

# Teaching and learning uncapped

24th Annual Teaching and Learning Forum  
The University of Western Australia, 29 - 30 January, 2015  
<http://wand.edu.au/course/view.php?id=21>

## Program and Abstracts

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Program booklet prepared by Clare McBeath and Roger Atkinson.

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## Forum host



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## Organising committee

Denise Chalmers (Chair)	The University of Western Australia
Sid Nair (Program Chair)	The University of Western Australia
Rebecca Stuart-Coombe (Executive Officer)	The University of Western Australia
Anne Coffey	Notre Dame University
Pamela Martin-Lynch	Murdoch University
Cathy Moore	Edith Cowan University
Coral Pepper	Curtin University
Clare McBeath	Honorary consultant
Roger Atkinson	Honorary consultant

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## Blackboard Sundowner

**The University Club outdoor bar, 5.30 pm, Thursday 29 January**

Join your colleagues for an informal gathering at the University Club outdoor bar. This is a great opportunity to catch up with colleagues and friends so please come along. A drink and finger food will be provided by the Forum Committee.

The Sundowner will commence immediately following the final parallel sessions.

# Welcome

On behalf of the Teaching and Learning Forum organising committee, I take great pleasure in welcoming you all to the 24th Annual Teaching & Learning Forum. It is anticipated that the 2015 Forum will continue the tradition of promoting educational excellence with robust discussion and debate. Your presence and participation signifies the importance you place on quality teaching and learning in higher education and the role you play in advancing educational excellence. Many of you have attended previous forums as it has become part of the Western Australian universities' culture and vibrant learning community.

Our theme this year of "Teaching and Learning Uncapped" reflects the changing nature of higher education. The Forum encourages conversations on teaching and learning, but with an emphasis on the theme to reflect the implications of the national political and social agendas, as well as the possibilities afforded by educational technologies and innovative teaching and learning practices. The importance of such conversations at the local, national and international level is heightened not only by global and local competition, but the innovative ways by which courses are delivered to students across the globe. It is therefore imperative for teachers to uncap their classrooms and their teaching to embrace the opportunities and challenges that face us with a future of uncapped student numbers and fees. The forum presentations are intended to provoke debate and discussion about how we, as individuals and as disciplines and institutions, are responding to the changing context of teaching and learning.

I would like to thank the Forum Organising Committee for their tireless efforts and commitment to the Teaching and Learning Forum for 2015. On behalf of the committee, I would particularly like to thank Clare McBeath and Roger Atkinson for their work managing all the submissions, reviews and the program publication process- we could not have done it without them and are so very grateful for their continued support of the Forum.

To our sponsors, we greatly value your contributions to this year's forum and look forward to your contribution to the 2015 program. The Western Australian Network and Dissemination (WAND) gratefully acknowledge the ongoing support of the Office of Learning and Teaching (OLT).

**Denise Chalmers**  
Chair

# Editorial

Tables 1 and 2 present our usual summary of numbers of submissions and outcomes for the TL Forum, and a ten year overview.

**Table 1: Summary of TL Forum 2015 numbers of submissions and outcomes**

Category (a)	Submitted	Accepted	Rejected	Offered	Withdrawn	Net outcome
Ref research	6	5	1 (b)	5	0	5
Ref prof prac	4	3	1 (c)	4 (d)	0	4
Abstract only	116	116	0	124 (e)	6	118
Workshop	11	5	6 (c)	5	0	5

a. See <http://wand.edu.au/mod/resource/view.php?id=133> for definitions of the categories of submissions. Refereed papers, both categories, and all abstracts are published online at the *TL Forum Proceedings* website, <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>  
b. Offered full publication in category Ref prof prac  
c. Offered abstract only publication (and 25 min presentation)  
d. Includes 1 that was declined in the category Ref research  
e. Includes 1 sponsor presentation, 1 from Ref prof prac declined, and 6 from Workshop declined  
For TL Forums 2005-2014 numbers of submissions and outcomes, see similar tables in the 2005-2014 'Welcome and Editorial' pages, accessible via <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>  
Compiler: Roger Atkinson. Date: 21 Jan 2015.

TL Forum 2015 has sustained the "high" attained in 2014, which is pleasing, though for 2015 we had to "stretch" the timetable to accommodate 140 x 30 minute timeslots, seven in parallel, compared with 2014's use of 133 x 30 minutes, also with seven in parallel. This reflects a keen desire for *presenting* to be *uncapped*.

**Table 2: TL Forums 2006-2015 submissions and outcomes summary (a)**

Year	Research			Professional practice			Abs only submitted	Total all subs(c)	Total offers	W (d)
	Submitted	Accepted	Offer PP	Submitted	Accepted	Total(b)				
2015	6	5	1	4	3	4	117	138	138	6
2014	15	6	1	6	6	7	104	134	130	4
2013	18	13	1	5	5	6	75	112	108	5
2012	13	10	0	7	7	7	53	87	87	5
2011	15	7	3	10	7	10	72	107	106	4
2010	24	12	4	11	5	9	55	94	92	13
2009	26	7	3	13	4	7	67	110	107	12
2008	20	10	3	7	5	8	59	92	90	7
2007	18	10	4	12	8	12	37	73	68	2
2006	31	12	7	13	6	13	62	112	103	11

a. Data sources: <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2015/editorial.html>, and similar files for 2006-2014.  
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.

The decline in the number of full papers submitted for peer review in the research and professional practice categories continued markedly for TLF 2015. This is expected, owing to changes in recent years in the Australian Government's policies and requirements concerning the reporting of research publications. These changes have pushed academics' publishing towards journals and away from conference proceedings, and towards a narrower, research focused concept of academic writing [1, 2] and thus away from the wide range of academic writing that TL Forum has encouraged. As we put forward at TL Forum 2005 under the theme *The Reflective Practitioner* [3]:

For TL Forum 2005 we sought to place some extra emphasis upon a particular aspect of reflecting, namely writing. The purpose has been eloquently summarised by Richard Winter:

...writing up a report is an act of learning and in this sense, we write for ourselves so that, when we read what we have written, we find out what, in the end, we have learned. [4]

However, whilst *writing as an act of learning* may be waning in TL Forum, *presenting as act of learning* has been sustained, rather well (Tables 2 and 3). Furthermore, TL Forum now makes a modest contribution to *uncapping* academic writing on the scholarship of teaching and learning, through special issues of journals, firstly with IIER in 2013 [5], and secondly a planned special issue of JUTLP for mid-2015 [6].

**Table 3: TL Forums 2006-2015 - relating submissions to numbers of staff**

Forum year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Total no. submissions (a)	112	73	92	110	94	107	87	112	134	138
FTE Staff WA unis (b)	9,523	9,798	9,831	9,040	10,845	11,990	11,422	12,144	12,118	12,339
Subs per 100 FTE (c)	1.18	0.75	0.94	1.22	0.87	0.89	0.76	0.92	1.11	1.12

a. Total number of submissions: Data from Table 2.  
b. Full time equivalent staff in WA universities: Data from the Australian Government's *Higher Education Statistics* publications, accessed via <http://education.gov.au/staff-data>. As the Forums have been held at the beginning of each year, staff numbers cited in this row are for the previous year (when the work was done!), e.g. in the 2015 column the number of FTE staff is from the Government's 2014 data tables.  
c. The average over 10 years is 0.98 TL Forum submissions per 100 FTE staff.

## Roger Atkinson and Clare McBeath

TL Forum Proceedings Editors

1. Australian Research Council (2015). *ERA 2015 submission guidelines*. Canberra: ARC. <http://www.arc.gov.au/pdf/ERA15/ERA%202015%20Submission%20Guidelines.pdf>
2. Department of Education and Training (2015). *Higher Education Research Data Collection: Draft 2015 HERDC Specifications*. <http://docs.education.gov.au/node/36749> (file draft2015herdc specifications.docx)
3. TL Forum (2005). *Welcome from the TL Forum Committees*. <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2005/editorial.html>
4. Winter, R. (1996). Some principles and procedures for the conduct of action research. In O. Zuber-Skerritt (Ed), *New directions for action research*. London: Farmer.
5. Atkinson, R., McBeath, C., Coffey, A., Etherington, S., Martin-Lynch, P., Moore, C., Morrison-Saunders, A., Nair, S., Paull, M. & Phillips, R. (2013). Editorial 23(2): Special issue: Teaching and learning in higher education: Western Australia's TL Forum. *Issues In Educational Research*, 23(2), ii-viii. <http://www.iier.org.au/iier23/editorial23-2.html>
6. Invitation to contribute to a Special Issue of the *Journal of University Teaching and Learning Practice* (JUTLP). Email from TLF Committee all prospective registrants, 7 November 2014.

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*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!*

Dawn Bennett	Curtin University
Mara Blosfelds	Curtin University
Hui Jun Chih	Curtin University
Gillian Colclough	Curtin University
Chris Creagh	Murdoch University
Lisa Duffy	Edith Cowan University
Susan Edgar	Notre Dame University Australia
Sonia Ferns	Curtin University
Kim Flintoff	Curtin University
Natalie Gasson	Curtin University
David Gibson	Curtin University
Antonia Girardi	Murdoch University
Patrick Halloran	Curtin University
Courtenay Harris	Curtin University
Gregory S.C. Hine	Notre Dame University Australia
Gerard Hoyne	Notre Dame University Australia
Jeya Chandra Malar Jayaprakash	Curtin University
Ranjna Kapoor	Curtin University
Susan Main	Edith Cowan University
Pamela Martin-Lynch	Murdoch University
Leanne McRae	IBT
Val Morey	Curtin University
Erasmus K. Norviewu-Mortty	Edith Cowan University
Carol Piercey	Notre Dame University Australia
Lynne Roberts	Curtin University
Kimberley Roehrig	The University of WA
Dino Spagnoli	The University of WA
Michael Stein	Edith Cowan University
Katrina Strampel	Edith Cowan University