

Wednesday 30 January 2008

8.15 onward	Registration - coffee/tea					
9.00 - 9.15	Norm Dufty Lecture Theatre Building 210 Conference Opening – Deputy Vice Chancellor, Education, Professor Robyn Quin					
9.15 - 10.15	Norm Dufty Lecture Theatre Building 210 Keynote Address – Professor Geoff Scott Pro Vice-Chancellor (Quality) at the University of Western Sydney Title – Preparing for the successful graduate of 2015 p. 13					
10.15 - 10.40	Morning Tea					
Themes, Venues	<i>Leadership in T & L</i> Room 221 B211	<i>Restructuring curricula</i> Room. 222 B211	<i>Engaging the future student</i> Room. 223 B211	<i>Restructuring curricula</i> Room. 226 B211	<i>Restructuring curricula</i> Study Room B210	<i>Engaging the future student</i> Norm Dufty B210
10.40 - 11.05	Curriculum in higher education: Getting it all together p. 32 <i>Owen Hicks</i>	Forensic investigation: Raising the bar on qualifications p. 38 <i>Simon Lewis, Alex Well, Beatrice Tucker & Tamsin Kelly</i>	Where shall the future student learn? Student expectations of university facilities for teaching and learning p. 40 <i>Patricia McLaughlin & Anthony Mills</i>	Diversity: A longitudinal study of how student diversity relates to resilience and successful progression p. 35 <i>Adrienne Kinnear, Mary Boyce & Heather Sparrow</i>	Implementing problem based learning into Natural Resource Economics p. 46 <i>Coral Pepper & Jo Pluske</i>	Becoming a student ... again! p. 51 <i>Geoff Swan</i>
11.05 - 11.30	School lighthouses: Leading curriculum change in the context of a whole of institution restructure p. 47 <i>Susan Roberts & Rick Cummings</i>	Resurrecting the dead: Use of online learning in forensic science p. 52 <i>Sasha Voss</i>	Are workshops a valuable way to engage the future student? Evaluating workshops and tutorials in Women's Studies p. 48 <i>Eleanor Sandry</i>	The living memories project: Real life clients, real life rewards p. 22 <i>Leitha Delves</i>	Problem-based learning for first year students: Perspectives from students and laboratory demonstrators p. 52 <i>Natasha Teakle</i>	Engaging engineering students: The preferred learning and teaching style nexus p. 50 <i>Brad Stappenbelt</i>
11.30 - 11.55	Leading in a learning organisation: Senge's model of the learning organisation within a school of nursing p. 54 <i>Michele Zolezzi</i>	Why are we doing this subject?: Examining the expectations and experiences of bio/medical science students taking introductory physics at UTS p. 35 <i>Les Kirkup</i>	Promoting reflection through self-marking p. 43 <i>Ron Oliver & Deanna Heal</i>	Implementation of a health risk assessment program by level 3 Human Movement and Exercise Science students p. 32 <i>Kym Guelfi</i>	Writing from source: Avoiding the P word p. 21 <i>Jeanne Dawson, Grace Conti-Bekkers, David Packer & John Fielder</i>	Songs in the key of life: Making use of popular music as an engaging tool for tertiary students p. 40 <i>Lorel Mayberry</i>
11.55 - 12.20	Academic leadership for course coordinators: Professional development program pilot results p. 34 <i>Sue Jones, R. Ladyshewsky, Beverley Oliver, Helen Flavell & Inna Geoghegan</i>	A role for integrative studies as a foundation component of Australian university courses p. 18 <i>Neville W. Bruce & Brilliana von Katterfeld</i>	What are the communication and information technology skills of students commencing first year courses in health? p. 15 <i>Katherine Bathgate & Kay Sauer</i>	The real world! How Curtin prepares Health Promotion students for the workforce p. 19 <i>Sharyn Burns, Sue Dimitrijevic & Lisa Cooper</i>	Re-drafting the major first year written assignments: What do lecturers and students think? p. 23 <i>Katalin Dobos</i>	ICT support systems for pre-service music teachers: Are they valued? p. 26 <i>Anita Fuhrmann & Andrea Stanberg</i>
12.25 - 1.00	Lunch – Foyer, Building 210					

Due to the number of presentations, there are very limited change-over times between sessions. If you wish to move between rooms between sessions, please do so as quickly and quietly as possible so that you do not disrupt the presenters at the beginning or end of their sessions. Session chairs have been instructed to enforce strict time keeping and quick changes between presentations.

1.00 - 2.00	Norm Dufty Lecture Theatre B210 Keynote Address – Mr Colin Latchem , Consultant, Writer and original convenor of the Teaching Learning Forum Title - Plus ça change, plus c'est la même chose? p.13					
Themes, Venues	<i>Restructuring curricula</i> Room 221 B211	<i>Restructuring curricula</i> Room 222 B211	<i>Engaging the future student</i> Room 223 B211	<i>Restructuring curricula</i> Room 226 B211	<i>Restructuring curricula</i> Study Room B210	<i>Engaging the future student</i> Norm Dufty B210
2.00 - 2.25	Alternative pathway entry to ECU: Mapping teacher education student experiences p. 24 <i>Eva Dobozy</i>	Diversity in reflective practice by human biology students using online test feedback p. 26 <i>Georgina Fyfe et al</i>	Will the Net Generation use personal devices and social software for supplementary learning experiences p. 53 <i>Veronica Goerke and Beverley Oliver</i>	Defining global skills is an important step towards the preparation of future science graduates p. 16 <i>Conny Bertram</i>	Developing a student retention plan p. 24 <i>Jim Elliott</i>	Out damned SPOT: The questionable reliability and validity of student evaluations of teaching p. 45 <i>Lee Partridge</i>
2.25 - 2.50	“This isn’t science!” Challenging pre-service primary teachers’ views of science through explicit reflection p. 34 <i>Christine Howitt</i>	Outcomes of a Carrick project linking online assessment feedback to reflective practice p. 36 <i>Nicole Koehler et al</i>	Putting windows in the ivory tower: Challenges and changes to university practice in the face of Web 2.0 tool use by students p. 37 <i>Tama Leaver</i>	Transforming professional education: The lost art of service and global citizenship p. 29 <i>Trevor Goddard & Kit Sinclair</i>	A case study in student retention p. 15 <i>Susan Beltman</i>	Highly rated university tutors (as depicted by student evaluations) and self-directed learning p. 17 <i>Sonja Bogunovich</i>
2.50 - 3.15	Building physiotherapy communities of practice in clinical education through blogging p. 27 <i>Peter Gardner & Richard K. Ladyshewsky</i>	Gender, work, expectation and achievement amongst first year human biology students p. 41 <i>Jan Meyer et al</i>	Interactive whiteboard technology: Weaving together teaching and learning p. 41 <i>Karen Murcia</i>	Partnerships: Building ‘relationships of substance’ to better serve the needs of schools and universities in preparing teachers of the future p. 49 <i>Sue Sharp & Will Turner</i>	A diversity of study strategies: Interviews with international students p. 39 <i>Joo-Dee Loh</i>	A measure of student engagement: Is it telling us what we want to know? p. 18 <i>Caroline Bulsara & Allan Goody</i>
3.15 - 3.40	Evaluation of postgraduate nursing student portfolios for assessment of clinical performance development p. 27 <i>Fenella Gill, Kerry Southerland & Lucia Gillman</i>	Gender differences in students’ reflection upon online formative assessment activities p. 47 <i>Kathy Sanders et al</i>	Latour meets the digital natives: What are they really like? p. 49 <i>Stephen Sheely</i>	Collaborative learning: The designing futures cluster program builds innovation and capacity p. 39 <i>Marina Lommerse</i>		Using the emotion of art to build cohesion, collaboration and empathy between student nurses p. 42 <i>Caroline Nilson</i>
3.40 - 4.00	Afternoon Tea					
4.00 - 5.15	DVC Teaching and Learning Panel Convenor – Professor Beverley Oliver Questions from the Forum delegates					
5.15	Soirée – Vege Patch Café, Curtin University of Technology					

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Thursday 31 January 2008

8.15 onward	Registration - coffee/tea					
9.00 - 10.00	Norm Dufty Lecture Theatre B210 Keynote Address – Dr Sigi Goode Senior Lecturer, School of Accounting and Business Information Systems, Australian National University. Title – More Human than Human: Engagement in the 21st Century p. 13					
10.00-10.30	Norm Dufty Lecture Theatre B210 Student Panel – Meet the potential graduates of 2015: Will we be ready to engage them? p. 4					
10.30 - 10.55	Morning Tea					
Themes, Venues	<i>Leadership in T & L</i> Room. 221 B211	<i>Restructuring curricula</i> Room. 222 B211	<i>Engaging the future student</i> Room. 223 B211	<i>Restructuring curricula</i> Room. 226 B211	<i>Restructuring curricula</i> Study Room B210	<i>Engaging the future student</i> Norm Dufty B210
10.55-11.20	Complexity of course review: Indicators and measures p. 26 <i>Sonia Ferns, Beverley Oliver & Sue Jones</i>	Curtin's new online professional development program on internationalising the curriculum p. 53 <i>Shelley Yeo</i>	With the wider world in mind: How the 2015 United Nations Millennium Development Goals can deepen teaching and learning p. 28 <i>Adrian Glamorgan</i>	Interdisciplinary clinical education: Working, living and learning together in China, India, South Africa and Ukraine p. 31 <i>Nigel Gribble, Trevor Goddard, Alma Dender, Jan Kelly & Carolyn Mulkearns</i>	Posner on the uselessness of moral theory: An empirical analysis p. 36 <i>Andy Lamey & Kirsty Best</i>	Assessing tutorial participation and participation in assessing tutorials: A teaching intern's experience p. 14 <i>Gillian Abel</i>
11.20-11.45	Panel discussion Future leaders in learning and teaching: Experiences of non-positional leaders in a Carrick Project p. 21 <i>Rick Cummings, Renato Schibeci & Susan Roberts</i>	Learning interactively for engagement (LiFE): A needs analysis of refugee students at university p. 49 <i>Jenny Silburn & Jaya Earnest</i>	Reading preparation for tutorials p. 30 <i>Wendy Grace</i>	Teaching and learning methods practised at university and vocational training institutions: A comparative study p. 37 <i>Cindy Lane</i>	Promoting effective classroom discussions: Reflections on the Socratic method in first-year English tutorials p. 42 <i>David Nel</i>	An experiment in the use of peer assessment in mathematics and physics tutorials p. 51 <i>Raymond Summit</i>
11.45-12.10		Countryweek: An undergraduate learning adventure to examine rural, remote and Indigenous health issues p. 38 <i>Ivan Lin, Angela Durey, Tania Wiley, Des Thompson & Jan Hall</i>	Tutorial questions as a learning activity: Student surveys and teacher reflection p. 43 <i>Laurie Ormond</i>	What students want: A ten minute guide to more relevant feedback p. 19 <i>Sandra Carr et al</i>	The teaching of 'book history' in English and Cultural Studies units p. 32 <i>Per Henningsgaard</i>	Introducing tutorials in Human Neuroanatomy p. 30 <i>Maria João Grade Godinho, Jan Meyer & Stuart Bunt</i>
12.10 - 1.00	Lunch – Foyer, Building 210					

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1.00-1.25	Leading curriculum reform: Lessons learnt and challenges ahead p. 43 <i>Beverley Oliver, Sue Jones & Sonia Ferns</i>	Introducing problem-based learning to second year genetics students p. 46 <i>Coral Pepper & Susan Barker</i>	Student engagement in learning and teaching p. 16 <i>Daniel Boase-Jelinek</i>	Understanding the changing face of employment p. 16 <i>Dawn Bennett</i>	Why study German? A survey among students studying German p. 25 <i>Sandra Eubel</i>	The impact of Lectopia on learning outcomes in second year Pharmacology p. 25 <i>Lynette Fernandes, Chris Cruickshank & Moira Maley</i>
1.25-1.50	Curriculum change: Equipping the economics graduates of 2015 p. 18 <i>Murray Brennan</i>	A model formative assessment strategy to promote student centred self regulated learning in higher education p. 17 <i>Jayakumar Bose</i>	The times they are a-changing? The shifting nature of campus community p. 40 <i>Wayne McGowan & Lee Partridge</i>	The arts skills summary: Building employability awareness in Arts students p. 22 <i>Leitha Delves</i>	Understanding HIV: What tertiary media educators need to know p. 20 <i>Trevor Cullen</i>	Student and staff perceptions of Lectopia p. 46 <i>Rob Phillips et al</i>
1.50-2.15	Bridge over the theory-practice divide p. 53 <i>Judith Wilson</i>	(Re)assessing student assessments: A snapshot of collaborative and creative learning p. 14 <i>Angela Barns, et al</i>	Teaching Aboriginal students: Learning the narrative p. 24 <i>Kerrie Alaylee Doyle & Angela Durey</i>	Encouraging a reflective approach to learning as a means of strengthening academic and work place learning p. 31 <i>Jane Grellier, Diane Fisher & Janice McKay</i>	Innovative youth health expo and community engagement p. 21 <i>Gabrielle Davie</i>	Innovative technology engaging first-year students in independent and collaborative learning in foundation units p. 23 <i>Alma Dender</i>
2.15-2.40	Workshop From the ground up: A structure for the implementation of a systemic peer review process p. 44 <i>Lee Partridge</i>	Taking baby steps: The impact of test length on first year student engagement with online formative assessments in human biology p. 33 <i>Julie Hill et al</i>	Workshop Enthuse 'em or lose 'em: Change your students from passive listeners to active learners p. 20 <i>Lisa Cooper, Sharyn Burns, Sue Dimitrijevic & Melissa Mairata</i>	Workshop Just a minute: Public speaking strategy p. 50 <i>David Smith</i>	Turnitin: A tool for teachers p. 54 <i>Shelley Yeo & Mike Williams</i>	
2.40-3.05					Online student learning resources: An improving student learning initiative in accounting p. 52 <i>Ann Tarca, Matthew Tilling & Eileen Thompson</i>	
3.05 - 3.30	Afternoon Tea					
3.30 - 4.30	Norm Dufty Lecture Theatre B210 TurningPoint Audience Response System and eBeam Interactive Mobile Whiteboard Technology Selection of best presentations and Forum feedback					
4.30 - 4.45	Forum Close					

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