

Thursday 1 February 2018

8.00 – 8.45	Registration: ND4 Tannock Hall of Education Coffee/tea			
8.50 – 9.10 9.10 – 10.10	Plenary session: Theatre Welcome to Country and Welcome to Notre Dame Keynote address: Professor Beverley Oliver – Grand challenges require grand strategies for change			
10.10 – 10.40	Morning tea: ND25 The Drill Hall			
Rooms	Room 201	Room 202	Room 301	Room 302
10.40 – 12.10 (90 minutes)	Lee Partridge HERDSA online resource: Exploring a new introduction to SoTL	Susan Flavell & Helen Flavell Small ‘c’ creativity: Strategies to enhance ‘innovation’ in teaching and learning	Karin Strehlow, Simon Walters, Sarah Veitch, Nikola Horley & James Boyd Engaging with students with challenging behaviours	Dawn Bennett Developing employABILITY and metacognition from Semester 1: A workshop on how!
12.10 – 12.50	Lunch: ND25 The Drill Hall			
12.50 – 2.20 (90 minutes)	Melissa Davis & Daniel Southam How to get the most out of peer review of educational practice: Reviewee and reviewer perspectives	Kristoffer K. McKee & Rajinder Kaur Attar Singh Using origami to demonstrate the effectiveness of utilising the marking criteria as a learning device	Margo Brewer Enhancing student resilience through a staff resilience and leadership program	Jamie Zander And <i>iPad</i> makes three: How technology transformed my teaching
2.20 – 2.30	Snack and comfort break			
2.30 – 4.00 (90 minutes)	Andrea Carr & Jo-Anne Kelder Embedding SoTL into the curriculum evaluation and research framework	Clive Walley Indigenous cultural awareness: Outcomes from staff development activities		Mark Bailye TEL tales
4.00 – 5.00	Reflections and thanks. Drinks, nibbles, tea and coffee: ND25 The Drill Hall Entertainment by Isaac Mangano (Classical guitarist)			

Friday 2 February 2018

8.00 – 8.45	Registration – ND4 Tannock Hall of Education Coffee/tea						
8.50 – 9.00 9.00 – 10.00	Plenary session, Theatre: Acknowledgement of Country and Head of Campus welcome Keynote address: Professor Angela Hill – Disparate student futures: Critical global citizenship, activist pedagogies and inequality						
10.00 – 10.10	Snack and comfort break						
Rooms	Theatre	Room 201	Room 202	Computer lab 203	Room 301	Room 302	Computer lab 303
Themes	Student futures	Digital futures	Engagement futures	Assessment and design futures	Employability futures 1	Employability futures 2	Academic development futures
10.10 – 10.35	Michelle Quail, Jillian Briggs & Ayomide Ogunidipe The 'us and them' and the 'then and now': Supporting clinical educators and millennial students in fieldwork	Anne Polley & Jill Darby Exploring integrated problem based learning initiatives through multi media and digital platforms in Health Sciences at Edith Cowan University	Melissa Puertollano The potential for transformation: An analysis of immersion-style Aboriginal Studies in Broome	Lynne Roberts & Natalie Gasson Measuring students' discipline-specific literacy	Céline Doucet Get ready! Strategies to prepare students for the international workplace	Sally Male, Patrick Kenworthy, Courtney Elliott & Tim French Pilot virtual work integrated learning in engineering	Sam Millar & Bron Bateman Not another brick in the wall: <i>OnTrack</i> and the student experience
10.40– 11.05	Benjamin Hay <i>SMARTcare</i> seminars: student engagement, involvement and ownership	Rina Wong, Katrina Strampel, Stephanie Dowdell & Luisa Cecotti Using interactive tutorials and virtual microscopy to enhance learning skills: A pilot study	Brennen Mills, Sara Hansen, Alecka Miles, Travis Cruickshank, D. Bartlett, T. Rankin & P. Zaenker Providing realistic night shift training to undergraduate paramedics through simulation	Benjamin Milbourn, Tomomi McAuliffe, Melissa Scott & Angus Buchanan Collaboration with undergraduate students in marking and moderation of written assessments: An exploratory study	Lyn Mahboub, Robyn Martin, Stuart Youngson, Judi Anderson, Nigel Gribble, S. Ridley & A. O'Callaghan Lived experience education: Transforming learning and teaching in Health Sciences		Ian Boudville & Antonia Girardi Design thinking your way to leader development: Translating theories of leaders and leadership into practice
11.05 – 11.30	Morning tea – ND25 The Drill Hall						
11.30 – 11.55	Karen Winter, Uwana Evers & Julie Lee Personal values and motivational interference among university students	Leitha Delves <i>Datafacts</i> in the digital world: Learning analytics and the virtual archaeologist	Alison Kirkman Does creating a music video enhance neuro-science learning in third year physiotherapy students	Michael Stein The benefits and advantages of using exemplars (and not rubrics) in teaching Chinese university students	Natalie Lloyd, Sally Male & Megan Paull Access to work integrated learning: The lived experience	Simone Duncan, Ajanthy Arulpragasam, Sandra Kemp, Mara Blofelds, Jaci Mason & G. Fyfe Applying medical education assessment practices to improve the reliability and validity of MCQ tests in a large health sciences unit	Abigail Lewis Jottings from the journey: on the way to improved teaching
12.00 – 12.25	Angela Jones & Chris Cunningham Understanding future students: Measuring enabling students' mindsets, motivations, resilience and emotional states	Steven Richardson, Christian Ohly & Aiden Fisher Formative computer-aided assessment in mathematics using SOWISO	Antonia Girardi, Alex Dawson, Mike Fardon, Tara Smith & Moira Watson Time for the Chronotype: Understanding student engagement with online learning resources	Guy J. Curtis, Emily Cowcher, Brady Greene & Kiata Rundle Predicting and preventing plagiarism	Jean Wootton & Ingrid O'Brien Identifying the most valued facets of a WIL program: Perspectives from three stakeholders	Sonia Ferns, Vaile Dawson & Christine Howitt Collaboration, consultation and cooperation: Work-Integrated Learning partnerships for enhancing graduate employability	

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12.30 – 12.55	Mark Paynter Incorporating futures education into a crowded curriculum	Sabine Tan, Kay O'Halloran, Rachel Sheffield, Michael Wiebrands, Peter Wignell & Audrey Cooke Encouraging and mapping student engagement through 360-degree videos	Arran Goddard-Nash, Katharine Andrews, Ajanthy Arulpragasam, & A. O'Callaghan Perceptions and attitudes of first year health science students to inter-professional education	Mara Blofelds, Joel Howell, Anne Furness & Peter Allen Where do we draw the line? Student perceptions and interpretations of <i>Turnitin</i> Reports	Martin Cake, Melinda Bell & Caroline Mansfield <i>VetSet2Go</i> : A stakeholder-lead approach to employability in a health profession	Jill Darby & Anne Polley Students transformed: Attributes for job ready graduates	Ainslie Robinson, Denyse MacNish, Natalie Davis, Beatrice Tucker, David McConnell, Catherine Moore, L.Lilly & C. Alderson Waving the WAND: The power of one WA network
12.55 – 1.45 1.15 – 1.45	Lunch – ND25 The Drill Hall HERDSA AGM, Theatre						
1.45 – 2.10	Joel Howell, Lynne D. Roberts & Vincent O. Mancini Mastery or avoidance? Evaluating student reactions to learning analytic alerts	Megan Walske, Allison Dugdale, Matt Lavendar & Jeremy Siao Him Fa <i>CurTerra</i> : A fieldtrip app for self-regulated learning	Jianye Wei, Mauro Mocerino, David Treagust, Marjan G. Zadnik, E. D. Lindsay & A. D. Lucey Student satisfaction in physical and remote-access chemistry laboratories	Mervyn Travers, Beatriz IR de Oliveira, John Owens and Anne Furness Using an interactive automated assessment and feedback system to drive learning in an anatomy unit	Toni Hannelly Challenges of delivering authentic work integrated learning content and assessment in vocational non-clinical courses	Facilitated 'Nuts and Bolts' round table presentations Arif Sikander Blended to integrated learning : A proposed learning model Mauro Mocerino, et al Online course to improve university laboratory Mauro Vaccarezza Best practice for anatomy learning and teaching Therese O'Sullivan, et al Innovation to develop career opportunity Jaе Y. Han & Mauro Mocerino Inquiry-based experiments for undergrad chemistry laboratories Enrique Mergelsberg, et al. Student engagement with peer assisted study	Isaiah Awidi & Mark Paynter Participatory research in evaluating learning design in higher education Antonia Hendrick, Louise Hansen, Percy Hansen & Joanna Corbett Reaching across the divide: Aboriginal Elders and academics working together
2.15 – 2.40	Meredith Willmott, Gabrielle Brand & Sue Miller How and why do undergraduate physiotherapy students use reflection in learning and practice?	Silvia Dewiyanti, Clarence Sin, Mike Fardon & Lisa Cary Looking ahead to a scalable learning design and educational technology service	Dom Wolff-Boenisch Exam or portfolio as assessment tool? Experiences from a third year undergraduate unit	Heidi Waldron Video resource creation: Seeking and acting upon student feedback	Rosemary Kerr, Alina Lee & Kenneth Ke Embedding business communication skills using micro-WIL assessments		
2.45 – 3.10	Darryl Fitzgerald Seeking engaging law units: The final frontier	Jo Coldwell-Neilson Digital literacy for the 21st century: Implications for student learning	Sara Hansen, Helen McDonald, Charn Nang, P. Lyons-Wall, B. Mills, J. Hunt, D. Hersh, & T. O'Sullivan A simulation-based interprofessional learning initiative for occupational therapy, speech pathology and dietetic students	Catherine M Fetherston, Sharryn Batt & Amanda Johnson Assessment for learning using Bachelor of Nursing inherent requirements: Enhancing students' understanding	Benjamin Milbourn & Angus Buchanan Developing a methodology to evaluate educational content from a lived experience perspective		
3.15 – 4.00	Close and thanks – Lecture Theatre						
4.00 – 5.30	Sundowner – ND2 Malloy Courtyard Entertainment by 'The Runarounds'						