Purveyors of fine learning since 1992

25th Annual Teaching and Learning Forum
Curtin University, Building 501, 28 - 29 January, 2016

Program and Abstracts

Contents

Host, Committee and Sundowner 2
Welcome 3
Editorial 4
List of presentations 5
Review panel 9
Program Thursday 28 January 10
Program Friday 29 January 12
Keynote speakers 14
HERDSA 16
Abstracts 17
Wireless Internet access 63

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Organising committee

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Mrs Rebecca Stuart-Coombe  The University of Western Australia
Dr Clare McBeath  Honorary consultant
Dr Roger Atkinson  Honorary consultant

Sundowner

The Balcony Level 3 Building 501
Thursday 28 January 5.30 pm

Join your colleagues for an informal gathering on level 3. 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.

Please note that photos will be taken during the Forum and may be put on the TLF 2016 website as part of the record of the Forum. If people have any objection to their photos being used in this way they need to ensure that they contact a committee member at the Forum to make their wishes known.
Welcome

It is with great pleasure that we welcome you to the 25th Annual Teaching and Learning Forum held at Curtin University. Over the past 25 years, the forum has gathered a committed group of advocates to debate, provoke and discuss the importance of teaching and learning in a changing context of higher education. It is rather fitting that our silver anniversary of the Forum is held at Curtin, the very place it started in 1992.

We anticipate the 2016 Forum will continue the tradition of robust discussion and debate through quality sessions and your presence signifies the role you play in advancing educational excellence. This year the theme of *Purveyors of fine learning since 1992* encourages reflection on our past forums, acknowledgement of the outstanding work being done in this space and the future state of the ever changing nature of higher education. The *Collins English Dictionary* defines a purveyor as "a person or group that spreads, repeats or sells". Over our engagement in the T&L Forum for 25 years, it is clear to see that we have repeatedly “purveyed” our knowledge of learning and teaching and encouraged critical conversations, including the implications of current national political agendas and possibilities afforded by educational technologies and innovation to enhance student learning. This forum will continue to provide the stage for us to further ‘purvey’ our response to the changing context of teaching and learning.

I would personally like to thank the Forum Organising Committee for their dedication, commitment and expertise which is critical when preparing for such an event. We are very grateful for your contribution. On behalf of the committee, I would particularly like to thank Dr Clare McBeath and Dr Roger Atkinson. Their proficiency in managing the submissions, reviews and program publication is outstanding and without their aptness in this field, we could not have produced such a well organised event. Thank you Clare and Roger for your continued support of the Forum. The WA teaching and learning community is extremely privileged to be the beneficiary of your work in this area.

Tania Broadley
TLF 2016 Chair

Editorial

Tables 1 and 2 present our usual summary of numbers of submissions and outcomes for the TL Forum, and a twelve year overview. At this point, we could pause, and wait for someone in the front row of an imaginary presentation venue to interject with some pertinent and perhaps rather obvious questions, 'Why twelve years? Isn't that data overkill?' Pause ... to indicate a thoughtful consideration of a good question, and reflection upon one possible implication, namely that perhaps the notion of ‘data overkill’ could be a legitimate kind of criticism applicable to much of the contemporary publishing of educational research.

Table 1: Summary of TL Forum 2016 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</th>
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<tr>
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<tr>
<td>Workshop</td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>


Compiler: Roger Atkinson. Date: 30 Jan 2016.
Then a considered answer, "In brief, no". Whilst listing 12 years in Table 2 is partly because that's the period for which we have detailed records, it is also a period of stability in publication formats (abstract only; refereed full paper research; and refereed full paper professional practice) and presentation formats (25 minute paper; 55 minute workshop). So there is comparability over an extended period, and Table 2 is partly to draw attention to TL Forum's longevity and sustainability, though it records only one half of TLF's twenty-five years..

### Table 2: TL Forums 2006-2016 submissions and outcomes summary (a)

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Submitted</th>
<th>Research Accepted</th>
<th>Offer PP</th>
<th>Professional practice Submitted</th>
<th>Professional practice Accepted</th>
<th>Total(b)</th>
<th>Abs only submitted</th>
<th>Total all subs(c)</th>
<th>Total offers</th>
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<tbody>
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<td>16</td>
<td>54</td>
<td>89</td>
<td>85</td>
<td>10</td>
</tr>
</tbody>
</table>


b. Total for PP includes submissions in the Research category that were offered publication in PP.

c. Submissions includes all categories: Research, Professional practice, Abstract only publication and Workshops.

d. W is the number of post-acceptance withdrawals (or cancellations), all categories.

However, the notion of 'data overkill' may warrant a digression to explore its relevance. Whilst the term could relate to presentation of data within an individual article, more importantly it could relate to the processes of editorial selection or rejection of articles for publication in journals and conference proceedings. Very often these processes invoke the criterion of 'novelty', or 'new knowledge', or 'originality', but in academic publishing of educational research (and many other fields) there is a flood of data presented in tables, figures and qualitative observation records. Much new and often unique data is being presented, but often not leading to novel and original insights. Hence many, or even most journals have high rejection rates, and many conferences do not accept all submissions.

In contrast, TL Forum has sustained a very high acceptance rate for over a decade (Table 2), though the composition of the acceptances has changed, with numbers of full papers declining and 'abstract only' increasing. Is TLF thereby contributing to this kind of 'data overkill'? Some commentators use the term 'information overload', and some individuals use very grumpy terms such as 'digital effluent'! Is there a risk that TL Forum may be perceived from such a perspective? We feel that is unlikely. The Forum has broader purposes, as discussed at length in the editorials for two special issues of journals that arose from TL Forums 2013 and 2015 cited below. TL Forum not simply a flow of information, it is more appropriately characterised as a flow of scholarly practice enabling "a committed group of advocates to debate, provoke and discuss the importance of teaching and learning in a changing context of higher education", as Tania Broadley states above.

**Roger Atkinson and Clare McBeath**

TL Forum Proceedings Editors

**References**

http://ro.uow.edu.au/jutlp/vol12/iss4/1

List of presentations

Clare Alderson, Ez Fewings & Sev Lee  
*Carpe Diem: Seize the day and transform learning (Workshop)* ................................................................. 17

Peter Allen, Lynne Roberts, Frank Baughman, Adam Rock, Dirk Van Rooy, Natalie Loxton & James Finlay  
*StatHand: A mobile application supporting students’ statistical decision making* .......................................... 17

Matthew Ambrose, Di Gardiner & David Gibson  
Self-organising map analysis of university student retention ........................................................................... 18

Glenn Anderson & Sarah Timbs  
Assessing and developing English Language Proficiency: A pilot project at Curtin University Sydney ............... 18

Ajanthy Arulpragasam & Melissa Davis  
Benchmarking syllabus and assessment of an interprofessional first year human biology unit: Too hard, too easy, just right? .................................................. 18

Katherine Ashe, Pip Munckton & Robyn Creagh  
*Architecture it grows: Reflections on a work integrated research and learning landscape (WIRLL)* ................. 19

Courtney Babb  
An integrated workshop program to develop students’ skills in participatory urban planning ......................... 19

Melanie Baker & Jacqui Patten  
Engaging the student to engage using an Interactive Learning Activity .......................................................... 19

Kristen Barker, Andrew Cotterell & Linley Lord  
Bringing experience into the classroom: Facilitating experiential learning activities (Workshop) ....................... 20

Siri Barrett-Lennard  
Ghost writing and ghost busting: Essay mills, assignment acquisition and contract cheating ........................... 20

Katherine Bathgate & Haelee Fenton  
Utilising SPARKPLUS for the assessment of interprofessional capabilities of second and third year Health Science students .................................................................................. 21

Dawn Bennett & Sonia Ferns  
International students and the challenges of work placement: a workshop for academic staff (Workshop) ........... 21

Dawn Bennett, Rachel Sheffield & Susan Blackley  
[CANCELLED] A hands-on workshop for the design and implementation of digital portfolios that enhance employability (Workshop) ................................................................. 22

Jemma Berry  
Teaching students the value of laboratory safety, both while studying and in the workforce ............................... 23

Lauren Breen, Frank Baughman, Mara Blosfelds, Natalie Gasson & Lynne Roberts  
Promoting student engagement and employability through a skills-based psychology curriculum ......................... 23

Diane Bunney  
Facilitating the transition to postgraduate studies: Applying the lessons from the *First Year Experience* .......... 23

Philip Burcham  
Taking pharmacology to the masses with e-learning tools and strategies ......................................................... 24

Natalia Carvalho  
How can we improve second and third year students understanding of electromagnetism? ............................ 24

Kevin Chai & David Gibson  
Predicting the risk of attrition for undergraduate students with time based modelling ........................................ 25

Denise Chalmers  
Peer review of teaching: Who determines the process, criteria and standards? ................................................ 25

Hui Jun Chih & Claire Hulcup  
Using preparatory materials to facilitate fine learning and transition of postgraduate coursework students ........ 25

Geoff Coates  
Short videos to support maths and stats learning .................................................................................................. 26

Andrew Cotterell, Linley Lord & Catherine Gresham  
Getting lost in translation? A map for contextualising and participating in an international study ....................... 26

Sky Croeser  
Addressing online harassment through feminist pedagogies .............................................................................. 27

Julianne Crowley, Arpna Dhar & Georgina Fyfe  
Is co-teaching just load-sharing or can it provide opportunity for peer review? ................................................ 27

Trevor Cullen & Ruth Callaghan  
Local community engagement: A pilot project that promotes better understanding of diseases ......................... 27

Rick Cummings, Heather Snigiel & Craig Whitsed  
Rethinking effective teaching in higher education ............................................................................................... 28

Melissa Davis & Connie Price  
Plagiarism is not a ‘black and white’ issue .............................................................................................................. 28

Denise D’Cruz & Kristy Goodchild  
Engaging students with industry and community to enhance employability ...................................................... 28

Dianne Dennis, Anne Furness, Tracy Redwood, Leo Ng & David Sainsbury  
Introducing simulation learning activities to undergraduate musculoskeletal physiotherapy course curricula .......... 29

Kathryn Dixon & Sonija Kuzich  
Enhancing quality learning in higher education through peer review of teaching ............................................... 39

Toni Dobinson & Tetiana Bogachenko  
*lectures* (podcasts) as a learning tool in universities: Experiences of students and lecturers at Curtin University .. 30
Megan Ellyard, Caitlin Wywroll & Katherine Sanders
Teaching scientific inquiry in human reproductive biology through use of animal models: In vivo vs video.............. 30

Jody Fenn
The Learning Design Canvas............................................................................................................................................... 31

Sonia Ferns, Leoni Russell, Judie Kay & Judith Smith
Student participation and progress: Capacity building for industry and community partners ................................................ 31

Sonia Ferns, Karsten Zegwaard, Norah McRae, Judie Kay, Katharine Hoskyn & Kristina Johansson
Professional development for work integrated learning practitioners: A global perspective.............................................. 32

Sam Field & David Gibson
Transforming Curtin’s information technology with advanced analytics ........................................................................... 32

Christopher Fisher, Toni Hannelly & Francene Leaversuch
Applying excellence standards of online education to online learning and student engagement ...................................... 33

Kim Flintoff & Jennifer Howell
Considerations for teaching the transmedial learner ............................................................................................................. 33

Kim Flintoff & Leah Irving
Games and gamification for university outreach .................................................................................................................. 33

Kim Flintoff, Romana Martin & Tania Broadley
Pedagogy in creative disciplines: Considerations for learning space design ................................................................. 34

Anna Gadd
Two birds with one stone: Using Pecha Kucha presentations in the assessment and teaching of a Translation Studies unit ................................................................................................................................. 34

David Gibson, Tania Broadley & Jill Downie
Blended learning in a converged model of university transformation .............................................................................. 35

David Gibson, Kathryn Coleman & Leah Irving
Badging learning journeys in higher education: Designing digital pathways for learning, motivation and assessment ...... 35

David Gozzard & Marjan Zadnik
Analysis of student responses and participation in observation diaries for introductory astronomy .................................. 35

Kathryn Greenhill
SMART BHAGS: Reflective goal setting in assessment ....................................................................................................... 36

Meriel Griffiths
Addressing academic ‘culture shock’: Bridging the distance with international students................................................. 36

Andrzej Gwizdalski
Blog your way to digital mobility in teaching and learning (Workshop) ......................................................................... 36

Andrzej Gwizdalski
Designing successful blogging assignments ......................................................................................................................... 37

Andrzej Gwizdalski
(When) will digital videos replace the written assignment? ................................................................................................. 37

Stephanie Hampson
Enhancing the cultural capacity of staff and students in the creative arts ......................................................................... 38

Vanessa Hayes
Use of QR Codes to enhance student preparation, participation and learning in Anatomy and Human Biology .......... 38

Claire Hulcup
Engaging a diverse cohort: Strategies employed in a mathematics enabling unit .............................................................. 38

Ranjna Kapoor, Kristofer K McKee, Mary Jane O’Callaghan & Rohan Karpe
Using origami to demonstrate effectiveness of the peer, self, tutor feedback cycle (Workshop) ..................................... 39

Alison Kelly, Mara Bloisfelds, Ravani Duggan & Anne Furness
Promoting quality assurance by benchmarking online units ................................................................................................. 40

Tanis Kelly, Tracy Redwood, Anne Furness, John Owens & Leo Ng
Authentic learning activities that guide students through the clinical reasoning process ...................................................... 40

R. Nazim Khan
Attendance: The mismatch between academics and students. Who is right? ......................................................................... 40

Sally Kifit
Tertiary educators as purveyors of fine learning: What have we learnt? (Keynote address) .............................................. 41

Ming Koh & Kathy Lawson
How do students from the UniReady enabling course and those from a traditional pathway compare? .......................... 41

Kerri-Lee Krause
Universities in the 21st century: What are we really purveying? (Keynote address) ............................................................... 41

Shane Lavery & Anne Coffey
Service-learning: Promoting the development of the graduate professional standards in pre-service secondary teachers ........................................................................................................................................... 41

Megan Le Clus, Katie Turton & Alan Crake
Identifying the ‘Big Five’ teaching and learning issues in the School of Management, Curtin Business School .............. 42

Abigail Lewis & Katrina Strampel
Intentionally designing employability across a course using e-portfolios ........................................................................... 42

Joanne Liscandro & Angela Jones
It’s all in the mindset: Enabling resilience in educationally disadvantaged learners transitioning to university .......... 42

Linley Lord, Andrew Cotterell, Kara-Jane Lombard & Catherine Gresham
Why can’t we all just get along? Making group work more meaningful ............................................................................. 43
Jeremy Lu
Using collaborative tools for student centric learning and critical thinking (Workshop) ..................................43

Sally Male, Caroline Baillie, Phil Hancock, Cara MacNish & Jeremy Leggce
Drivers and barriers to intensive mode teaching ..........................................................44

Sally Male, Caroline Baillie, Phil Hancock, Cara MacNish & Jeremy Leggce
Key strategies to enhance students’ experiences of threshold capability development with intensive mode teaching (Workshop) ..........................................................44

Jaci Mason & Pam McCrorie
Capstone principles: School of Nursing, Midwifery and Paramedicine ........................................45

Paul Mercieca, Toni Dobinson & Sarah Kent
Crafting feedback on academic writing for university students who have already met English language competency requirements ..................................................................................46

Karen Miller, Matthew Robinson & Daniel Piczak
“All the things”: Developing a Maker community in the academic library (Workshop) .........................46

Karen Miller & Lynne Vautier
Listening, Learning and Leading: Transforming Curtin students’ library experience ..........................47

Philip Molin
A/R/Tography: Balancing the conflicting interests of artist, researcher and teacher in a simulated WIL environment ........................................................................................................47

Claire Morrisby, Annalise O’Callaghan & Helen Flavell
Flipped in first year: Are we ready for it? ..................................................................................48

Claire Mueller & Amanda Smith
Please ‘like’ me: Facilitating peer learning on Facebook ......................................................................48

Curtise K.C. Ng, Sharon Maresse, Rosemary Thompson & Anna Graves
Development of a framework for assessment of simulated learning environments in medical radiation science: An early experience ..........................................................49

Adam Nicol & Elaine Lopes
Mapping success: UWA’s mature-age open access program ..................................................................49

Boon Lay Ong
Cloud and mobile technology in transitioning students into Year 1 Architecture .....................................49

Fiona O'Shea & Julie Hill
Increasing student participation rates in online pre-class activities: How big does your carrot need to be? 50

Jenni Parker
Authentic online community of learning workshop (Workshop) ..........................................................50

Lee Partridge
Learning to do scholarship of teaching and learning (SoTL): A taster of an online self-paced resource (Workshop) ........................................................................................................51

Narelle Patton
Visual spaces: Opening up possibilities to enhance practice-based education .........................................52

Megan Paull, Craig Whitsed & Antonia Girardi
Applying the Kirkpatrick model: Evaluating Interaction for Learning Framework curriculum interventions 52

Sanna Peden
Tim Tam diplomacy: The role of LACE in building intercultural connections at UWA .............................52

Raphael Pereira, Peter Allen & Ross Marriott
Modelling the impact of UniPASS attendance on student performance and retention: A three-year investigation ..53

Rob Phillips
Humanising online teaching ..................................................................................................................53

Michelle Quail, Kate Robinson, Kate Holmes, Peter Allen & Janet Beilby
The evaluation of a virtual patient to train communication skills in health science students .....................54

Linda Riebe, Antonia Girardi & Craig Whitsed
Teaching teamwork skills in Australian higher education Business disciplines .....................................54

Lynne D. Roberts, Vanessa Chang & David Gibson
Ethical considerations in adopting a university and system-wide approach to data and learning analytics ....54

Ainslie Robinson & Jenny Jongste
All I really need to know I learned in kindergarten: IT competency from the cradle to the stave ..................55

Linda Sheedy & Peter Green
Reading lists: A next generation solution ...............................................................................................55

Rachel Sheffield, Susan Blackley, Rebecca Walker, Nicoleta Maynard & Rekha Koul
The Makerspace: Linking science, mathematics, engineering and technology to improve pre-service teachers’ work readiness and create communities of practice ..................................................................56

Genevieve Simpson
Reflecting on the UWA Postgraduate Teaching Internship Scheme: Lessons learned and lessons worth learning ..56

Natalie Shead & Kate Offer
Learning law through a lens: Using visual media to support the development of communication skills in law ......57

Alejandra Speziali & Mary Boyce
Tales from the other side: Embedding English language literacy in discipline units (Workshop) ....................57

Michael Stein
Implementation and features of international classrooms: A condensed course for visiting Chinese scholars ....58

Miriam Sullivan
Gender biases in teacher evaluations ....................................................................................................59
Stella Tarrant & Laura D'Olimpio
Philosophy in the *Gender and the Law* classroom ................................................................. 59

Bridget Tombleson, Lydia Gallant & Katharina Wolf
Teaching the Gen Z and millennial tribe: From *Twitter* to *Snapchat*, *Periscope* and more, a *Transmedia* workshop (Workshop) .................................................................................................................................. 59

Bridget Tombleson, Lydia Gallant, Katharina Wolf, Catherine Archer & Renae Desai
Teaching millennials in a transmedia environment: Embedding technology skills in the curriculum............... 60

Stephen Turner & Antonia Girardi
Using a holding environment to develop social intelligence in an undergraduate human resource management subject.................................................................................................................. 60

Grady Venville
Meeting the challenge of a university-wide assessment policy in a comprehensive university.................. 61

Rebecca Walker, Janis Jansz & Joo Hwa Bay
Exploring the ergonomic factors in online students learning environments: A cross-faculty scholarship of teaching and learning project .............................................................................................................. 61

Katharina Wolf, Bridget Tombleson & Lydia Gallant
Preparing tomorrow’s industry leaders: An embedded approach to leadership skills in the communications curriculum........................................................................................................................................ 61
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!

Roger Atkinson
Kristen Barker
Katherine Bathgate
Donella Caspersz
Helen Correia
Rick Cummings
Susan Edgar
Catherine Ferguson
Gregory S.C. Hine
Abigail Lewis
Joanne Lisciaandro
Sally Male
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