

## Plenary sessions

### Keynote speaker, Thursday 2 February 2017

#### Professor Adam Bridgeman

Director of Educational Innovation at The University of Sydney



After graduating with a BA (Honours) in Chemistry from the University of Oxford and a PhD in Inorganic Chemistry from the University of Cambridge, Adam developed a strong interest in learning and teaching whilst teaching at Cambridge and Hull. This led to him being awarded the RSC Higher Education Teaching Award in the UK in 2004. In 2006, Adam moved to Australia to join the University of Sydney in 2006 as Director of First Year Studies in the School of Chemistry. Adam has been involved in learning and teaching methods at the University for a number of years, becoming Associate Dean of Learning and Teaching in 2012 for the Faculty of Science. As well as receiving institutional and national awards for teaching in Australia, he became an Australian National Teaching Fellow in 2015.

In November of 2015, he finally escaped Chemistry to take up this new role in the DVC Education Portfolio at Sydney. His learning and teaching interests focus on the first year experience at university and the personalisation of student learning and support in large cohorts. In his new role, he is tasked with invigorating and changing the learning and teaching culture at Sydney through a focus on blended, collaborative and interactive learning styles.

#### **Keynote address**

#### **Personalised and authentic learning and support in the undergraduate curriculum**

In this talk, Adam will discuss the reimagining of the undergraduate experience at Sydney and how collaborative, social and authentic learning and assessment was built into his large enrolment first year chemistry course. By blending the best aspects of the virtual and physical classroom, he will discuss how preparing students before class helps build engagement and supports transition and success. The data that online activities provides on engagement and achievement can then be used to personalise the learning experience, including assessment and feedback. The activities themselves also scaffold students to participate in class and allow an inquiry focus to be developed even in large, introductory courses. Lastly, he will outline how assessment design which focusses on feedback, authenticity and reusability drives students to learn and develop graduate qualities.

## Keynote speaker, Friday 29 January 2016

### Professor Teresa (Teri) Balsler

Dean of Teaching and Learning, Faculty of Science and Engineering,  
Curtin University



Teri came to Curtin University from the University of Florida, where she had been a Professor of Soil and Water Science and Dean of the College of Agricultural and Life Sciences. She is widely known in higher education as a change agent and leader in STEM. As well as an accomplished research scholar. She was a Fulbright-Nehru Distinguished Chair to India in 2015 to help build capacity for innovative pedagogical approaches.

She has received numerous accolades for her educational accomplishments including recognition as the Carnegie Foundation for the Advancement of Teaching 2010 U.S. Professor of the Year (Doctoral and Research Universities). In June 2015 she was announced as one of three finalists for the 2016 \$250,000 Robert Foster Cherry Award for Great Teaching, the largest teaching prize in the English-speaking world.

In addition to her administrative duties and research on classroom climate and engagement, She has long been an active advocate, speaker, and workshop facilitator and regularly delivers workshops and invited talks on women and leadership, active learning, large classes, the impact of fear on learning, and the future of teaching.

### **Keynote address**

#### **Beyond hype: Innovation for the rest of us**

Lately ‘innovation’ seems to be the word on every tongue. Australia has its National Innovation and Research Strategy. There are global innovation forums. And in higher education, institutions are increasingly focused on both innovation in research and approaches to education. But despite the ubiquity of the term, the concept and operationalisation of innovation within the context of education remains poorly defined. What does it mean to innovate in higher education classrooms? Who is it that benefits? When and where and how is innovation useful? Does innovation require technology? In this talk I explore some of these questions, using examples from my work to challenge the often-held notion that innovation requires technology, or must be difficult or flashy in order to ‘count’. Instead, innovation can occur in numerous ways across all aspects of our craft: delivery, assessment, content, and materials. It can happen at the level of an individual lesson, a unit, a course or an institution. Technology can help, but isn’t necessary. Far more important is an open mind and willingness to explore and take a chance in order to improve engagement and student learning outcomes.

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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 2 February**. Please join us in Building 410, room 307, Level 3, to find out what HERDSA has been involved in over the past year and its plans for 2017.

### **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.

See the WA Branch website: <http://our.murdoch.edu.au/Educational-Development/Scholarship-of-T-and-L>

We welcome you to join as a member to this friendly and collegial group. Further information and online registration is available at [http://www.herdsa.org.au/?page\\_id=36](http://www.herdsa.org.au/?page_id=36).