

Thursday 7 February 2013

8.30 – 9.00	Registration (Learning Link Building) Coffee/tea (Kim Beazley Lecture Theatre Foyer)						
9.00 – 10.20	Plenary Session (Kim Beazley Lecture Theatre) Welcome to Country Forum opening: Professor Ann Capling, Murdoch University DVC (Academic) Keynote address: Emeritus Professor Alan Robson, <i>Developing a standards framework for higher education</i> Sponsor address: Netspot Sponsor address: Unicredit						
10.30 – 10.55	Morning tea (Learning Link Building)						
Parallel session 1	LL 1.002/3	LL 1.004	LL 1.005	LL 2.002/3	LL 2.004/5	EH 1.001	EH 1.003
11.00 – 11.25	Patrick Vu The rise of online education and its impact on international student inflow to Australian universities	Dorothy Spiller & Trudy Harris Learning from evaluations: Probing the reality	Sally Male & Dawn Bennett Engineering students' identities and motivation	Rob Phillips, Kate Makowiecka et al Embedding Open Education at universities: Issues to resolve	Frank Bate & Carole Stekete Implementation of a hybrid mobile web learning environment in the health professions	Workshop Catherine Ferguson & Lisa Duffy Attributes of quality teachers in higher education: Developing a new taxonomy	Workshop David Tripp Improving teaching and learning through action learning
11.30 – 11.55	Christopher Barrett-Lennard Teacher perspectives on international students and international education	Rashmi Watson Engaging and supporting academic staff with teaching	Ahmed El-Mowafy, Michael Kuhn & Tony Snow A blended learning approach in higher education: A case study from surveying education	Stephanie Gilkes Taking the broader view of student outcomes: Lessons from VET sector evaluation	Jill Darby & Anne Polley <i>VoxPops</i> : Innovative teaching tools to engage health science students		
12.00 – 12.25	Ellen McGuckin The value of international experiences for medical students as perceived by medical students and clinical staff	Vaile Dawson & Marianne McLaughlin Developing educational research skills in early career academics	Ranjna Kapoor Promoting student engagement with feedback for report writing in first year engineering	Angus Morrison-Saunders & Julia Hobson Subject centred learning enables effective tertiary teaching	Susan Edgar How do we engage male learners in higher education?	Symposium Paul Alexander, Carmela Briguglio, Steve Johnson, Jane Pearce et al Embedding communication and literacy in the curriculum	Symposium Shannon Johnston, Silvia Dewiyanti, Martin Hill, Rob Phillips & Sue Stoney Is the captured lecture the death of good, innovative, flexible pedagogical practice?
12.30 – 12.55	Michael Stein Supervising international student group projects in Asia: Towards intercultural engagement	Teh Eng Choo (Elaine) & Megan Paull Reducing the prevalence of plagiarism: A model for staff, students and universities	Katalin Dobos & Helen Rogers Science and engineering students' report re-writing process in foundation year units: Students' perceptions	Roslyn (Rose) Carnes Getting things "white": The need for non-Indigenous cultural self awareness	Hayley Goullée & Kimberley Roehrig Guided conversations: A new online teaching module brings cancer education to a greater cohort of learners		
1.00 – 1.55	Lunch (Learning Link Building)						
1.15 – 1.55	HERDSA WA Annual General Meeting (LL 1.005)						

Parallel session 2	LL 1.002/3	LL 1.004	LL 1.005	LL 2.002/3	LL 2.004/5	EH 1.001	EH 1.003
2.00 – 2.25	Raphael Pereira Developing and evaluating a voluntary peer learning support program: A case study	Sonia Ferns, Calvin Smith & Leoni Russell Development of employability capability across a degree program	Yu Dong & Anthony Lucey Relationships between student satisfaction and assessment grades in first year engineering	Ken Robinson & Jacqui Patten E-portfolios and transformative learning	Ray Fells & Shannon Johnston Reflecting on a new educational approach to developing reflection in action in a Masters unit	Workshop Robert Kennelly & Lee Partridge Making time at Teaching and Learning Forum 2013 to TATAL (talk about teaching and learning)	Ramon Wenzel The MOOC disruption: What are massive open online courses and why you should care?
2.30 – 2.55	Joanne Castelli, Nancy Longnecker & Mzamose Gondwe Using peer feedback as part of the first year student experience	Rowena H. Scott & Eddie van Etten Environmental and conservation volunteering as workplace integrated learning	Tushar Kanti Sen Industry visit beneficial for student's learning in <i>Process Instrumentation and Control</i> unit	Dawn Bennett & John Freeman Portfolios, protean careers and the theatre: Preparing for diversity	Zarinah Hamid, Mior Nasir & Mior Nazri The inclination of ICT students towards entrepreneurship		Clare Alderson Online quizzes
3.00 – 3.25	Rhonda Oliver, Debra Bennell & J. Rochecouste Transition of Aboriginal and Torres Strait Islander students into higher education	Nicki Mitchell, Maggie Triska et al Increasing environmental engagement through the use of a citizen science program	Sally Male & Robin King Enhancing industry engagement in engineering degrees	Abigail Lewis Speech pathology students' responses to e-portfolios	Catherine Archer & Katharina Wolf Guiding an invisible team: A first hand insight into virtual leadership		Rhondda Tilbrook Does the unit development process work?
3.30 – 3.55	Afternoon tea (Learning Link Building)						
Parallel session 3	LL 1.002/3	LL 1.004	LL 1.005	LL 2.002/3	LL 2.004/5	EH 1.001	EH 1.003
4.00 – 4.25	Katie Dunworth, Helen Drury, C. Kralik et al Student English language development in Australia's universities	Sandra Hesterman & Dani Boase-Jelinek Designing, developing and evaluating authentic online educational assessment	Kim Scott, D. Bessarab, M. Kickett et al , Indigenous and non-Indigenous health educators as inter-cultural leaders	Alexandra Ludewig & Iris Ludewig-Rohwer Does web based role play establish a high quality learning environment?	Kim Flintoff, Jacqui Kelly, Judy Schrape & Kuki Singh Engaging students with learning technologies: A reflection on the process	Workshop Chris Creagh "Work it out": Novice to expert: Multiple representations	Workshop Dorothy Spiller & Trudy Harris Making it real: Pathways from student evaluations to professional development
4.30 – 4.55	Gemma Clarke, Khulile Dlamini & Jocelyn Robinson Post enrolment language assessment: Six years of experience	Lisa Bell Using problem based scenarios to help bridge the gap between theory and praxis in pre-service teacher preparation	Michelle Carey & Michael Prince Redesigning Australian Indigenous Studies at Murdoch University: Keeping it relevant	Sharon Delmege & Lauren O'Mahony Creativity and curriculum design	Hui Jun Chih Reflecting on postgraduate students' reflective comments for effective unit design and delivery		
5.00 – 5.25	Carmela Briguglio & Shalini Watson Embedding English language development across the curriculum	Gregory S.C. Hine The importance of action research in teacher education programs	Leah Irving & Julie Hoffman Location based augmented reality: Towards Indigenous cultural sustainability	Siobhan Finn Teaching language and culture through film		Elizabeth Johnson Changing the Game: The ACDS National Centre for Teaching and Learning for Science and Mathematics	
5.30	Sundowner and book launch (Club Murdoch)						

Friday 8 February 2013

8.30 – 9.00	Registration (Learning Link Building) Coffee/tea (Kim Beazley Lecture Theatre Foyer)						
9.00 – 9.50	Plenary Session (Kim Beazley Lecture Theatre) Keynote Speaker: Professor Herb Marsh, <i>Student evaluations of university teaching: Recommendations for policy and practice</i>						
Parallel session 4	LL 1.002/3	LL 1.004	LL 1.005	LL 2.002/3	LL 2.004/5	EH 1.001	EH 1.003
10.00 – 10.25	Rob Phillips, Clare McLaren & John Dakin Principles and standards for modern learning space design	Mark Israel What is the point? Building careers after a National Teaching Award	Fernando F. Padró & Anita Frederiks Evaluating the impact of the learning centre on student learning and satisfaction	Denise Chalmers, Rick Cummings, Sue Stoney et al Professionalisation of the academic workforce	Alison Jaquet & Elaine Lopes Broadening participation: Fairer pathways to UWA?	Peter Allen, A. Lourenco, et al Data fabrication and falsification in undergraduate psychology honours	David Lamb Student engagement: What is it and how well are we doing it?
10.30 – 10.55	Morning tea (Learning Link Building)						
11.00 – 11.25	Lynne Roberts, L. Breen & M. Symes Teaching computer assisted qualitative data analysis to a large cohort of students	Jenni Parker, Dorit Maor & Jan Herrington Under the hood: How an authentic online course was designed, delivered and evaluated	Keith McNaught & Gerard Hoyne Testing program reveals deficient mathematics for health science students commencing university	Alistair Campbell & Christine Loverin The third cycle of live group performance assessment and feedback using expert markers and iPads	Katharina Wolf & Catherine Archer The key to productive online collaboration: Students' perspective on effective teamwork tools	Grant Harris ACODE benchmarks ARMS Module	Chantel L Burchill & Jan Meyer Using Microsoft PowerPoint beyond developing a series of lectures
11.30 – 11.55	Jenna Mead & Tracy Frayne The developing narrative of the BPhil (Hons) online Centre for Undergraduate Research	Natalie Skead & Kate Bondett Storytelling, the student experience and a smart phone	Sue Fyfe, Georgina Fyfe, Jan Meyer et al Formative and summative assessment in Human Biology: Reflecting on test performance	Elizabeth Sekararum Developing tertiary multiculturalism: Integrating the performance arts through embodied teaching and learning	Gemma Clarke, K. Georgiou & E. Ibrahim Embedding communication skills in two first year Business units: The lecturers' perspective		Joginder Kaur Gill & Zed Rengel Designing an online lecture in the discipline of Soil Science
12.05 – 12.55	Plenary Session (Kim Beazley Lecture Theatre) Panel discussion: Herb Marsh, Angus Morrison-Saunders, Sid Nair, Alan Robson and Bev Thiele <i>Emerging national standards and their effect on day to day teaching and learning</i>						
1.00 – 1.55	Lunch (Learning Link Building)						

Parallel session 5	LL 1.002/3	LL 1.004	LL 2.002/3	LL 2.004/5	LL 1.005	EH 1.001	EH 1.003
2.00 – 2.25	Iris Vardi The impact of feedback on students' written assignments	Katharina Wolf & Catherine Archer Managing ambiguity: A critical reflection on a truly global learning experience	Sarah Etherington Looking beyond the laboratory: Encouraging a global perspective in a content driven biology unit	Daniel Boase-Jelinek, Jenni Parker & Jan Herrington Peer reviews: What can we learn from our students?	Mark Drechsler <i>Moodle Analytics</i> : Past, present and future	Symposium Ann Kosovich, Dimity Wehr & Raelene Tifflin Reflecting on the academic in the flipped classroom space	Symposium Sid Nair, Beatrice Tucker, Christina Ballantyne & David Collings The nuts and bolts of evaluations: A practitioners perception
2.30 – 2.55	Sandra E Carr, Zarrin Seema Siddiqu, et al Enhancing feedback for students across a health sciences faculty	Carmela de Maio, A. Desierto & A. Dodo-Balu Supporting students in a foundation unit through embedding sessions and workshops	Daniel Oswald, S. Hinckley & G. Wild Low cost educational video for first year undergraduate students using oscilloscopes	Phil Hancock, G. Dale-Jones & K. Willey Impact of collaborative peer and self assessment on students' judgment and communication	Coralie Rendalls Weaving a teaching and learning tapestry: Using the power of the humble hyperlink in <i>Moodle</i>		
3.00 – 3.25	Alexander Dawson & Antonia Girardi The impact of academic instructor feedback on self and peer evaluation perceptions: Student evaluations	Roselynn Lang & Keith McNaught Embedding reflective writing in a Business Internship unit	Manjula Sharma, W. Rifkin et al Action learning projects to build leadership capacity and communities of practice	Ahmed El-Mowafy Evaluation of peer assessment of fieldwork as an assessment and learning method	Nancy Longnecker, Joanne Castelli & Mzamose Gondwe Is lecture attendance and participation in large first year classes a lost cause?	Symposium Steve Klomp & Megan Paull Involving our peers in developing our teaching	
3.30 – 3.55		Keith McNaught & Jane Mangano Addressing the implications of students' inaccurate perceptions of skill levels	Kimberley Roehrig, Tim Inglis & Wendy Erber, Training scientists for 21st century careers	Catherine Moore & Susan Teather Engaging students in peer review: Feedback as learning	David Holloway & Donell Holloway Massive open online courses: A real threat to university learning and teaching?		
4.00 – 5.00	Afternoon tea (LL 1.002/3) Forum evaluation, prize draws and invitation to TLF 2014 at The University of Western Australia						