh Eng Choo (Elaine) & Megan Paul
Reducing the prevalence of plagiarism: A model for staff, students and universities .................................. 60
Rhondda Tilbrook
Does the unit development process work? .............................................................................................. 60
David Tripp
Improving teaching and learning through action learning (55 Minute Workshop) ........................................ 61
Iris Vardi
The impact of feedback on students’ written assignments ........................................................................ 61
Patrick Yu
The rise of online education and its potential impact on international student inflow to Australian universities ..... 61
Rashmi Watson
Engaging and supporting academic staff with teaching ........................................................................... 62
Ramon Wenzel
The MOOC disruption: What are massive open online courses and why you should care? ......................... 62
Katharina Wolf & Catherine Archer
The key to productive online collaboration: Students’ perspective on effective teamwork tools ...................... 63
Katharina Wolf & Catherine Archer
Managing ambiguity: A critical reflection on a truly global learning experience ........................................ 63
Review panel

We thank the members of our Review Panel for the considerable amount of time devoted to reading submissions and preparing formative feedback for authors. Some members of our panel received an allocation of zero papers to review, but we thank them anyhow for making themselves available!

Ashley Aitken
Selma Alliex
Joanna Ashton
Bashir Samsam Shariat
Dawn Bennett
Yvonne Button
Donella Caspersz
Leitha Delves
Renae Desai
Chensong Dong
Lisa Duffy
Katie Dunworth
Ahmed El-Mowafy
Ray Fells
Sonia Ferns
Kim Flintoff
Patrick Halloran
Phil Hancock
Allen G. Harbaugh
Christine Howitt
Shannon Johnston
Su-Ann Koh
David Lamb
Jenny Lane
Rocco Loiacono
Sally Male
Kenn Martin
Pamela Martin-Lynch

Curtin University
Notre Dame Australia
Edith Cowan University
The University of WA
Curtin University
The University of WA
Edith Cowan University
Curtin University
Curtin University
Edith Cowan University
Curtin University
The University of WA
Curtin University
Curtin University
University of WA
Murdock University
The University of WA
The University of WA
The University of WA
The University of WA
The University of WA
Murdock University

Keith McNaught
Jenni McNaught
Greg Parry
Lee Partridge
Megan Paul
Coral Pepper
Tim Pitman
Lynne Quatermaine
Judy Schrpe
Rowena H. Scott
Gina Sjepcevich
Tara Smith
Tania Stasinska
Sue Stoney
Katrina Stratton
Michelle Striepe
B-K Tan
Sandy Thomson
Brian von Konsky
Shelley Yeo
Roger Atkinson
Anne Coffey
Sarah Etherington
Bethanie Gouldthorp
Angus Morrison-Saunders
Chenicheri Sid. Nair
Megan Paul

University of Notre Dame
Murdock University
Edith Cowan University
The University of WA
Murdock University
Edith Cowan University
The University of WA
Curtin University
Curtin University
Edith Cowan University
The University of WA
Edith Cowan University
The University of WA
Edith Cowan University
The University of WA
Curtin University
Murdock University
Curtin University
Curtin University
Consultant
Notre Dame University
Murdock University
Murdock University
Murdock University
University of WA
Murdock University