

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

22nd Annual Teaching and Learning Forum
Murdoch University, 7 - 8 February, 2013
<http://wand.edu.au/course/view.php?id=9>

Program and abstracts

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Program booklet prepared by Clare McBeath and Roger Atkinson.

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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

Justine Burg	Caron Macneall
Roslyn (Rose) Carnes	Li Wei
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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

Category (a)	Submitted	Accepted	Rejected	Offered	Withdrawn(b)	Net outcome(b)
Ref research	18	13	5(b)	13	0	13
Ref prof prac	5	5	0	6	0	6
Abstract only	75	75	0	78	5	73
Workshop, Symp	14	11	3(c)	11	0	11

a. See <http://wand.edu.au/mod/page/view.php?id=44#cos> for definitions of the categories of submissions. Refereed papers, both categories, and all abstracts are published online at the *TL Forum Proceedings* website, http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf-pubs.cfm

b. Of the 5, one was offered (and accepted) Professional Practice publication.

c. All 3 offered (and accepted) Abstract only publication.

For TL Forums 2005-2012 numbers of submissions and outcomes, see similar tables in the 2005-2012 'Welcome' pages, accessible via http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf-pubs.cfm

Compiler: Roger Atkinson. Date: 30 Jan 2013.

Table 2: TL Forums 2005-2013 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)				
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	86	10

a. Data sources: http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf2013/editorial.html, and similar files for 2005-2012 Forums.

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

1. TL Forum (2012). Welcome and Editorial. In *Creating an inclusive learning environment: Engagement, equity, and retention. Proceedings of the 21st Annual Teaching Learning Forum, 2-3 February 2012. Perth: Murdoch University.* Perth: Murdoch University. http://otl.curtin.edu.au/professional_development/conferences/tlf/tlf2012/editorial.html
2. See *The Phrase Finder* <http://www.phrases.org.uk/meanings/80200.html> for an elaboration.
3. *Issues in Educational Research.* <http://www.iier.org.au/>
4. *Google Advanced Search.* http://www.google.com.au/advanced_search?hl=en

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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)

See the WA Branch website at

<http://our.murdoch.edu.au/Educational-Development/Scholarship-of-T-and-L/HERDSA-WA/>

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.

HERDSA web-page: <http://www.herdsa.org.au/>

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.

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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!

Ashley Aitken	<i>Curtin University</i>	Keith McNaught	<i>University of Notre Dame</i>
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