

## Thursday 2 February 2012

8.30 – 9.00	<b>Registration</b> (Learning Link Building) <b>Coffee/tea</b> (Kim Beazley Lecture Theatre)					
9.00 – 10.25	<b>Plenary Session</b> (Kim Beazley Lecture Theatre) <b>Forum opening: Professor Ann Capling</b> , Deputy Vice Chancellor (Education), Murdoch University <b>Suzi Hewlett</b> , Office for Learning and Teaching, Department of Industry, Innovation, Science, Research, and Tertiary Education <b>Keynote address: Dr Christine Asmar</b> , <i>Assumptions, relationships and transformations: The ART of Indigenous teaching</i>					
10.30 – 10.55	<b>Morning tea</b> (Learning Link Building)					
<b>Parallel session 1</b>	<b>LL 2.002/3</b>	<b>LL 2.004/5</b>	<b>Brian Hill Lecture Theatre</b>	<b>LL 1.002/3</b>	<b>LL 1.004</b>	<b>LL 1.005</b>
11.00 – 11.25	<b>Peter Wall, Prue Andrus &amp; Paul Morrison</b> Utilising scenarios to reinforce clinical skills in second year undergraduate nursing students	<b>Megan Jones, Kathy Sanders &amp; Jan Meyer</b> Assessment driven awareness of scientific inquiry and the use of animals in research	<b>Rick Cummings</b> A standards framework for work integrated learning	<b>Marion Kickett &amp; Julie Hoffman</b> Engagement, equity and retention in Indigenous culture and health	<b>Workshop</b> <b>Lee Partridge</b> Obstacles and barriers to effective progress in educational development for early career academics	<b>Workshop</b> <b>Shannon Johnston</b> Social networking for engaging students in learning beyond mainstream development for university experience
11.30 – 11.55	<b>Kristy Tomlinson, B-K Tan &amp; Helen Flavell</b> Does international clinical fieldwork experience improve the employability of students?	<b>Elizabeth-Kate Gulland, Ahmed El-Mowafy &amp; Tony Snow</b> Marking moderation in land surveying units	<b>David Holloway &amp; Donell Holloway</b> Work integrated learning in reverse: Case study of the Murdoch Business School	<b>Renee Parnell &amp; Michele Doray</b> Expanding horizons: Fostering and retaining regional student engagement in higher education		
12.00 – 12.25	<b>Maryanne Pestell, Prue Andrus &amp; Paul Morrison</b> Using the <i>4MAT</i> model to engage nursing students in the classroom	<b>Bashir Samsam Shariat</b> The challenge of introducing authentic assessment for engineering students	<b>Anna Bosco</b> Sustaining fieldwork education: Fieldwork risk management underpinned by the pedagogy of work integrated learning	<b>Kaye Hadrill</b> Development of international student engagement	<b>Workshop</b> <b>Kim Flintoff &amp; Peter Mellow</b> Engaging microblogging in lectures	<b>Workshop</b> <b>Jane Mangano</b> Terminating the termination cycle: A pilot intervention for students re-entering university after termination
12.30 – 12.55	<b>Jennifer Farrell</b> A Kimberley virtual hospital: Innovation within the Diploma of Nursing	<b>Chensong Dong</b> Assessment of mechanical engineering final year projects using <i>Fuzzy Multi Attribute Utility</i> theory	<b>David Lamb</b> Integrating practice with theory through student engagement in local community events	<b>Kathryn Trees</b> Teaching and cultural diversity		
1.00 – 1.55	<b>Lunch</b> (Learning Link Building) <b>HERDSA WA Annual General Meeting</b> (LL 1.005)					

Parallel session 2	LL 2.002/3	LL 2.004/5	Brian Hill Lecture Theatre	LL 1.002/3	LL 1.004	LL 1.005
2.00 – 2.25	<b>Gemma Clarke, Lisa Paton, Allen Mudford, R. Pathmasuntharam, J. Robinson &amp; R. Kapoor</b> Changing perceptions to feedback	<b>Jianhong (Cecilia) Xia, Craig Caulfield, David Baccarini &amp; Shelley Yeo</b> <i>Simsoft</i> : A game for teaching project risk management	<b>Renaë Desai</b> Developing effective global communicators: Conceptualising emotional intelligence as a graduate attribute	<b>Phil Hancock, Mark Freeman. Anne Abraham et al</b> Achievement matters: External peer review of accounting learning standards	<b>Symposium</b>  <b>Denise Chalmers, Sophie Giles, Sid Nair, Janice Orrell, Lee Partridge, Eileen Thompson, Rashmi Watson, Peter Whipp &amp; Natalie Skead</b> UWA assessment and feedback project: A progress report on a university-wide initiative	<b>Workshop</b>  <b>Jan Herrington, Anthony Herrington &amp; Ian Olney</b> Mainstreaming mobile learning in higher education: Capabilities and strategies for teachers
2.30 – 2.55	<b>Patrick Halloran</b> Assessment for learning can be a focus for engagement and retention	<b>Ray Fells</b> The challenge of experientially teaching the complexity of real-world negotiation	<b>Sonia Ferns</b> Embedding employability capabilities: The challenges of ensuring equity and access	<b>Tara Smith &amp; Jenni Parker</b> Designing an authentic blend: Development of a ‘real-life’ learning environment for higher education		
3.00 – 3.25	<b>Su-Ann Koh, Kathy Sanders &amp; Jan Meyer</b> Roles of active learning and tutor input in students’ perception of learning	<b>Elizabeth-Kate Gulland, Ahmed El-Mowafy &amp; Tony Snow</b> Developing interactive tools to augment traditional teaching and learning in land surveying	<b>Rebecca Blaxell &amp; Catherine Moore</b> Connecting academic and employability skills and attributes	<b>Sue Jones, Rick Ladyshevsky, M. Smith, et al</b> Engaging fieldwork coordinators: Academic leadership development for work integrated learning		
3.30 – 3.55	<b>Afternoon tea</b> (Learning Link Building)					
Parallel session 3	LL 2.002/3	LL 2.004/5	LL 1.002/3	LL 1.004	LL 1.005	
4.00 – 4.25	<b>Renee Parnell &amp; Dianne Smith</b> Navigating the unexpected: Regional community engagement with authentic learning outcomes	<b>John R. Venable, Ashley Aitken, Vanessa Chang, et al</b> Developing a research design for comparative evaluation of marking and feedback support systems	<b>Rashmi Watson</b> Staff engagement with support mechanisms that promote and improve teaching practices: Perceptions of lecturers	<b>Shannon Johnston &amp; Yvonne Button &amp; Mark Drechsler</b> Moving to <i>Moodle</i> : Organisational knowledge and community building at UWA	<b>Workshop</b>  <b>Katrina Stratton &amp; Susan Bailey</b> Well-being and student placements: An experiential exploration for educators	
4.30 – 4.55	<b>Eva-Marie Middleton</b> Practice makes perfect: Improving private practice among music aural students	<b>Keith McNaught</b> Trialling the use of a mathematics diagnostic assessment task	<b>Donella Caspersz, Doina Oлару &amp; Leigh Smith</b> Striving for definitional clarity: What is service learning?	<b>Allen G Harbaugh</b> Effective strategies to support online learning and student engagement		
5.00 – 5.25	<b>Anja Brok</b> How big is too big? Combining large class workshops and lectures in history education	<b>Cathy Cupitt</b> Enhancing sessional staff development through assessment tools	<b>Angus Morrison-Saunders, Richard Bell &amp; Francois Retief</b> The journal article incubator approach to teaching writing skills and enhancing research outputs	<b>Raelene Tifflin &amp; Dimity Wehr</b> Engaging students in discussion board participation: Strategies for online teaching and learning		
5.30	<b>Unicredit Sundowner and Book launch</b> (Club Murdoch)					

## Friday 3 February 2012

<b>8.30 – 9.00</b> Registration (Learning Link Building) Coffee/tea (Kim Beazley Lecture Theatre)						
<b>9.00 – 10.25</b> Plenary Session (Kim Beazley Lecture Theatre) Opening day 2: Panel discussion: <b>Steve Hoath (TISC) with Phil Hancock (UWA), Keith McNaught (Notre Dame), Arshad Omari (ECU), Robyn Quin (Curtin) &amp; Beverley Thiele (Murdoch)</b> <i>The readiness of school leavers for university</i>						
<b>10.30 – 10.55</b> Morning tea (Learning Link Building)						
<b>Parallel session 4</b>	<b>LL 2.002/3</b>	<b>LL 2.004/5</b>	<b>Brian Hill Lecture Theatre</b>	<b>LL 1.002/3</b>	<b>SS 2.044</b>	<b>LL 1.005</b>
<b>11.00 – 11.25</b>	<b>Simon Kilbane</b> Room for improvement? Reviewing graduate perceptions of design studio teaching at UWA	<b>Monika Durrer</b> Up close and personal: Increasing student engagement and understanding through eyewitness interviews	<b>Don Watts &amp; Keith McNaught</b> The demise of upper schooling for university bound students: Challenging the policy drivers in Western Australia	<b>Marjan G Zadnik &amp; Will Rifkin</b> Get your colleagues to teach better	<b>Workshop</b> <b>Yvonne Button, Mark Drechsler &amp; Shannon Johnston</b> Sharing UWA staff training for Moodle pre-implementation in 2012	<b>Workshop</b> <b>Jamie Murphy</b> Experiential learning via the <i>Google Online Marketing Challenge</i>
<b>11.30 – 11.55</b>	<b>Dawn Bennett &amp; Lisa Tee</b> Engaging students with future-oriented thinking	<b>Katharina Bense</b> Cross-cultural observations on classroom management: Experiences of German migrant teachers in Australia	<b>Lee Partridge, Sally Sandover &amp; Jenna Mead</b> Mission impossible: Select entry degrees and equity	<b>Coral Pepper &amp; Susan Roberts</b> Supporting unit coordinators: Just in time, just for me		
<b>12.00 – 12.25</b>	<b>Rob Phillips, Dorit Maor, Wendy Cumming-Potvin, P Roberts, J Herrington &amp; G Preston</b> Learning analytics and study behaviour: A pilot study	<b>Rebekah Sturniolo-Baker &amp; Rocco Loiacono</b> Perceptions of learning and assessment in beginners and intermediate level Italian Studies	<b>Mahsood Shah &amp; Chenicheri Sid Nair</b> Can standards drop? Social inclusion agenda and academic standards	<b>Denise Chalmers, Veronica Goerke, Allan Goody, Sue Stoney &amp; Di Gardiner</b> Are higher education teacher preparation programs achieving their goals?	<b>LL 1.004</b> <b>Workshop</b> <b>Alistair Campbell &amp; Julia Wren</b> Assessment in the digital age: Touch technology	<b>Workshop</b> <b>Catherine Moore &amp; Rebecca Blaxell</b> Meeting student needs through the synchronised development of academic and employability skills
<b>12.30 – 12.55</b>	<b>David Tripp</b> Critical incidents in tertiary teacher development	<b>Siobhan Hodge</b> Re-thinking the box: Negotiating curricula and finding critical spaces in English	<b>Jim Elliott</b> Does focusing on retention make a difference? The impact of Curtin's retention plan	<b>Lorraine Day &amp; Derek Hurrell</b> A teaching team: More than the sum of its parts		
<b>1.00 – 1.55</b> Lunch (Learning Link Building)						

<b>Parallel session 5</b>	<b>LL 2.002/3</b>	<b>LL 2.004/5</b>	<b>LL 1.004</b>	<b>LL 1.005</b>
<b>2.00 – 2.25</b>	<b>Michelle Striepe, Christine Howitt &amp; Mark Pegrum</b> The <i>iPad</i> and pre-service teachers: Revolutionary learning tool or fancy entertainment device?	<b>Gillian Dale-Jones, Phil Hancock &amp; Eileen Thompson</b> Assessment standards and peer learning	<b>Angus Morrison-Saunders</b> Missing in action? A philosophy of plagiarism and implications for learners and teachers	<b>Workshop</b> <b>Will Rifkin &amp; Daniel Southam</b> Engaging students in a new media assessment
<b>2.30 – 2.55</b>	<b>Alistair Campbell &amp; Julia Wren</b> Feedback on group performance using an <i>iPad</i> app	<b>Greg Thompson &amp; Ross Williams</b> University students' perceptions of peer assessment in Health and Physical Education	<b>Marina Lommerse, Priya Metcalfe &amp; Michelle Doray</b> Learning in the transition year: bridging the move from institution into a community of practice	
<b>3.00 – 3.25</b>	<b>Xingchen (Chase) Song</b> Students' learning experience with learning management systems A UWA case study	<b>Susan Teather &amp; Catherine Moore</b> Embedding innovative assessment practices: Developing students' critical appraisal skills	<b>Kent Turkich, Shane Greive &amp; Paul Cozens</b> Student retention and co-teaching: Utilising expert staff and educational theory to promote motivation	<b>Panel Discussion</b> <b>Craig Whitsed, Ingrid Richardson, Jan Gothard, Julia Hobson, Helen Middleton &amp; Megan Paull</b> Being on common ground: Facilitating increased cross-cultural interactions in diverse learning contexts
<b>3.30 – 3.55</b>	<b>Miriam Sullivan &amp; Nancy Longnecker</b> Benefits and risks of using blogs in university teaching	<b>Christopher Lin</b> Examining the role of exams in student perceptions of learning	<b>Carmela De Maio &amp; Sam Fearn</b> Meeting the academic skills needs of first year students through embedding workshops	
<b>4.00 – 4.25</b>	<b>Afternoon tea</b> (Learning Link Building)			
<b>4.30 – 5.00</b>	<b>Plenary Session</b> (Learning Link Building) <b>Forum evaluation, prize draws and invitation to TLF 2013 at Murdoch University</b>			