

27th Annual Teaching and Learning Forum
Tannock Hall, The University of Notre Dame Australia
1-2 February, 2018
<https://www.wand.edu.au/teaching-and-learning-forum-2018>

Program and Abstracts

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Forum host



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Welcome

It is with great pleasure that we welcome you to the 27th Annual Teaching and Learning Forum held at The University of Notre Dame Australia. Over the past 26 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 a great privilege to continue this tradition at Notre Dame, with 2018 being the first of two years the Forum will be hosted within the gorgeous surrounds of our Fremantle campus.

We anticipate the 2018 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 *Student Futures* encourages reflection on student experience; past, present and future, and our contribution to the learning space as it further evolves into the 21st century. In imagining this theme, the committee was keen to represent the different successes and challenges faced as higher education grapples with society's shifting understanding of what students desire from their university educations, and what the community requires from its graduates. The themes of employability, dialogue, internationalisation, WIL, assessment, technology enhanced learning (TEL), engagement, and academic development featured strongly in the committee's deliberations, and all have all found their echo in the presentations offered. This Forum will continue to provide the stage for us to explore the changing context of teaching and learning as the threads are taken up again in the 2019 theme *Vision and Voice*, focusing on our collective journey.

Although the TLF has a long tradition, it is the first time the Forum has been hosted by Notre Dame, and we are very grateful to those who have stepped up to support such a smooth transition. 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 like to thank Dr Clare McBeath and Dr Roger Atkinson for managing the submissions and preparing the print program in such an efficient manner. Thank you Clare and Roger for your continued support of the Forum. I also acknowledge the Notre Dame Executive who have lent much valuable guidance, and the Notre Dame officers who so willingly joined our working party to make the event a success. The WA teaching and learning community is extremely privileged to be the beneficiary of such collaborative efforts to promote excellence in higher education.

Ainslie Robinson
TLF 2018 Chair

Editorial

Table 1 shows the usual analysis of TL Forum submissions, including this time the new category 'Nuts and bolts and /or poster'. The longer term picture, given in Table 2, has been revised to combine the two full paper categories, 'Refereed research' and 'Refereed professional practice'. This illustrates more clearly the marked decline in the use of the full paper option. Nevertheless, it seems worthwhile to continue promoting 'full paper *thinking*', if only as an aid to organising your ideas without any immediate plan to submit for publication. As we stated 13 years ago for the TL Forum themed *The reflective practitioner*:

For TL Forum 2005 we sought to place some extra emphasis upon a particular aspect of reflecting, namely writing. The purpose has been eloquently summarised by Richard Winter:

... writing up a report is an act of learning and in this sense, we write for ourselves so that, when we read what we have written, we find out what, in the end, we have learned. (Atkinson & Hobson, 2005)

Thus we hope that 'writing up a report [*will continue to be*] an act of learning', though the category of full paper publication may not appear in future TL Forums.

Table 1: Summary of TL Forum 2018 numbers of submissions and outcomes

Category (a)	Submitted	Accepted	Rejected	Offered	Withdrawn	Net outcome
Refereed research	1	1	0	1	0	1
Refereed professional practice	2	2	0	2	0	2
Abstract only	69	53	16(b)	53	3	50
Workshop	9	11(c)	0	11	0	11
'Nuts and bolts' and /or poster	0	10(d)	0	10	3	7
Total	81	77	-	-	6	71

a. See Call for papers at <https://www.wand.edu.au/teaching-and-learning-forum-2018> 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>

b. Of the 16, 1 was combined into another Abstract only session; 2 transferred to Workshop; 10 offered 'Nuts and bolts' (8 accepted) and/or Poster (2 accepted); 1 withdrawn; 2 rejected.

c. 3 Abstract only offered transfer to Workshop; 2 accepted, 1 remained as abstract only.

d. From Abstract only rejected.

For TL Forums 2005-2017 numbers of submissions and outcomes, see similar tables in the 2005-2017 'Welcome and Editorial' pages, accessible via <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>

Compiler: Roger Atkinson. Date: 25 Jan 2018.

Table 2: TL Forums 2006-2018 submissions and outcomes summary (a)

Year	Full papers		Abs only submitted	Total all subs(b)	Total offers	W (c)
	Submitted	Accepted				
2018	3	3	69	81	77	6
2017	4	3	109	131	129	4
2016	7	7	90	110	110	9
2015	10	9	117	138	138	6
2014	21	13	104	134	130	4
2013	23	19	75	112	108	5
2012	20	17	53	87	87	5
2011	25	17	72	107	106	4
2010	35	21	55	94	92	13
2009	39	14	67	110	107	12
2008	27	18	59	92	90	7
2007	30	22	37	73	68	2
2006	44	25	62	112	103	11
2005	35	28	54	89	85	10

a. Data sources: <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2017/editorial.html>, and similar files for 2005-2017 (prior to 2018, the tables had separate columns for the two categories of full papers).

b. Submissions include all categories (except posters): Full papers, Abstract only and Workshops.

c. W is the number of post-acceptance withdrawals (or cancellations), all categories.

The most notable innovation in Forum 2018's timetabling is the reservation of parallel sessions on the first day, Thursday 1 February, exclusively for workshops, with each being allocated 90 minutes compared with the 55 minute allocation used in previous years, and having four or three in parallel. With the traditional paper presentations timetabled only on the second day, Friday 2 February, leading to some pressure on the number of timeslots, another innovation has emerged. This is the use of a new category, 'nuts and bolts', which provides for a half-length, round table style presentation, to accommodate those not selected for a full length presentation timeslot. To illustrate the increased importance accorded to workshops in 2018, Table 3 compares the use of parallel session time for workshops and for traditional paper presentations.

Table 3: TL Forums 2012-2018 - use of parallel session time for workshops and paper presentations

Year (a)	Parallel session total time mins(b)	Workshop use of para sess time(c)		Paper presentation use of para sess time(d)	
		Minutes	%	Minutes	%
2018	2215	11x90 = 990(e)	44.7	49x25 = 1225	55.3
2017	3205	11x55 = 605	18.9	104x25 = 2600	81.1
2016	2885	12x55 = 660	22.9	89x25 = 2225	77.1
2015	3450	5x55 = 275	8.0	127x25 = 3175	92.0
2014	3270	4x55 = 220	6.7	122x25 = 3050	93.3
2013	2725	10x55 = 550	20.2	87x25 = 2175	79.8
2012	2370	13x55 = 670	28.3	68x25 = 1700	71.7

a. Data sources: Timetables for previous Forums, <http://clt.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>.
b. As the Proceedings versions of timetables record outcomes (i.e. cancellations do not appear), this column records actual use of parallel session time (keynotes and other plenary sessions are not included in the minutes count).
c. In some years, the 55 minute sessions were characterised as 'Workshop', 'Symposium' or 'Panel discussion'.
d. For 2018 only, this column includes 'Nuts and bolts' sessions in the count.
e. This indicates a total of 11 workshops presented, each allocated 90 minutes. Similarly in other cells the format is (number of that type) x (minutes allocated for that type).

Roger Atkinson and Clare McBeath
TL Forum Proceedings Editors

Reference

Atkinson, R. & Hobson, J. (2005). Editorial: Welcome from the TL Forum Committees. In *The reflective practitioner. Proceedings of the 14th Annual Teaching Learning Forum*, 3-4 February 2005. Perth: Murdoch University.
<http://clt.curtin.edu.au/events/conferences/tlf/tlf2005/editorial.html>

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