

## Thursday 2 February 2017

8.00 – 8.45	<b>Registration:</b> Building 410, Level 2 Foyer <b>Coffee/tea</b>						
8.45 – 10.25	<b>Plenary Session, Room 201 (Level 2)</b> <b>Forum opening: Professor Jill Downie</b> , Office of the Deputy Vice-Chancellor, Academic <b>Chair: Associate Professor Beatrice Tucker</b> , Curtin Learning Institute, Curtin <b>Welcome to Country: Associate Professor Simon Forrest</b> <b>Keynote address: Professor Adam Bridgeman</b> , Director of Educational Innovation at The University of Sydney						
10.30 – 10.55	<b>Morning tea – Level 3 Foyer</b>						
<b>Parallel session 1</b>	Room 101	Room 201	Room 209	Room 307	Room 305	The Agency Building 408, room 1011	Room 303
11.00 – 11.25	<b>Denise Chalmers</b> Australian Professional Tertiary Teaching Standards (APTTS) Framework: Do we need one?	<b>Bhadra Chandran</b> Just in time, just for you	<b>Leitha Delves, Tiffany Hightower, Tiffany Williams &amp; Joy Creasey</b> Motivating young adults online	<b>Emily Castell, Jonathan Bullen, et al.:</b> Critical reflexivity in Indigenous and cross cultural psychology	<b>Magdy Mahmoud Elnashar</b> Improving student understanding using <i>FastFeedback Questions</i>	<b>55 minute Workshop</b>  <b>Sonia Dickinson &amp; Aneeshta Gunness</b> The Agency: A technology enhanced learning space that transforms student learning	<b>55 minute Workshop</b>  <b>Denise Jackson, Sonia Ferns, Paul Lowndes &amp; Heather Pate</b> Work-integrated learning: Thinking beyond the placement
11.30 – 11.55	<b>Veronica Goerke, Jeannie Morrison, et al.</b> Reconciliation via <i>Professional Learning</i> into the online environment	<b>Lynne Vautier &amp; Amanda Bellenger</b> Developing a shared vision of academic library to support our future learners	<b>Angela Babic</b> Strategies to increase the efficiency of <i>Discussion Board</i> for fully online students	<b>Michelle Webb, Pamela McCrorie, et al.</b> Intercultural teaching to build Indigenous cultural capability in health education	<b>Monique Garas, Mauro Vaccarezza &amp; Jamila Hasani</b> 3D printed specimens for learning anatomy: A pilot study		
12.00 – 12.25	<b>Lisa Cary, Mike Bryant &amp; D. MacNish</b> An advanced program for leadership in learning and teaching scholarship	<b>Tara Smith, Antonia Girardi &amp; Guangxin Xu</b> Blended learning in Australia: State of the nation 2016	<b>Julian Chen, Toni Dobinson et al.</b> The utilisation of <i>Blackboard Collaborate</i> for online units of study	<b>Nigel Andrews &amp; L. Delves</b> Collective respect: A whole-of-institution framework for an interculturally inclusive curriculum	<b>Vanessa Hayes</b> QR codes embedded in a university human biology unit manual: Student perceptions and behaviour	Building 410 Room 306 <b>55 minute Workshop</b>	<b>55 minute Panel</b>  <b>Nicoleta Maynard</b> (Convenor and Panel Chair) The Curtin Academy: A strategy for supporting innovation in teaching and learning
12.30 – 12.55	<b>Beatrice Tucker, M. Labunda, V.Goerke &amp; R. Selvaratnam</b> A new professional learning framework for staff at Curtin	<b>Ahmed El-Mowafy</b> Transformation of traditional passive surveying learning to an interactive learning environment	<b>Janine Macleod</b> Managing participation in online Wiki groups	<b>Jonathan Bullen &amp; Helen Flavell</b> Indigenous studies building capability for an uncertain global workplace	<b>Andrea Stephenson, Mauro Vaccarezza et al.</b> The Influence of Latin and Greek on anatomy learning Biomedical Sciences		
1.00 – 1.55	<b>Lunch – Level 3 Foyer</b>						
1.15 – 1.55	<b>HERDSA WA Annual General Meeting – Room 209 (Level 2)</b>						

\* Refereed full paper available on Web site

Parallel session 2	Room 101	Room 201	Room 209	Room 307	Room 305	Room 306	Room 303
2.00 – 2.25	<b>Esther Matemba</b> The role of tutors in collaborative learning environments: Developing tutors' areas of impact	<b>Guangxin Xu, Tara Smith &amp; Antonia Girardi</b> The utilisation and efficacy of lesson plans to the blended learning experience	<b>Chai-Lee Goi</b> Student perceptions of a lecturer's use of business simulation games	<b>Ainslie Robinson, Carole Stekete, et al.</b> A generic language shell for use of <i>Prudentia</i> mapping software across disciplines		<b>Ratna Selvaratnam, Beatrice Tucker &amp; Ian Case</b> Global learning environments in higher education	<b>John Willison</b> Graduates' perspectives of research skills developed in their degree and used in their work
2.30 – 2.55	<b>Julianne Crowley, Arpana Dhar, et al.</b> Co-teaching to improve scholarly profile of sessional academics?	<b>Rebecca Scriven &amp; Angela Christiansen</b> Evaluating the impact of changed delivery mode on the student experience	<b>Carmela Briguglio &amp; Fernando Porta</b> Designing a new business unit that develops global graduate capabilities	<b>Troy Hendrickson &amp; Michael Wong</b> How private higher education can contribute to innovative curriculum design and teaching	<b>Lionel Skinner</b> Using an online, multi-student social game to improve engagement and learning outcomes	<b>55 minute Workshop</b>  <b>Zina Cordery</b> What is your reality? Using virtual reality and augmented reality in your classroom to enhance learning experiences	<b>55 minute Workshop</b>  <b>Connie Price, Melissa Davis</b> 'Constructive alignment' in assessment quality? Perspectives of multiple stakeholders
3.00 – 3.25	<b>Mauro Mocerino &amp; Marjan Zadnik</b> Identifying and promoting best practice in the PD of demonstrators	<b>Antonia Girardi, Tara Smith &amp; Guangxin Xu</b> Blended learning: An account of changing the status quo	<b>Htwe Htwe Thein, Andrzej Gwizdalski, et al.</b> Student-generated video library content for teaching intercultural competencies	<b>Leah Irving &amp; Melissa Langdon</b> Intrapreneurship and partnerships to innovate learning and teaching	<b>Dom Wolff-Boenisch</b> Roll the dice! Enhancing student engagement and knowledge in the classroom by gaming		
3.30 – 3.55	<b>Afternoon tea – Level 3 Foyer</b>						
Parallel session 3	Room 101	Room 201	Room 209	Room 307	Room 305	Room 306	Room 303
4.00 – 4.25	<b>Nikki Schonfeldt, Phil Hancock, et al</b> An interactive resource for student competence in financial accounting threshold concepts	<b>Dawn Bennett</b> Teaching students to think: Embedding employability across the curriculum	<b>Lai Zhenyue, Loh Wan Ning &amp; Natallee Faith Kwan</b> A study on student motivation level and performance in a flipped classroom	<b>Ali Fardinpour, Torsten Reiners, Karen Miller</b> VR and AR in the classroom: So what?	<b>R. Nazim Khan &amp; Desmond L. Hill</b> Should calculators be allowed in university mathematics units?	<b>Suzanne Wijsman &amp; Bronwen Ackermann</b> Achieving successful online delivery of musicians' performance health education	<b>5 minute Workshop</b>  <b>Katy Scott, Kim Flintoff</b> Gamifying the learning cloud: Increasing online learner engagement through gamification strategies and techniques
4.30 – 4.55	<b>Gregory White &amp; Rosemary Kerr</b> Accounting course student outreach using active learning approaches	<b>Heather Pate &amp; Katrina Strampel</b> Articulating knowledge, skills and achievements: Improving student employability	<b>Annalise O'Callaghan, Lan-Phuong Vu, et al.</b> Students' preparedness for the flipped classroom: How do we motivate them?		<b>Claire Hulcup</b> Investigating the effects of diagnostic tests and preparatory material on retention and results	<b>Jacqueline Patten</b> Interactive teaching and learning: Providing a roadmap when no one is sure of the way	
5.00 – 5.25	<b>Pat Halloran</b> Improving business courses: The contribution of a Unit Appraisal Survey	<b>* Jo-Anne Kestel</b> I'm not ready: Student perspectives of their preparedness for professional accounting work	<b>Cesar Ortega-Sanchez</b> Education as transformation: The Engineering Foundation Year at Curtin University		<b>Karin Clark, Audrey Cooke, A. James &amp; R. Halse</b> Developing numeracy to promote success in health sciences	<b>Brooke Sanderson, M. Brewer, S. Ferns, et al</b> FRESH: Fieldwork resilience enhancement in students in health science	
5.30	<b>Sundowner - Wesfarmers Court, Building 408</b>						

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## Friday 3 February 2017

8.15 – 8.45	<b>Registration:</b> Building 410, Level 2 Foyer <b>Coffee/tea</b>						
8.45 – 9.55	<b>Plenary Session, Room 201 (Level 2)</b> <b>Welcome to Day 2: Associate Professor Beatrice Tucker</b> , Director, Curtin Learning Institute, Curtin <b>Keynote Address: Professor Teresa (Teri) Balsar</b> , Dean of Teaching and Learning. Faculty of Science and Engineering' Curtin University						
<b>Parallel session 4</b>	Room 101	Room 201	Room 209	Room 307	Room 305	Room 306	Room 303
10.00 – 10.25		<b>Toni Hannelly &amp; Christopher Fisher</b> Online student engagement in public health higher education: Standards of ....	<b>J. C. Emelifeonwu &amp; S. Adeyinka-Ojo</b> <i>WhatsApp</i> mobile messenger as an innovative approach to teaching and learning		* <b>Geoff Swan</b> Physics in a week	<b>Abigail Lewis</b> A Health and Wellness plan with mindfulness activities to reduce stress in Speech Pathology students	<b>55 minute Workshop</b>  <b>John Willison</b> Models of engaged learning and teaching: MELT for fluid thinking
10.30 – 10.55	<b>Veronica Ong</b> Transfer of EAP to disciplinary writing contexts: The case for discipline-specific writing instruction	<b>Amanda Smith, Adilah Ahmad, C. Mueller &amp; C. Lawrence</b> A little help from my friends: Peer learning on <i>Facebook</i>	<b>Andrzej Gwizdalski &amp; Michael Gillan</b> Democratising teaching and learning through weblogs	<b>Helen Flavell, Lan-Phuong Vu, et al</b> Students and academics collaborating to improve learning	<b>Jianye Wei, Mauro Mocerino, et al.</b> Various interactions in face to face and remote access chemistry laboratories	<b>Alison Kirkman</b> Presenting the neuroscience underpinning mindfulness programs in tertiary education	
11.00 – 11.25	<b>Morning tea – Level 3 Foyer</b>						
<b>Parallel session 5</b>  11.30 – 11.55	<b>Michael Stein</b> Learning through teaching: Reflecting on one month in a Chinese university	<b>Steffen Zorn &amp; Angelos Rodafinos</b> Does a good student experience really matter?	<b>Liz Johnson &amp; Trina Jorre de St Jorre</b> Implementing work-integrated learning in science	<b>Catherine Moore &amp; Atul Chandra</b> The dynamic case study method: A new approach to case studies		<b>Marinella Caruso, Nicola Frascini et al.</b> Tools supporting the feedback process for second language learning	<b>David McConnell</b> Networked learning: A new paradigm for 21st century higher education?
12.00 – 12.25	<b>Nicoleta Maynard, Rachel Sheffield, et al</b> STEM Makerspace: Developing students' reflective practice and professional identity	<b>Donna Brookes</b> Using the 'Manager- as-Coach' model to support development of student autonomy	<b>Jean Wootton</b> Volunteering and the work-integrated learning experience	<b>Francesco Mancini &amp; Tanja Glusac</b> From time to time: A constructivist approach to sociality in learning	<b>Kathryn Greenhill</b> Mash it, quote it, attribute it: Academic integrity, copyright and quotation in non-text media	<b>Adilah Ahmad, A. C. Carrillo, et al.</b> In-class polling: Increasing student engagement in a digital world	<b>55 minute Workshop</b>  <b>Teri Balsar</b> Games or gamification: When, where, how, why?
12.30 – 12.55	<b>Jane Grellier &amp; Carol Igglesden</b> Enhancing critical reflective practice in first-year students	<b>Julie Lee, Uwana Evers, Saalem Sadeque &amp; Karen Winter</b> Motivational interferences in first year students	<b>Margo Brewer</b> Interprofessional student placements: A guide to ensuring quality learning experiences	<b>Victor Alvarez, D. Gibson, et al.</b> Challenge-based learning: A new approach for online collaboration	<b>Tania Visosevic &amp; Amanda Myers</b> Using video essays for assignment purposes	<b>Gregory Ho &amp; Shelley Beatty</b> Podcasting to a FIFO workforce: Meeting the needs of resource-industry-based students	
1.00 – 1.55	<b>Lunch – Level 3 Foyer</b>						

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Parallel session 6	Room 101	Room 201	Room 209	Room 307	Room 305	Room 306	Room 303
2.00 – 2.25	<b>Lisa Tee</b> Engaging students in learning outcomes and career relevance through a multi-dimensional, interactive map	<b>David Gibson</b> Exploring data science complexity and analytics	<b>Mohamed Ali Hamid</b> The ability of virtual reality in enhancing engineering education	<b>Jim Mullaney &amp; Val Morey</b> Reflections on choosing an e-portfolio solution for pre-service teachers	<b>Rachael Sarah Gerginis</b> Augmented reality and ultrasound: Innovative methods of teaching physiology	<b>Adam L. Tinker, DJ Carter &amp; M. Mocerino</b> Assessing intended and perceived learning objectives in science laboratory classes	<b>Kristina L. Lemson</b> Work not shared is invisible: Connecting student learning in science by building 21st century literacies
2.30 – 2.55	<b>Simon Colquhoun</b> Practical innovation skills in graduating tertiary students through applied teaching practice	<b>Joel Howell, Kristen Seaman, D. C. Gibson &amp; L. D. Roberts</b> University students' attitudes towards learning analytics	<b>Sulakshana Lal, Anthony Lucey, et al</b> Interactions transferable from physical to remotely controlled engineering laboratories	<b>Angelos Rodafinos &amp; Steffen Zorn</b> Interrater reliability challenges when using different marking scales for assessment in HE	<b>Alina Miranda, Alison Kelly &amp; V. Williams</b> Clinical proficiency training in inter-professional pathology testing using simulation	<b>Dino Spagnoli, Shannan Maisey et al</b> Interactive online pre-laboratory exercises in preparation for first year chemistry laboratories	<b>Alun Price</b> Cartoon thinking: Using pictures and words to enhance communication with students
3.00 – 3.25		<b>Cameron Williams, Sara de Freitas, et al.</b> Longitudinal and nation-wide analyses of student-departure predictors	<b>Sally Male &amp; Nicoleta Maynard</b> Virtual work-integrated learning in engineering	<b>Liberty Cramer, Sarah Kahle, et al.</b> Assessment and feedback futures: A digital first assessment policy	<b>Shirley McGough &amp; Karen Heslop</b> Creative mental health simulations in teaching and learning	<b>Jemma Berry</b> Come to the Dark Side, we have lab coats: How we're motivating students to become researchers	<b>Rashmi Watson</b> Activating an appreciative inquiry approach to develop academics' teaching potential
3.30 – 3.45	<b>Afternoon tea – Level 3 Foyer</b>						
3.50 – 4.15	<b>Vanessa Hayes</b> Tutor influence on the in-class use of QR codes in a university introductory human biology course	<b>Michael Seats</b> <i>Ctrl-Alt-Delete:</i> Rebooting 'critical thinking' for the curriculum of the future	<b>Michelle Bunting &amp; Ezrina Fewings</b> Using 360 degree video in higher education	<b>Anna Gadd Colombi</b> A further dimension: <i>Instagram</i> in the foreign language classroom		<b>55 minute Workshop</b>  <b>Miriam Sullivan, Miela Kolomaznik</b> Should you be using virtual reality in your class?	<b>55 minute Workshop</b>  <b>Paul Williams, Rachel Sheffield, Susan Blackley</b> Reimagining learning and teaching in higher education: Competency, Agency, Verified Evidence (The Divergent Learning Approach)
4.20 – 4.45	<b>Magdy Elnashar, J. Crowley &amp; A. Dhar</b> <i>FastFeedback</i> in a first year anatomy and physiology class for mastery of content?		<b>Audrey Cooke &amp; Nicoleta Maynard</b> Using technology to enable pre-service teachers to see behind the scene	<b>Sabine Kuuse</b> <i>Teletandem:</i> A virtual transformative experience in language learning			
4.50 – 5.25	<b>Forum evaluation, prize draws and invitation to the 27<sup>th</sup> TLF 2018 at Notre Dame Australia</b>						

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