

issotl

INTERNATIONAL SOCIETY
FOR THE SCHOLARSHIP
OF TEACHING & LEARNING

The 12th annual conference of the
International Society for the Scholarship of
Teaching and Learning

27-30 October 2015 | Melbourne, Australia

www.issotl2015.com.au

Conference Program

Tuesday 27 October 2015

Room Number	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	80.07.009	80.09.006	80.02.003	80.10.013	80.09.012
0900-1030	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 3 Connie Guberman	Workshop 5 Evie Kendal	Workshop 7 Marina Harvey	Workshop 8 Sophie Karanicolas	Workshop 10 Tina Bhargava	Workshop 12 Deirdre Van Jaarsveldt	Workshop 13 Josephine Csete	Workshop 15 Kerry Howells
1030-1100	MORNING TEA									
1100-1230	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 3 Connie Guberman	Workshop 5 Evie Kendal	Workshop 7 Marina Harvey	Workshop 8 Sophie Karanicolas	Workshop 10 Tina Bhargava	Workshop 12 Deirdre Van Jaarsveldt	Workshop 13 Josephine Csete	Workshop 15 Kerry Howells
1230-1330	LUNCH									
1330-1500	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 4 David Pace	Workshop 6 Ruth Whittle	Workshop 7 Marina Harvey	Workshop 9 Spiros Soulis	Workshop 11 Carol Miles		Workshop 14 Deb Clarke	
1500-1530	AFTERNOON TEA									
1530-1630	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 4 David Pace	Workshop 6 Ruth Whittle	Workshop 7 Marina Harvey	Workshop 9 Spiros Soulis	Workshop 11 Carol Miles		Workshop 14 Deb Clarke	
1630-1730	Registration					New to ISSOTL				
1730-1800	Welcome to country and Opening Remarks									
1800-1845	Opening Keynote (Storey Hall) - Professor Vijay Kumar									
1845-1900	Co-host Introduction									
1900-2000	Welcome Reception									

Wednesday 28 October 2015

0830-0930									
Plenary Keynote (Storey Hall) - Dr. Katarina Mårtensson									
Room Number	16.01.001	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	16.07.004	80.07.009	
0930-1030	<i>Session A1</i>	<i>Session A2</i>	<i>Session A3</i>	<i>Session A4</i>	<i>Session A5</i>	<i>Session A6</i>	<i>Session A7</i>	<i>Session A8</i>	
	<i>Theme 6</i>	<i>Theme 1</i>	<i>Theme 2</i>	<i>Theme 5</i>	<i>Theme 4</i>	<i>Theme 3</i>	<i>Theme 2</i>	<i>Theme 6</i>	
	<p>Lynne Roberts Reflections on the emergence, evolution and current status of a Scholarship of Teaching and Learning community of practice</p> <p>Carmen Werder Research on Writing Instruction Leading SoTL</p>	<p><i>Roundtable</i> Thomas Pusateri, Diana Gregory Leading through the Center: One CETL's contributions to institutional change</p>	<p><i>Roundtable</i> Carol Miles, Keith Foggett Beyond the Academic Essay: Authentic assessment in the university classroom</p>	<p>Jen Lyons & Lucia Tome All journals are equal, but some are more equal than others: spoilt for choice or just confused?</p> <p>Glenn Mitchell Leading Learning and the Scholarship of Change</p>	<p>Earle Abrahamson Great Unexpectations - A Journey through Student Engagement</p> <p>Tara Newman Leading Institutional Change through Learning and Teaching Communities</p>		<p>Chris Browne Undergraduate constructionism: concrete learning for future engineers</p> <p>May Ivy Chia Incorporating Experiential Learning in the Curriculum- The Skills Future Initiative</p>	<p>Janice Miller-Young Boundary Crossing and Troublesomeness: Experiences of Scholars in a SoTL Development Program</p> <p>Robert Nelson The lost originality of leadership</p>	
1030-1100 MORNING TEA									
1100-1230	<i>Session B1</i>	<i>Session B2</i>	<i>Session B3</i>	<i>Session B4</i>	<i>Session B5</i>	<i>Session B6</i>	<i>Session B7</i>	<i>Session B8</i>	
1100-1230	<p>Rory Chatterton, Samuel Worne, Christine Brown Collaborating with students to create an on-line Peer-Review of Educational Practice system</p> <p>Jo-Anne Kelder Guidance for leaders: adapting the Peer Assisted Teaching Scheme (PATS) for quality improvement, quality assurance and scholarly outcomes in teaching</p> <p>Cassandra Saunders Investigating the use of formative and peer assessment in the scientific discipline: Are they effective learning resources?</p>	<p><i>Panel</i> Sandra Jones, Di Weddell, Leo Goedegebuure, Himasha Fonseka, Sinead Colee, Katerina Mårtensson Leading the Academy: Collaborating, Innovating and Creatively Engaging all Stakeholders</p>	<p>Jurg Bronnimann Leveraging learning analytics for future pedagogies and scholarship: the academic perspective</p> <p>John Egan Learning analytics and SoTL: an Imperfect Disciplinary Apparatus</p> <p>Steve Leichtweis Integrating learning analytics with peer mentoring in first year undergraduate courses</p>	<p>Helen Flavell Being reshaped into SoTL: teaching academics, the reform agenda and impact on SoTL engagement</p> <p>Kerry Howells Book club as a means of leading change through sharing research in communities of practice</p> <p>Thomas Pusateri Transforming institution-wide global engagement through Strategic Internationalization Grants</p>	<p><i>Symposium</i> Kelly McConaughay, Carol Bender, Angela Brew, Ami Ahern-Rindell Assessing Undergraduate Research: What We Can Learn From Assessment at Multiple Levels</p>	<p>Rebecca Eaton Lessening learning shock: Enhancing university transition and tertiary preparedness for non-traditional pathway students</p> <p>Robyn Nash The Connections for Learning Program: Promoting success for culturally and linguistically diverse students</p> <p>Rosanne Coutts Academic skill needs and competency of first year health science students with diverse entry profiles: Views of educators</p>	<p>Margaret Hamilton Interdisciplinary Teams For Engaging in Employability Skills</p> <p>Aaron Long Fighting for Resources: Scaffolding Undergraduates' Library Research with a Trojan War Role-Playing Game</p> <p>Sylvia Mackie Future pedagogical design for a university-industry collaborative doctoral program</p>	<p><i>Symposium</i> Joy Whitton, Meredith Hughes, Erica Brady, Chris Thompson, Priscilla Johanesen The Monash Higher Education Research Program</p>	
	1230-1330 LUNCH (including poster session)								
	1330-1400 Plenary Keynote (Storey Hall) - Professor Margaret Gardner AO								
1400-1430 Invited Speaker (Storey Hall) - Professor Geoff Scott									
Room Number	16.01.001	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	16.07.004	80.07.009	
1430-1530	<i>Session C1</i>	<i>Session C2</i>	<i>Session C3</i>	<i>Session C4</i>	<i>Session C5</i>	<i>Session C6</i>	<i>Session C7</i>	<i>Session C8</i>	
	<p>Helen McLean Leveraging writing as a social practice: a community of practice approach to support scholarly teaching award applications</p> <p>Marion Tower Developing a Community of Practice in Scholarship of Teaching & Learning for Nurse Academics</p>	<p><i>Roundtable</i> Dominique Parrish, Patrick Crookes, Joanne Joyce-McCoach Tectonic plates? Fostering situated leadership in a digital age</p>	<p><i>Roundtable</i> Sandra Jones, Ngan Collins, Nattavud Pimpa Co-designing peer learning experiences for student in multiple transnational locations</p>	<p>Kelley Shaffer Impacting Teaching Goals Using SoTL: A Case Study from a Regional University in the United States</p> <p>Brad Wuetherick Increasing the Impact of SoTL: Supporting Changes in Practice through SoTL Transfer</p>	<p><i>Roundtable</i> Peter Lake Tackling disengagement in teaching teams</p>	<p>Camilla Nicoll Preliminary findings of an intensive high-school intervention program aimed at raising student aspiration to attend university</p> <p>Penelope Robinson The power of mentoring students with autism, by students with autism - the AWEtism Rethink 'I CAN Network' way</p>	<p>Judy Sng Enriching lecture videos and webcast with digital tags on SAM online platform to promote active learning</p> <p>Mara Hammerle Active learning in businessand economics: A review of the last decade (2004-2014) with a look to the future</p>		
	1530-1600 AFTERNOON TEA								
1600-1730	<i>Session D1</i>	<i>Session D2</i>	<i>Session D3</i>	<i>Session D4</i>	<i>Session D5</i>	<i>Session D6</i>	<i>Session D7</i>	<i>Session D8</i>	
1600-1730	<p>Jennifer Clark Teaching First Year History in a Standards Environment</p> <p>Gina Curro Staying on the right side of the Law: a relational model for integrating academic literacies into first year</p> <p>Tomas Zahora Assessing independent learning: literature reviews and critical thinking in the Biomedical Sciences</p>	<p><i>Symposium</i> Diana Gregory Diversity: Making our shared values visible</p>	<p><i>Panel</i> Beverly Oliver, Vijay Kumar, Peter Goodyear, Dawn Bennett, Bennett Merriman, Siobhan Lenihan How will universities contribute to students' employability in 2020?</p>	<p>Karen Manarin SoTL: Lost in Translation?</p> <p>Deb Clarke Acorns to oak trees: A range of SoTL initiatives from a single model of leadership</p> <p>Caroline Cottman Transforming teaching and learning: Using Photovoice narrative to ascertain changing practice</p>	<p>Basia Diug Evaluating the impact of a short-term research internship on health care students self-efficacy</p> <p>Aysha Divan Constructing Masters programmes in collaboration with external partners: course evaluation and innovative design</p> <p>Erin Mikulec Nexus: Honors pre-service secondary teachers' understanding of teaching and learning through collaboration with students in an alternative educational setting</p>	<p><i>Symposium</i> Patrick Crookes, Daniel Bernstein, Christine Brown Beyond Bibliometrics - expanding the range of high quality, high credibility peer-review opportunities available to academics</p>	<p>Julie Walker Transforming teaching and learning space in first year accounting using active learning pedagogies</p> <p>Arosha Weerakoon Reaching and Teaching Tomorrow's Dental Professionals Today</p> <p>Judy Sng PharmaCASES: Clinical Applications and Scenarios through Experiential Learning System in Pharmacology for medical practitioners</p>	<p>Andrea Webb After the program: The challenge of being a SoTL leader at a research-intensive university in Canada</p> <p>Josephine Csete Identifying SoTL activity across an institution: A bibliometric approach</p> <p>Anna Wilkinson Engaging-the-disciplines: Navigating SoTL development in challenging environments</p>	

Wednesday 28 October 2015 (cont.)

0830-0930		Plenary Keynote (Storey Hall) - Dr. Katarina Mårtensson						
Room Number	80.07.001U	80.03.15	80.08.010	80.05.012	80.02.017	80.09.06	80.10.013	80.07.06
0930-1030	<i>Session A9</i>	<i>Session A10</i>	<i>Session A11</i>	<i>Session A12</i>	<i>Session A13</i>	<i>Session A14</i>	<i>Session A15</i>	<i>Session A16</i>
	<i>Theme 5</i>	<i>Theme 1</i>	<i>Theme 2</i>	<i>Theme 3</i>	<i>Theme 5</i>	<i>Theme 1</i>	<i>Theme 2</i>	<i>Theme 2</i>
	Maree DinanThompson Exploring Assessment Literacy in Higher Education: Academics accounts of personalised, localised and institutional assessment practices	Trish McCluskey Connecting Leaders in Learning and Teaching through Networked Learning	Adam Cardilini Creating virtual communities: Engaging staff and students in holistic course-level learning environments	Di Weddell Developing and Sustaining shared leadership in higher education	Kay Crookes Establishing ways in which nurse educators seek to make their teaching meaningful and engaging for nursing students	Elizabeth Beckmann Leadership through fellowship: professional recognition as a pathway to improving scholarship of teaching and learning in Australian universities	Kimberly De La Harpe Flipped Learning: Completing the feedback loop with assessment	Lee Adam Re-conceptualising plagiarism: Engaging students in quality scholarship
Session A		Melanie Brown Communities of Practice as a Mediation for Institutional Change	Janet Dymnt You want us to take/ teach outdoor education online?: Student and lecturer perceptions of experiential learning and teaching in the online space		Christina Kolar University staff perceptions of an inclusive curriculum and capacity building programme implemented for low socio-economic status (SES) university students	Jennifer Lock Building the bridge from student to instructor: A case study of the Teaching Assistant Preparation Program	Kerry Hood Growing the Flipped Classroom - inspiring teachers and learners	Dawn Bennett Leading SoTL: The case for collaborative approaches
	1030-1100 MORNING TEA							
1100-1230	<i>Session B9</i>	<i>Session B10</i>	<i>Session B11</i>	<i>Session B12</i>	<i>Session B13</i>	<i>Session B14</i>	<i>Session B15</i>	<i>Session B16</i>
	<i>Symposium</i> David Pace, Janice Miller-Young, Michelle Yeo, Manie Moolman, Jennifer Clark, Adrian Jones, Anette Wilkinson, Deirdre van Jaarsveldt Communities of Decoding: Using the Decoding the Disciplines paradigm to create faculty learning communities on three continents	Karen Burke Da Silva A Collaborative Cross-disciplinary Model of Leadership development for Education focused academics	Trine Fosslund The pedagogical use of digital technology in higher education	Anna Rowe Developing the competencies required to successfully navigate local communities and a globalised world: Affective graduate attributes	Ashley Welsh Embedding Program Evaluation Research into the Implementation of an Innovative New First Year Program for International Students	Mathew Hillier Webinars as a venue for engagement in professional learning for busy academics	Gregor Novak Comprehensive Flipped Learning and Inductive Pedagogies	Mary Ann Danielson Collaborative Curricular (re)Construction (C3): Engaging Students in the Process of Course Re-Design
		Andrea Greenhoot Leading Widespread Change through Collaborative Inquiry	Kym Fraser A creativity MOOC for the 21st century student	Theresa Winchester-Seeto Different viewpoints: comparing graduate attributes from Taiwan and Australia	Claire Hamshire Student stories cannot be counted, a discussion of narrative as a means of resisting the measurement of student experience	Simon Lancaster The work of the United Kingdom Association of National Teaching Fellows	Julia Novak Future flip or future flop?: Flipping large undergraduate mathematics lectures	Jo McKenzie Engaging students in creating learning futures
		Gwen Lawrie Sowing the seeds: developing sustainable practices through shared perspectives, strategies and an inter-institutional collaborative community	Lyn Goldberg Addressing the online learning needs of non-traditional students	Deirdre Van Jaarsveldt Facilitating learning about navigating diversity through difficult dialogues		Jill Lawrence The Associate Dean (Students) role: Does it work for students and institutions?	Annalise O'Callaghan Engaging students through, and in, the flipped classroom: are we there yet?	Donella Caspersz Transformative Listening and Transformative Service-Learning
1230-1330 LUNCH (including poster session)								
1330-1400		Plenary Keynote (Storey Hall) - Professor Margaret Gardner AO						
1400-1430		Invited Speaker (Storey Hall) - Professor Geoff Scott						
Room Number	80.07.001U	80.03.15	80.08.010	80.05.012	80.02.017	80.09.06	80.10.013	80.07.06
1430-1530	<i>Session C9</i>	<i>Session C10</i>	<i>Session C11</i>	<i>Session C12</i>	<i>Session C13</i>	<i>Session C14</i>	<i>Session C15</i>	<i>Session C16</i>
	<i>Roundtable</i> Jude Williams, Heather Alexander Using scholarship and evaluation in program quality to change institutional policies and practices: a case study from Griffith University	Bernadette Mercieca Leadership in the academy through communities of practice	Sarah Howard Exploring Engineering academics views of writing and implications for future use of online tools to support students writing	Kerry Bissaker Group Post Graduate Research Supervision: Beyond the Master and Apprentice	Michelle Yeo Innovating pedagogy in a first year science course	Trine Fosslund Becoming the good supervisor: the formation of academics for the 21st st century	Jorge Reyna Designing your Flipped Classroom: an evidence-based framework to guide the flipped teacher and the flipped learner	Chrystal Zhang Investigating the role of technology in enabling effective feedback
		Rebecca Sealey Transforming institutional initiatives to a community of scholarly practice through the Teaching and Learning Academy	Alison Kuiper Making the Implicit Explicit: An investigation into teacher presence in face-to-face and online courses	Karen Manarin Scaffolded Research: Student Attitudes and Student Achievement	Patrick Crookes What important concepts might the SOTL movement usefully learn from the EBP movement?	Jennifer Lock Documenting quality teaching: Designing a structure for success	Bella Ross Flipped Learning, Flipped Satisfaction: Getting the Balance Right	
1530-1600 AFTERNOON TEA								
1600-1730	<i>Session D9</i>	<i>Session D10</i>	<i>Session D11</i>	<i>Session D12</i>	<i>Session D13</i>	<i>Session D14</i>	<i>Session D15</i>	<i>Session D16</i>
	<i>Symposium</i> Adrian German, Joan Middendorf, David Pace, Ali Erkan, Erika Lee, Suzanne Menzel, John Duncan Decoding in the STEM Disciplines: from Threshold Concepts to Bottlenecks	Valia Spiliotopoulos Shared Leadership through an Interdisciplinary Professional Learning Community: Interweaving the Language and Culture of Business and Education to Improve Student learning	<i>Symposium</i> Anne Taib, Nell Kimberley, Andrew Coleman, Peter Wagstaff Becoming the oracle: Reflecting on emerging trends in pedagogy and practice to envisage change - academic and professional perspectives on blended learning and the flipped classroom	Ketevan Kupatadze Framing Conversations About Diversity in the Language Classroom	Vikki Pollard Dissociating power relations: Using academics' stories of value tensions to develop new academic development methods	Jennifer Rowe Expansive learning and leadership laboratories - a model for engaging and developing emerging leaders of learning and teaching	Judith Seaboyer Shamelessly rewarding reading: How technology-assisted assessment can facilitate student reading in the humanities	
		Joanne Stewart Distributed leadership in a distributed community of practice: Enabling professional development through trust, support, and fun			Claude Savard Transforming teachers' practice: What teachers say about the impact of a pedagogy course on their teaching	Natalie Simper Leadership and Change Strategies in Teaching and Learning	Margaret Wegener Students' pre-class preparation: Concise and interactive online modules that students use	
		Kristin Warr Pedersen Designing an evaluation tool to assess the impact of communities of practice on peer professional learning and distributed leadership			Kathy Takayama Preparing the future professoriate: The scholarship of mentorship as reflective praxis	Carol Van Zile-Tamsen Shared leadership and advocacy efforts to promote institutional change: a case study	Brent Pilkey The physical university and a Connected Curriculum for the future: The holistic built environment and research-based education	

Thursday 29 October 2015

0830-0930		Plenary Keynote (Storey Hall) - Associate Professor Chng Huang Hoon							
Room Number		16.01.001	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	16.07.004	80.02.003
0930-1030		Session E1	Session E2	Session E3	Session E4	Session E5	Session E6	Session E7	Session E8
		Theme 2	Theme 1	Theme 2	Theme 1	Theme 4	Theme 3	Theme 1	Theme 6
Session E		Dominic McGrath Learning to teach in higher education: The 'promise' of digital solutions and what new teachers want	Roundtable Jane Skalicky, Phill Dawson, Kristin Warr Pedersen, Robert Nelson, Sally Rogan Conceptualising student leadership across international contexts	Roundtable Judith Westrup Learning & Teaching for Sustainability: Creative Design of a Multidisciplinary e-Assessment APP	Andrea Webb Developing educational leaders through the integration of threshold concepts in the Scholarship of Teaching and Learning	Roundtable Sandra Jones Porous borders: a Living Learning Laboratory Leadership Partnership	Denise Chalmers An adaptable tool for institutions and individuals to develop and apply teaching criteria and standards	Anthony Baker Coordination and teaching in a large-scale first-year subject: a case for distributed leadership	David Boud Best estimates of knowledge about assessment in higher education? Foundations for course design and leading assessment in the academy
		Timothy Perkins Collaborative Responsivity - a novel approach to University team teaching			Janelle Wilkes Leadership in the Academy: First Year Curriculum change in Quantitative Skills		Lisa Thomas Discover, Connect, Inspire: Transitioning into a whole of institution, continuing professional development framework	Angela Carbone The Peer Assisted Teaching Scheme: Enabling distributed leadership in learning and teaching	Natalie Simper Rubric Development Framework for Assessing Essential Learning Outcomes
1030-1100		MORNING TEA							
1100-1230		Session F1	Session F2	Session F3	Session F4	Session F5	Session F6	Session F7	Session F8
Session F		Anske Robinson Teaching research methods in the virtual learning environment - blending pedagogy with practice	Ragnhild Sandvoll How academic leaders understand, enact and endorse according to scholarship of teaching and learning?	Symposium Jessie Moore, Chris Anson, Liane Robertson Investigating the Teaching of Writing as a High-Quality High-Impact Practice	Ana-Maria Bliuc Transforming academic mentoring: a cross-disciplinary case study on shared practice for student learning	Earle Abrahamson The Scholarship of Civic Engagement: A case study in a post-1992 UK University	Panel Geoff Scott, Chng Huang Hoon, Kerri-Lee Krause, Mustika Indah Khairina, Darrell Evans Diversity in the academy: teachers, students, practice, context	Sabina Hussain Developing an integrated undergraduate film curriculum through a collaborative and cross-disciplinary approach: Challenges and opportunities	Symposium Sue Webb, Penny Jane Burke Putting theory to work in leadership for social equity
		Rosaline Sebolao The effect of academics exposure to industry and alternative pedagogical practices in higher education: a pragmatic perspective	Warren Sellers Leadership? in the academy: Navigating troubled waters - a provocation		Anne Gilmore Creating distributed leadership through peer mentoring: a model for improvement and innovation in teaching and learning	Monica Green Into the Field: Pre-service teacher perspectives of local and community-based pedagogies		Elizabeth Johnson Threshold Learning Outcomes (TLOs) for Australian science degrees: integrative scholarship in action	
		Lynette Sheridan Burns Building academic capacity for an online future	Jillian Hamilton Ripples of Change: Negotiating the Barriers and Benefits of Implementing Distributed Leadership in Higher Education		Jo-Anne Kelder Shared leadership in the academy: creating opportunities and meeting expectations to enhance student learning	David Jones Leading New Course Innovation and Development: Contemporary Challenges in Australian Built Environment Education			
1230-1400		LUNCH (including ISSOTL Business Meetings)							
1400-1430		Invited Speaker (Storey Hall) - Associate Professor Manjula Devi Sharma							
Room Number		16.01.001	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	16.07.004	80.02.003
1430-1530		Session G1	Session G2	Session G3	Session G4	Session G5	Session G6	Session G7	Session G8
Session G		Sarah Stein Beliefs and practices related to presence: Learning from the words of teachers of distance and on-campus courses	Roundtable Sandra Jones, Marina Harvey, Heather Davis Engaging staff in professional development as an inclusive learning activity: a distributed leadership approach	Roundtable Martin De Graaf, Benjamin Cooke, Belinda Johnson, Angela Hassell, Sedat Mulayim, Jose Roberto Guevara, Anne-Lise Ah Fat The Informal Curriculum as a Tool for Student Engagement	Sharon Flecknoe Transitioning of academic identity to education-focused at a research intensive University	Daniel Diaz Vidal Analyzing the impact of college life on academic and post academic outcomes	Ruth Moeller International Suitcase: Developing transnational teaching competencies through an online resource and community of practice	David Birbeck Course handover: A tool to support course coordinators	Roundtable Melissa Neave, Paul Battersby, John Whyte, Anne-Lise Ah-fat Understanding the role of Professional Development in University Teaching
		Dominique Verpoorten Faculty engagement with blended learning - A study based on the Theory of Planned Behavior			Lillian Smyth Research-led education and research careers: the roles for social engagement and perceived leadership	Erin Mikulec Learning outcomes of an international online discussion forum among pre-service secondary teachers in the United States and Finland	Pauline Ross Reconceptualising and evaluating the academic role in the Sciences	Maira Cordiner Distributed leadership: an essentially contested 'concept' that is losing its popularity as its complexities are revealed	
1530-1600		AFTERNOON TEA							
1600-1730		Session H1	Session H2	Session H3	Session H4	Session H5	Session H6	Session H7	Session H8
Session H		Scott Beattie The journey not the destination: Assuring quality via Course Landmarks	Symposium Kelly Matthews, Lucy Mapstone-Mercer, Jacquie McDonald, Beth Marquis, Mick Healey Learning and leading in international collaborative writing groups: Student, academic, facilitator, and coordinator perspectives	Kim Anh Dang Paired-placement as an alternative model to promote teacher learning in professional practice	Andrea Carr Engaging and leading teaching teams in the development of quality curricula: A collaborative approach	Ruth Greenaway University-Community-School Engagement: Awakening aspirations	Julie Maakrun The impact of an international service learning project on pre service teachers levels of agency and cultural competence	Maria Mackay Leadership in challenging the process: Creating a discourse on curricula practice in regard to clinical skills curriculum	Panel Jo-Anne Kelder, Caroline Cottman, Carol Rolheiser, Angela Carbone, Justin Walls, Liam Phelan Exploring peer-to-peer leadership initiatives to develop SoTL capacity amongst faculty
		Deanne Gannaway What's up with the Australian BA?		Melanie Nash Developing links across Figured Worlds: Integrating Physical and Visual Literacies in the Exploration of Artifacts and Cultural Spaces	Dary Dacanay Curriculum Leadership Practices of Administrators in Ateneo De Manila University	Kevin O'Connor Developing a Sense of Place: Engagement through School and Community Partnerships	Patricia McLaughlin The Global Canopy: Ensuring today and tomorrow's students have competency navigating in a globalised world	Marcus O'Donnell Curriculum Transformation: leading change through a research driven consultative model	
		Joy Higgs Transcending pedagogies: strategies for disrupting learning and teaching spaces			Rosanne Coutts Leadership in assessment practice: an investigation of inter-institutional similarity and divergence of assessment practice in the context of externally benchmarked curriculum in the health sciences	Noeleen McNamara The engagement of legal studies students and their transition to studying law at University	Joan Richardson The World is a Book and those who do not travel read only a page		

Thursday 29 October 2015 (cont.)

0830-0930	Plenary Keynote (Storey Hall) - Associate Professor Chng Huang Hoon							
Room Number	80.08.010	80.03.001	80.07.009	80.09.006	80.10.013	80.11.006	80.11.007	80.11.009
0930-1030	<i>Session E9</i>	<i>Session E10</i>	<i>Session E11</i>	<i>Session E12</i>	<i>Session E13</i>	<i>Session E14</i>	<i>Session E15</i>	<i>Session E16</i>
Session E	<i>Theme 5</i>	<i>Theme 2</i>	<i>Theme 2</i>	<i>Theme 5</i>	<i>Theme 6</i>	<i>Theme 3</i>	<i>Theme 5</i>	<i>Theme 2</i>
	<p>Cheryl Amundsen A multi-level assessment framework for a grants program supporting teaching inquiry: Looking beyond the impact of individual projects</p>	<p>Natalie Brown Getting the right blend: Applying a learning and teaching model to collaborative research</p>	<p><i>Roundtable</i> Heather Alexander, Jude Williams, Louise Maddock The Future of Professional Learning</p>	<p>Catherine Snelling Taking Big Steps with Small Feet: how we have stepped up our simple version of flipping the classroom to the wider world of higher education</p>	<p>Karen Willis Faculty and University challenges in leading the construction of high quality SoTL projects</p>	<p>Stephanie Eglinton-Warner Implementing and evaluating diversity and inclusion principles for effective learning</p>	<p>Katherine Bathgate Sessional team leadership: changing practice in moderation and peer review in a very large first year unit</p>	<p>Tina Bhargava Online Teaching and Learning Strategies to Develop Affective Competencies</p>
	<p>Alan Barnard Embedding peer review of teaching in practice disciplines: development of a multi-disciplinary approach to workplace experience</p>	<p>Edgar Fuller The Impact of Anxiety on Student Performance in a Self-Paced, Computer Facilitated Developmental Mathematics Program</p>		<p>Michelle Yeo Phenomenology of Surprise in a SoTL Scholars' Program</p>	<p>Lynne Roberts Identifying the SoTL training needs of Academics with Teaching Responsibilities</p>	<p>Meloni Muir A start to fostering knowledge, skills and attitudes to ensure inclusive teaching environments</p>	<p>Lee Rusznyak How assessment tasks may obscure conceptual demands: Enabling students to move beyond common-sense responses</p>	<p>Kath Dooley A focus on collaboration: educating screen production students for the future</p>
1030-1100	MORNING TEA							
1100-1230	<i>Session F9</i>	<i>Session F10</i>	<i>Session F11</i>	<i>Session F12</i>	<i>Session F13</i>	<i>Session F14</i>	<i>Session F15</i>	<i>Session F16</i>
Session F	<p><i>Symposium</i> Debra Bateman, Wendy Sutherland-Smith, Michele Ruyters, Anne-Lise Ah-Fat, Laurel Mackenzie, Sonia Martin The Scholarship of Academic Integrity and Misconduct in times of change</p>	<p>Kay Gallagher Case studies in innovative teaching: Tablet technology in the EAP classroom</p>	<p>Randall Bass, Daniel Bernstein Formation by Design: Integrating wider learning outcomes into teaching, learning and institutional change</p>	<p>Alastair Robertson A whole institutional approach to curriculum reform; flipping practice</p>	<p>Natasha Kenny Enhancing the Scholarship of Teaching and Learning through Integrated Networks of Practice</p>	<p>Helen Flavell Capital A for Aboriginal please: can students perspectives be transformed in a large compulsory Indigenous Australian culture and health course?</p>	<p>Deborah King Transforming local practice into a force for change - why scholarship of teaching and learning in undergraduate mathematics matters</p>	<p>Margaret Jollands Students' perspectives on developing employability skills in an employment shortage</p>
		<p>Bettie Higgs Scholarship of Teaching for Transitions: building a resource and impact on practice</p>	<p>Alison Beavis CLARA-fying Learning - Developing the learning power of Science students using group coaching as a novel strategy for large subject scaling</p>	<p>Marcus O'Donnell University-wide Curriculum Transformation and ePortfolio implementation: closing the SOTL loop from early adoption to institutional embedding</p>	<p>Peter Felten SoTL as the Signature Pedagogy of Educational Development</p>	<p>Darryl Low Choy Decolonising the Curriculum: Empowering Built Environment students with Indigenous Protocols and Knowledge</p>	<p>Rosanne Coutts Marking moderation in a science vocation</p>	<p>Lucy Mercer-Mapstone What does the future hold for our teaching, our students and our learning? A skills-based future for higher education: A practical and evidence-based approach to integrating communication skills into undergraduate science degrees</p>
		<p>Karin Oerlemans Disruption and Change - Introduction of blended learning in the studio space</p>	<p>Angela Brew Leading and changing learning through engaging students in research-based experiences</p>	<p>Patrick Crookes Developing, piloting and evaluating a collaborative system to promote innovation in the Australian and UK Higher Education sectors; focusing on the Reward and Recognition of Teaching</p>	<p>Beth Marquis Leading the learning of global justice: Exploring the potential of an interdisciplinary, community-engaged inquiry course</p>	<p>Michael Drinkwater Evidence-based teaching practices in science departments: Common practices or still just the champions?</p>	<p>Andrea Price Targeted skills-based resources: Adapting teaching approaches for a non-traditional student cohort in an online environment at the University of Tasmania</p>	
1230-1400	LUNCH (including ISSOTL Business Meetings)							
1400-1430	Invited Speaker (Storey Hall) - Associate Professor Manjula Devi Sharma							
Room Number	80.08.010	80.03.001	80.07.009	80.09.006	80.10.013	80.11.006	80.11.007	80.11.009
1430-1530	<i>Session G9</i>	<i>Session G10</i>	<i>Session G11</i>	<i>Session G12</i>	<i>Session G13</i>	<i>Session G14</i>	<i>Session G15</i>	<i>Session G16</i>
Session G	<p><i>Roundtable</i> Jody Horn Can knowing the literature be sufficient for diversity? Findings from a black male student-faculty learning community</p>	<p>Hussein Dia Using Social Media to Enhance Learning Outcomes in Engineering Courses</p>	<p>Angela Carbone The future of learning and teaching based on Australian ICT students' views of employability</p>	<p>Beverley Oliver Student engagement with graduate capabilities and course learning outcomes</p>	<p>Deborah West Building SoTL capacity across multiple institutions: Fostering knowledge and skills for the development of applications for teaching awards and grants</p>	<p>Michelle Barker Beyond internationalisation: Framing conversations around 'Interculturalisation of the curriculum'</p>	<p>Guopeng Fu Graduate teaching assistant development in a practice-and-theory framework</p>	<p>Tina Overton Expert vs novice: Can undergraduates ever become expert problem solvers?</p>
		<p>Rachael Field The use of animation to promote student learning about the importance of mental well-being for tertiary study success</p>	<p>Paul Chua How can one teach so that what one is teaching engages with a life: Towards a Leadership Transformation Experience in an Executive Education Programme in Singapore</p>	<p>Theda Thomas Using conversation maps to collect SOTL data and engage lecturers</p>	<p>Beth Marquis Leading SoTL in and across the Disciplines via a SoTL Research Fellows Program</p>	<p>Jinqi Xu Change and Learning - How the Change Process Reshapes Student Learning Over Time?</p>	<p>Lee Rusznyak The affordances of tutorials in enhancing students' understanding of a threshold concept: A case study</p>	<p>Jonny Wells Designing work ready students for 21st Century employers with an 'engage', 'connect', 'pull don't push', 'online and multifaceted approach'</p>
1530-1600	AFTERNOON TEA							
1600-1730	<i>Session H9</i>	<i>Session H10</i>	<i>Session H11</i>	<i>Session H12</i>	<i>Session H13</i>	<i>Session H14</i>	<i>Session H15</i>	<i>Session H16</i>
Session H	<p><i>Symposium</i> Adrian Jones, Jennifer Clark, Adele Nye, Sean Brawley The Teaching and Learning of History in the Age of Educational Outcomes and Standards</p>	<p>Ekaterina Pechenkina Integrating technology for learning: A case study of Echo360</p>	<p>Leanne McCann Sustainable partnerships for future pedagogies: Mastering Academic and Research Skills (MARS)</p>	<p><i>Symposium</i> Ada Haynes, Denise Drane, Elizabeth Liscic From Local Assessment to Changing Classroom Practices Nationally and Internationally: Improving Students' Critical Thinking Using the CAT (Critical Thinking Assessment Test)</p>	<p>Dominique Verpoorten Infusing SoTL components in staff training - A faculty development continuum at the University of Liege</p>	<p>Michelle Eady Authentic Empathy: A Lesson in Understanding Self and Others, Canadian Indigenous Children's Perspective through Drawings</p>	<p>Howard Jackson Transforming the Faculty Culture across the STEM Disciplines</p>	<p><i>Symposium</i> Amani Bell, Airini, Matt Benton, Ema Wolfram-Foliaki Australia, New Zealand, South Africa and Canada - convergences and divergences in the experiences of first-generation university students</p>
		<p>Gerry Rayner E-texts in higher education: Disruptive or merely disquieting?</p>	<p>Kathleen Lilley Challenging a Eurocentric notion of global citizenship: Perspectives of informants from culturally diverse backgrounds</p>		<p>Georgina Fyfe Maximising potential from Teaching Focused academic positions - the Inaugural Curtin TF Retreat</p>	<p>Ranjit Voola Educating future leaders in combating the enduring problem of poverty: Incorporating poverty alleviation in business curriculum</p>	<p>Kanchana Jayasuriya Embedding professional skills development in Engineering: A case study of a grass-roots initiative</p>	
		<p>Bella Ross Wikis for group work: Encouraging transparency, benchmarking and feedback</p>	<p>Cathryn McCormack SoTL vision and the need for a useful working definition of effective teaching</p>		<p>Claudine Moutou Do students need help unscrambling our epistemological differences in teaching ethics or do we need to accept we have a problem first?</p>	<p>Heather Scott Learning through inquiry leads to change in practice</p>		

0900-0930	Invited Speaker (Storey Hall) - Professor Gregor Kennedy						
Room Number	16.01.001	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003	16.07.004
0930-1100	Session J1	Session J2	Session J3	Session J4	Session J5	Session J6	Session J7
	Theme 2	Theme 5	Theme 1	Theme 5	Theme 4		Theme 2
	Silvia McCormack Internationalizing the Curriculum in Practice	<i>Panel</i> Romy Lawson, Sally Kift, Keithia Wilson, David Boud, Nicolette Lee, Rosemary Deem Whole of Degree Curriculum Design: Transitioning students in, through and out of higher education	<i>Symposium</i> Marcus Collins Passing it on: how postgraduates can help undergraduates to develop research projects	Carol Van Zile-Tamsen Using psychometric analysis to inform change to university course evaluations	<i>Symposium</i> Marina Harvey, Jillian Hamilton, Anne Hewitt, Mark Israel, Gail Crimmins Leading quality learning and teaching with sessional, casual or adjunct teachers		Leanne Ngo ePortfolios: A 21st century pedagogy and learning paradigm
	Judith Smith Curriculum Design Reimagined: Applying design thinking to curriculum change			Guopeng Fu Evaluating flexible learning strategies in undergraduate courses: Technology and Community-Based Experiential Learning		Suzanne Owen Creating virtual scenarios for a virtual world: using an immersive learning environment (ILE) to provide a simulated clinical learning experience	
			Elaine Huber Learning through evaluation: Leading change one project at a time				
1100-1130	MORNING TEA						
1130-1230	Closing Keynote (Storey Hall) - Professor Rosemary Deem						
1230-1300	Closing						

Friday 30 October 2015 (cont.)

0900-0930	Invited Speaker (Storey Hall) - Professor Gregor Kennedy							
Room Number	80.02.017	80.02.003	80.04.021	80.07.009	80.04.025	80.07.006	80.07.08	80.09.07
0930-1100	Session J8	Session J9	Session J10	Session J11	Session J12	Session J13	Session J14	Session J15
	Theme 1	Theme 2	Theme 4	Theme 4	Theme 5	Theme 6	Theme 2	Theme 1
	Susan Conkling Scholarship, Leadership, and the Relevancy of Our Questions	Symposium Greg Higgins, Patsie Polly, Louise Lutz-Mann, Thuan Thai The Future is here: Adaptive tutorials and virtual laboratories emphasizing teacher-controlled real time feedback on student interaction and personalised learning with rich learning-by-doing simulations	Michelle Fox Enabling Sessionals to Shine: STARS as an exemplar of practice	Rachel Spronken-Smith Sign of engaged PhD candidates? Average completion rates of 77-88% in about 4 years	Christine Brown Professional development for promotion a UOW case inspired by the Transforming Practice Programme	Sara O'Sullivan A systematic review mapping twenty five years of Irish SoTL research (1990-2015)	Anne-Marie Murray Are current students coping with current pedagogies and current learning paradigms? A case study of second year medical students in a problem-based learning medical degree	Qi Gao From instructor tutoring to peer tutoring: a de-centered instruction model on undergraduate student's project-based learning
	Alisa Percy Leading change: a scholarly framework for policy enactment in the academy		Claire Hamshire Step-in: An exploration of students' initial induction experiences	Peter Reaburn Engaging Academy: Lessons Learnt Taking Theory to Practice in Communities of Practice at Two Australian Regional Universities	Arshad Ahmad Mobilizing Translational Research to Foster the Scholarship of Change	Caroline Bennett Creating Sustained Institutional Change: Transforming a Traditional R1 Engineering Program to an Active-Learning, Evidence-Based Teaching Model	Karen Scott Investigating the sea change in learning habits of contemporary university students	Tai Peseta Students as researchers of assessment renewal: learning about academic life as a precursor to leading SoTL change
Paul Taylor Organisational Leadership to achieve Student Leadership in the Leeds Curriculum	Michael Grimley Autism massive open online course (MOOC)						Heather Smith Reflections on Principles and Practices of Students-As-Partners in Teaching and Learning in Higher Education	
1100-1130	MORNING TEA							
1130-1230	Closing Keynote (Storey Hall) - Professor Rosemary Deem							
1230-1300	Closing							

Other Meetings

ISSOTL Teaching & Learning Inquiry

Teaching & Learning Inquiry Goes Open Access: Understanding the Benefits to Authors, Readers, and the SoTL Community. An Open Discussion with the ISSOTL Publications Advisory Committee.

Date	Time	Room
Thursday 29 October 2015	1745 - 1900	16.07.007

ISSOTL Students

Student Welcome Event (incorporating specific welcome from Board)

Wednesday 28 October 2015	1230 - 1330	16.07.008
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ISSOTL Interest Groups

National Teaching Fellows & Institutional Teaching Award Winners

Wednesday 28 October 2015	0700 - 0815	16.07.001
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ISSOTL in History Affiliates Group

Wednesday 28 October 2015	1745 - 1900	16.07.001
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Scholarship of Leading

Wednesday 28 October 2015	1745 - 1900	16.07.003
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Students as Co-Inquirers (combined w below)

Thursday 29 October 2015	0700 - 0815	16.07.007
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Student Engagement (combined w above)

Thursday 29 October 2015	0700 - 0815	16.07.007
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Arts and Humanities

Thursday 29 October 2015	0700 - 0815	16.07.001
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Business Group

Thursday 29 October 2015	0700 - 0815	16.07.003
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Advancing Undergraduate Research

Thursday 29 October 2015	1745 - 1900	16.07.001
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Decoding the Disciplines

Thursday 29 October 2015	1745 - 1900	16.07.002
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National Promoting Excellence Networks

Thursday 29 October 2015	1745 - 1900	16.07.008
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Europe Regional Group

Thursday 29 October 2015	1745 - 1900	16.07.003
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