

# Purveyors of fine learning since 1992

25th Annual Teaching and Learning Forum  
Curtin University, Building 501, 28 - 29 January, 2016  
<https://www.wand.edu.au/teaching-and-learning-forum-2016>

## Program and Abstracts

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Program booklet prepared by Clare McBeath and Roger Atkinson.

## Organising committee

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Curtin University  
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## 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**

Category (a)	Submitted	Accepted	Rejected	Offered	Withdrawn	Net outcome
Ref research	6	6	0	6	0	6
Ref prof prac	1	1	0	1	0	1
Abstract only	90	90	0	90	8	82
Workshop	13	13	0	13	1	12

a. See Call for papers at <https://www.wand.edu.au/teaching-and-learning-forum-2016> 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>  
For TL Forums 2005-2015 numbers of submissions and outcomes, see similar tables in the 2005-2015 'Welcome and Editorial' pages, accessible via <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>  
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)**

Year	Research			Professional practice			Abs only submitted	Total all subs(c)	Total offers	W (d)
	Submitted	Accepted	Offer PP	Submitted	Accepted	Total(b)				
2016	6	6	0	1	1	1	90	110	110	9
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
2005	18	12	1	17	15	16	54	89	85	10

a. Data sources: <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2016/editorial.html>, and similar files for 2005-2015.  
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*

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## 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!*

Roger Atkinson	Honorary Consultant
Kristen Barker	Curtin University
Katherine Bathgate	Curtin University
Donella Caspersz	The University of WA
Helen Correia	Murdoch University
Rick Cummings	Murdoch University
Susan Edgar	The University of Notre Dame, Australia
Catherine Ferguson	Edith Cowan University
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Greg Sweetman	The University of Notre Dame, Australia
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