Conference Program
Schedule and Abstracts

15–17 November 2011
Learning & Teaching Hub
Albury-Wodonga Campus, CSU
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Acknowledgements

Welcome to Country
Mrs Nancy Rooke

Opening Speaker
Professor Ross Chambers – Deputy Vice-Chancellor (Academic)

Closing Address
Professor Ian Goulter – Vice-Chancellor

Keynote Speakers
Professor Stephen Billett
Professor of Adult and Vocational Education
School of Education and Professional Studies
Griffith University, Brisbane

Dr Maggie Hutchings
Senior Academic and Academic Lead for e-Learning and Educational Enhancement
School of Health and Social Care
Bournemouth University, UK

Entertainment
Paul Gibbs

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Alan Bain
Merilyn Childs
Celina McEwen
Kay Plummer
Maree Simpson
Megan Smith
Rik Thwaites
Franziska Trede
Marian Tulloch

Albury-Wodonga Advisory Group
Peter Jones
Betsy Lyon
Sue Moloney
Narelle Patton
John Rafferty
TRANSFORMING UNIVERSITY EDUCATION:
DEVELOPING A CULTURE OF COLLABORATION, INTEGRATION AND SUSTAINABILITY

University education has become an increasingly interdependent undertaking exposed to many influences such as government policies, student expectations and economic imperatives. Within this climate, Charles Sturt University (CSU) is transforming its university education through active participation in the higher education sector at national and international levels, as well as through a commitment to collaborate with students, professions, communities and staff on internal projects and programs and external initiatives. These actions and vision are reflected in its Strategic Plan 2011-2015.

CSUEd 2011’s conference themes are aligned with CSU’s new strategy. More specifically, they provide an opportunity to present learning and teaching across all three plans: courses, student experience and research. The themes are:

- Curriculum design and course-based approaches
- Stakeholder engagement, social inclusion, and participation
- Education for reflective, ethical and morally committed practice
- Constructive alignment between education, research and professional practice
- Regional and international education
- Evaluations, standards, and appraisals of learning and teaching
- Celebrating achievement and looking forward (with reference from previous to new CSU Strategy)

In addition to that, this year’s conference has introduced theme retreats, think pieces and panel discussions to enable you to observe, listen and respond to each others’ questions, deliberations and discoveries. I hope that these reflective dialogical spaces will lead to forming and strengthening networks and alliances across CSU’s disciplines, faculties and campuses.

Welcome to the 4th CSUEd conference!

Franziska Trede
Chair, CSUEd 2011
Deputy Director, Education for Practice Institute
Charles Sturt University
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<tr>
<td>11am - 1pm</td>
<td>754-114</td>
<td><strong>Education for 21st century work: spaces, roles and purpose</strong></td>
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<td>Chair: Franziska Trede</td>
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<td>1. Education for 21st century workplaces - Stephen Billett</td>
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<td>2. Leading interdisciplinary education - Maggie Hutchings</td>
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<td>3. Pedagogical spaces for professional education - Joy Higgs</td>
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<td>4. Critical pedagogy in higher education - Stephen Kemmis</td>
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<td>5. CSU Degree - goal, progress, next steps - Ken Dillon</td>
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<td>6. Small group work</td>
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<td>7. Plenary Discussion</td>
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| 1.30 - 3pm | 754-104| **Curriculum renewal - Imagining outside the square, inside the sandpit** |
|            |        | Tony McKenzie, PhD student, Teaching and Staff Development Coordinator, LTS |
|            |        | Fiona Green, Lecturer, School of Communication & Creative Industries    |
|            |        | Working within the university, it’s easy to focus on the details of your job and forget the significance of what you provide for students. Let this workshop be your opportunity to marshal the mind’s ability for ‘association’ between the concrete and the imagined, to re-think and re-feel the challenge of working with the whole student. |
|            |        | We will use various techniques from the theatre arts to playfully explore some of the currents of thought within the CSU Degree Initiative, like focussing seriously on the student experience, or the idea of taking students on an integrated, perhaps holistic, developmental learning journey. The workshop aim is to cultivate new ways of engaging in the curriculum design challenge. The workshop will proceed if at least six people register. |
|            |        | Signing up for this workshop becomes your commitment to engage in a little pre-workshop preparation and to enter the playful, creative spirit of the workshop itself. |
|            |        | **Preparation:** Before the workshop you will gather either three random objects or three words that have no immediately obvious significance or connection. You will bring these to the workshop and, without comment, you and the other participants will display them randomly on the workshop stage. |
|            |        | Relaxation, a visualisation exercise and music will be used to create a space in imagination to experience some aspect of the contemporary student life world. You will then work in small groups to create a representation (or ‘artefact’) of the group’s chosen theme. |
|            |        | Design ideas for your artefact may be triggered by the objects on the stage and/or from thoughts arising from the visualisation exercise. Time will be set aside to make collective sense of the workshop experience. |
|            |        | Three beliefs underpin the workshop: |
|            |        | 1. The educational point of curriculum is understanding (Pinar, 2004, pp. 187-188) – progressive, continuous integration of new learning’s into one’s existing frame of understanding – and how this in turn becomes integrated into students’ lived experience. The student experience really is the fundamental dimension when evaluating curriculum practice. |
|            |        | 2. We can more fully understand students’ learning experience by entering their lifeworld in imagination, however well we understand it in analytical terms. |
|            |        | 3. We can make rich sense of the learning and teaching landscape by imagining together. |
An Aspirational Framework has been designed to provide academic staff with a means to identify the characteristics of learning design that characterize blended and flexible learning environments in ‘distance education’ learning and teaching. The framework is ‘aspirational’ in that it is not prescriptive but provides levels of quality learning and teaching practices in blended and flexible learning towards which academics can aspire. The framework has five dimensions comprising: pedagogy (e.g. authentic learning interactions, assessment as learning), course and subject interactions (information access, interactive learning, networked learning, student-generated content), ICT (learning management systems, web 2.0 tools), multi-litacies (e.g. information literacy, techno-literacy) and learning spaces (e.g. physical, virtual, formal, informal, outdoor, professional, personal learning spaces). For each of these dimensions there are three levels of learning design. Academic staff utilize the framework to self-assess their teaching in relation to each of the dimensions across the three levels of design.

For the purposes of this presentation flexible learning provides opportunities to improve the student experience through flexibility in time, pace, place (physical, virtual, on-campus, off-campus), mode of study (print-based, face-to-face, blended, online), teaching approach (collaborative, independent), forms of assessment and staffing. It may utilise a wide range of media, environments, learning spaces and technologies for learning and teaching. ‘Blended and flexible learning’ (BFL) is a design approach that examines the relationships between flexible learning opportunities, in order to optimise student engagement and equivalence in learning outcomes regardless of mode of study (Keppell, 2010).

The framework can be utilized in two ways. Firstly, academic staff can self-assess their own teaching using a rubric that examines the dimensions from the perspective of pedagogy, course and subject interactions, ICT, multi-litacies and learning spaces across three levels. This allows the staff member to evaluate their own teaching that may lead to conversations with educational designers and professional development opportunities. Secondly, academic staff are provided with opportunities and rewards to develop their capacity to ensure that students experience consistency and quality of blended and flexible learning and teaching throughout a course/degree program. This self-assessment may also assist the academic when applying for promotion by providing evidence to promotion panels and to heads of departments/schools in relation to the quality of their learning and teaching. The aspirational framework has the potential to enhance the quality of blended and flexible learning at distance education universities and this presentation will elaborate these aspects of the framework. Keppell, M. J. (2010). *Blended and flexible learning standards.* Charles Sturt University.

### WPLN: WPL Management System

**Mark Westerman and Kris Harrison** (system support personnel)

As part of CSU’s commitment to Workplace Learning (WPL) we are investing in new systems to improve our ability to manage the administration of this activity. CSU has selected new software which we will commence implementing this year. This software will assist with the placement of students at workplace learning sites. This will also help manage the various regulatory requirements such as Police Checks, Work with Young People checks etc. In addition to implementing this system CSU will be reviewing the university's policies and procedures which relate to WPL to ensure we have consistency in our approach. To ensure we build a sustainable system and culture for this new system CSU is planning to develop a training course for all staff involved in the administration of WPL. This training course would be a CSU accredited certificate course and would be mandatory before users will be granted access to the new system (please note: all users currently involved in WPL Administration will receive training as part of the implementation). This training course would not only focus on training on the use of the software but would also be the vehicle for delivering CSU policies and procedures that all staff should work by. Lastly it is expected that this training course would be tailored and delivered by the users themselves (with the assistance of EFPI and WPL system support personnel).

The purpose of this workshop is to determine the structure of this training course and how it will be delivered and developed. This is your opportunity to contribute to the system that you will work with in the future.
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<td>2 - 4pm</td>
<td>754-111</td>
<td><strong>CSU Degree: Course Directors and the ACPR</strong></td>
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<td></td>
<td>Ken Dillon, Som Naidu, Richard Taffe, Amanda Davies, Jason Howarth, Janelle Wheat</td>
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<td>CSU is in the process of developing guidelines for the preparation of an Annual Course Performance Report (ACPR). The ACPR represents a strategic approach to continuous course improvement. The report will provide a “health” check on the courses of each Faculty, bringing together key metrics including student demand, attrition, progression and student feedback. The report will also allow Academic Senate and its sub-committees to review the performance of undergraduate courses that have identified areas for improvement while also recognizing areas of excellence. The ACPR will also provide background information for each course including a report on the extent to which the CSU Degree Principles have been/will be embedded in courses. This 2-hour workshop we will allow participants to share and seek feedback on progress with their reports.</td>
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<td>4 - 5.30pm</td>
<td>754-114</td>
<td><strong>FLI: Developing a DIY blended and flexible learning strategy</strong></td>
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<td>Carole Hunter</td>
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<td>During 2011, the Flexible Learning Institute has supported various course teams in conducting symposiums on blended and flexible learning, leading to the development of a BFL strategy for each course. Why bother with a strategy? A strategic approach to blended and flexible learning might be taken, for example, to help cope with large cohorts, to better engage students out of class, to develop professional skills, to support particular discipline pedagogies or perhaps to remove inconsistencies in the student experience across subjects. This workshop is aimed at course team members who would like to lead or help lead their teams in developing a BFL strategy, but who may not have received a course symposium grant and may not know where to start. You'll explore what blended and flexible learning looks like, and how you might make sense of the complexity it offers. You'll look at the kinds of decisions that can be made at course level, the available support resources (including an introductory DVD, wiki and case studies), and work through some activities that may be used with your teams to help them start thinking about BFL at a course level. You should leave with a solid plan for a DIY symposium that suits your context and which you can use with your team to work towards your own BFL strategy.</td>
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<td>3 - 6pm</td>
<td>754-103</td>
<td><strong>EFPI and WPLN: Developing Academic Leadership Capabilities of Workplace Learning Coordinators</strong></td>
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<td>Franziska Trede and Megan Smith - with co-presenters: Zelma Bone, Maria Bennet, Rosemary Corrigan, David Maxwell, Emma Scholz and Maree Simpson</td>
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<td>In this workshop we will discuss an ALTC funded project that aims to design and implement an academic leadership development program for workplace learning coordinators to enhance their leadership capabilities, improve workplace learning program quality and ultimately students' learning experience. The Program was designed based on a survey of workplace learning coordinators’ development needs and around the Integrated Competing Values Framework (ICVF) (Vilkinas and Cartans, 2006). Further, it was also modelled on the six leadership roles (deliverer, monitor, developer, broker, innovator and integrator) identified within the ICVF and applied to workplace learning coordination. The Program sessions introduced the six leadership roles and covered a broad range of academic leadership and management skills including: personal understandings of leadership capabilities, the scholarship of learning and teaching in workplace learning, assessment and moderation, quality improvement frameworks, managing upward, developing and supporting partnerships in workplace learning, managing change and resistance, and innovation in workplace learning. The emphasis in the Program was on applying strategies and frameworks to common issues or challenges identified within participants' workplace learning programs. Currently participants are conducting projects that emerged as a result of participating in this Program. In this interactive workshop we will present the survey findings of leadership needs, discuss the leadership model for workplace learning coordinators, and Program participants present their action projects that resulted from this leadership program. Vilkinas T and Cartan G (2006): The integrated competing values framework: Its spatial configuration. <em>Journal of Management Development</em> 25: 505-521.</td>
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DAY 1 WEDNESDAY, 16TH NOVEMBER 2011

8.30am  Registration - L&T Hub Foyer

8.45am  Welcome to country – Mrs Nancy Rooke – outside CD Blake Theatre

9.20am  Opening – Professor Ross Chambers
Transforming university education at CSU - new strategic plan, future visions and concrete next steps

9.40am  Keynote Stephen Billett
Learning for the professions: An interdependent process between academic and practice based settings

10.30am  Morning tea - The Gums Cafe

11.00am  Theme retreats

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11.45am  Theme Reporting Back Forum – CD Blake Theatre
Through the eyes of conference themes: theme chairs report back and reflect with key questions and statements for the morning speakers to respond to.

12.30pm  Lunch - The Gums Cafe
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**1.30pm Parallel paper sessions**

**Wednesday, 16th November**

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<tr>
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<tr>
<td>1.35-2.00</td>
<td>Mike Keppell, Matthew Riddle</td>
<td>Distributed Learning Spaces: Physical, Blended and Virtual Learning Spaces in Higher Education</td>
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<td>Sally Denshire, Narelle Patton, Jane McCormack, Paul Tinley</td>
<td>Worth a thousand words: Visual representations in researching and teaching health practices</td>
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<td>Penelope Barrett</td>
<td>Being authentic: How a FLI Teaching Fellowship helped me explore more than my project</td>
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<td>John Rafferty, James Brann</td>
<td>A virtue ethics model for helping students achieve academic success</td>
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<td>Kathryn Koromilas</td>
<td>Reference Learning Spaces - Find a new dimensions to static environments</td>
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<td>Waseem Afzal, Asim Qayyum</td>
<td>Potential Sub-Dimensions within the Constructs of Evaluation Survey: An Exploratory Analysis</td>
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<td>Lisa Uusimaki</td>
<td>Vanuatu Professional Experience program 2011</td>
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<td>Philip Uys, Tim Klappor</td>
<td>Mobile learning at CSU: Increasing flexibility for our students</td>
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<tr>
<td>2.05-2.30</td>
<td>Cathi McMullen, Ryan Fell</td>
<td>How multimedia is enhancing learning in brand management</td>
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<td>Greg Fry</td>
<td>Linked In: Using Links to Provide Readings in an Online Learning Environment</td>
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<td>Caroline Robinson</td>
<td>Reconceptualising the purpose of Honours in Allied Health</td>
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<td>David Ritchie</td>
<td>Considerations in the development of a virtual management practicum</td>
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<td>Tony McKenzie</td>
<td>Challenges to developing a culture of collaboration in higher education: an interactive workshop</td>
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<td>Derek Sequeira</td>
<td>Towards an integrated evaluative model: motivation, power and political dynamics</td>
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<td>Hazbo Skoko</td>
<td>Teaching in Saudi Arabia: Cultural and pedagogical challenges</td>
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<td>Patricia Neal</td>
<td>Where’s the Gap? The NSW Aboriginal Education and Training Policy and Strategies and the implications for Education students at CSU</td>
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<tr>
<td>Themes</td>
<td>Celebrating achievement and looking forward 1</td>
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<td>Bld-Rm 754 - 114</td>
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<td>3.05-3.30</td>
<td>Karen Mackney, Greg Fry Search@CSULibrary</td>
<td>Pip Yabsley: Reworking content delivery to improve learning experiences and outcomes</td>
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3.30pm  **Afternoon tea – The Gums Cafe**
3.30pm  Poster session

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3.45pm  Panel session - Transforming university education through pedagogy and scholarship – CD Blake Theatre

Moderator: Joy Higgs, panel speakers: Ross Chambers, Stephen Kemmis, Nick Klomp, Sue Thomas, Joy Wallace, Lesley White

5.00pm  Book launch – Stephen Loftus

5.15pm  Campus tour - John Rafferty and Peter Jones

Did you know: The comprehensive, environmentally sensitive design process that encompassed all stages from site planning to the selection of materials, succeeded in creating a campus based on far more rigorous principles of sustainability than any project of comparable size in Australia. The wetlands, drains, swales and reed beds that comprise the water management systems provide 87 hectares of habitat for a wide variety of native flora and fauna. Including over 100 species of bird and an array of native fauna and reptiles (including echidna's and several large goanna's over 5ft long!). Want to know more and experience the campus in detail - while feeling the wind on your face and the sun on your back? Come on the campus tour and explore the practicalities of the University's very visible commitment to sustainability. Walk around over, around and through the campus enjoying the newly established walking trails with 20011 VC Award for Excellence in Sustainability winners John and Peter.

Bring a camera and wear comfortable shoes.

5.15pm  Children's Centre presentation – Helen Logan

The new children's centre at Thurgoona is the result of a team of committed staff to develop an early learning centre to meet the needs of children, families and the wider university community. A brief outline of the process involved in bringing the concept of the centre to fruition will be presented. This includes some concept sketches, photos of the new centre, an outline the overall purpose of the centre and the way the team has worked to develop a shared philosophy incorporating a new community partner (Woodstock Early Intervention) as a move toward an integrated service.

6.30pm  Dinner, local entertainment - The Gums Cafe & Bar
**DAY 2  THURSDAY, 17TH NOVEMBER 2011**

8.45am  *Reflections from day 1 – CD Blake Theatre*

9am  *Address – Joy Higgs*
  *Pursuing purposeful pedagogical practices*

9.15am  *Keynote Maggie Hutchings*
  *Researching transformative learning*

10am  *Stakeholder panel: questions from players in workplace learning*
  *Chair: Ian Goulter, Panel: Caitlin Taylor, Kieran Babich, Marilyn Pietsch, Nicole Humphreys and Sarah White*

10.30am  *Morning tea - The Gums Cafe*

10.45am  *Think pieces session*

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| 10.45-11.00 | Janet Buchan: *The transformation we have to have: preparing students for a sustainable future* | Denis Clark: *Developing the pracademic?* | Patrick McNamara: *An unexpected model of education* | Johanna Fawkes: *Conflicting approaches to professional ethics in theory and practice* | Som Naidu and OES Review Working Group: *The CSU “Subject Experience Survey”* | Pete Millett: *CSU 2011 Baby Steps in International Cultural Awareness training* | Shevahn Telfser: *The students are wearing their PJ’s to lectures why can’t I?*
<p>| 11.05-11.25 | Hilary Timma: <em>Authentic work-based learning and assessment making for better practice</em> | Jenni Munday; Simone O’Connor; Anne McLeod; Miriam Edwards: <em>Implementation of ePortfolios (PebblePad) at a course level</em> | Donata Muntean: <em>Social Justice and Strategy: Acknowledging Indigenous Australians and Achieving the University’s Goals</em> |  |
| 11.30-11.45 | Mike Keppell; Marian Tulloch: <em>Higher Education Research Network (HERN)</em> | Linda Ward; Dr Barb Hill: <em>Cassie’s Story: Dyan Ngal; The journey to Indigenous Australian cultural competence</em> | Stephen Loftus: <em>Rethinking doctoral education</em> |  |  |  | Peter Simmons: <em>Not fair: Reflecting on satisfaction and perceived fairness of CSU and subjects</em> |</p>
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<td>Chairs</td>
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<td>Alan Bain</td>
<td>Brett Van Heekeren</td>
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<td>11.50-12.15</td>
<td>Brad Edlington: Shifting to student-centred approaches to teaching and learning: what helps and what hinders</td>
<td>Maree Bernoth: Getting the smarts with statistics. Teaching undergraduate students quantitative data analysis</td>
<td>Amanda Carrigan: Curriculum Design development for Dispute Resolution Skills within all CSU Business Courses</td>
<td>Tonya Collop: Computer assisted learning tool in Equine Science</td>
<td>Chris Bushell: “So you want to climb Mount Everest?” “I can make it easy for you, let’s do it on-line!”</td>
<td>Carole Hunter: POW! Blended and flexible learning tactics that pack a punch</td>
<td>Dr John Rafferty: Exploring the Affordances of Student Personal Learning Environments (PLE)</td>
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<td>12.20-12.45</td>
<td>Danny Bedgood, for the Chemistry Teaching Team; S Agboola, C Barril, G Doran, J Howitt, P Prenzler, D Ryan, A Zander: Engaging students – clickers, POGIL, WIMBA, Replay, Captivate, Test Centre and more</td>
<td>Maree Bernoth, Matthew Olsen: Using cross faculty strategies and a visual medium to teach aged care</td>
<td>Marie Sheahan; Jozette Dellemain: Shift Happens: Reassessing assessment in an introductory first year foundational subject</td>
<td>Deb Clarke: Designing Learning Environments in Higher Education: Meeting the needs of 21st century learners</td>
<td>James Brann and Barney Dalgarno: An ICT Mapping Tool for subject and course direction of embedded technology integration</td>
<td>Helen van Huet: Finding the leader within yourself. Being part of an ALTC Emerging Leaders Network</td>
<td>Susan Mlcek &amp; Judy Ogden [STAR-Support Faculty of Arts]: What can we learn from the heterogeneous nature of student enrolments?</td>
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<td>12.50-1.15</td>
<td>David Maxwell; Brett Van Heekeren: Using interact to manage advertising student internships</td>
<td>Yann Guisard, K Behrendt, Z Bone, R Culas, D Hodgkins, P Mills, A Rama, S Telfser, W Wheatley, C Hunter: Integration of the CSU Degree Initiative within the Bachelor of Agricultural Business Management: Application to the First Year Experience principles and the Blended and Flexible Learning</td>
<td>Deb Murdoch: Sandra Fisher: Course Analysis and Assessment Mapping</td>
<td>Paul Worsfold: Negotiating a Curriculum for Lifelong Learning: A Complementary Role for Career Development Learning and PebblePad</td>
<td>David Bull, Christine Jennett, Rabiul Islam, Rosemary Woolston: Aspirations and Expectations as Motivators for Joining NSW Police Force</td>
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<td><strong>David Ritchie, Margaret Yen:</strong> Applying Donabedian’s model of quality assessment to academic work</td>
<td><strong>Marie Sinthiya Bhanugopan:</strong> Learning Space design to effectively engage learners in Veterinary Anatomy and Physiology</td>
<td><strong>Libby Clark:</strong> Living up to our own ‘talk’: Cultural competence in speech pathology curriculum</td>
<td><strong>Chris Blanchard:</strong> Benefits of International Short-Term International Programs</td>
<td><strong>Miriam Edwards:</strong> Strategies to support learning through the use of project sites</td>
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<td><strong>Carole Hunter:</strong> Enhancing good practice in blended and flexible learning</td>
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<td>Franziska Trede - chair in conversation with Stephen Billett, Maggie Hutchings, Ross Chambers, Marian Tulloch, Joy Higgs and Mike Keppell: Transforming our university: what are we taking away and where to from here?</td>
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<td>3pm</td>
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Conference presentation abstracts
(Arranged in title’s alphabetical order under each theme)

CELEBRATING ACHIEVEMENT AND LOOKING FORWARD

Distributed Learning Spaces: Physical, Blended and Virtual Learning Spaces in Higher Education
Mike Keppell and Matthew Riddle
(Paper presentation, day 1, room 754 – 104, 1.35-2pm)
This presentation examines distributed and personal learning spaces across the spectrum of physical, blended and virtual learning spaces in the higher education context. We suggest that higher education is no longer defined by tangible boundaries of a ‘physical campus’ but by the entire student experience, whether that involves negotiating the physical corridors of the campus, attending face-to-face classes, participating in fully online courses or a blend of both face-to-face and online courses. In addition the student experience may also involve connecting to virtual environments from home, a local cafe, on the train or participating in professional practice hundreds of kilometres from the physical campus. This presentation attempts to account for the diverse range of spaces that are enriching the learning and teaching experience for both academics and students and suggests the need to recognise the changing nature of learning spaces in higher education. This presentation is related to a book launch of ‘Physical and Virtual Learning Spaces in Higher Education: Concepts for the Modern Learning Environment’ by: Mike Keppell; Kay Souter; Matthew Riddle.

Educational Technology Integration at CSU: The current state and potential developments 2011 - 2013
Philip Uys
(Paper presentation, day 1, room 754 – 104, 2.35-3pm)
This paper will provide an overview of the educational technology portfolio at CSU, integration in learning and teaching and exciting planned future developments. Educational technologies at CSU will be described using the approved CSU Educational Technology Framework and the 2011 - 2013 CSU Educational Technology Plan.

Engaging students: Clickers, POGIL, WIMBA, Replay, Captivate, Test Centre and more
The Chemistry Teaching Team and Teaching Excellence:
Danny Bedgood, Samson Agboola, Celia Barril, Greg Doran, Julia Howitt, Paul Prenzler, Danielle Ryan, Alek Zander
(Paper presentation, day 2, room 754-104, 12.20-12.45pm)
This talk will provide a quick overview of the tools and techniques used in chemistry classes to create a dynamic, student centred learning environment. Some of these approaches have contributed to the Chemistry Teaching Team winning the Vice Chancellors’ Team Award for Teaching Excellence.

How multimedia is enhancing learning in brand management
Cathi McMullen and Ryun Fell
(Paper presentation, day 1, room 754 – 104, 2.05-2.30pm)
This paper describes, demonstrates and reviews the design and development of online multimedia resources for an undergraduate marketing subject, Brand Management. The nature of the subject and the availability of digital media, made Brand Management an ideal choice for trial development of innovative online subject material for marketing students. Using Adobe CAPTIVATE 5.5 video clips sourced from YouTube along with music, images and educator voice-overs were brought together into integrated multimedia learning resources for an introduction to the subject and weekly sessions for each topic. While the vodcasts were primarily developed to enhance the learning experience of the DE cohort, materials were refigured for reuse with internal students in part due to the visual nature of the user experience created by the software. In keeping with the innovative nature of this work and the richness and complexity of the resources being showcased, this paper will be co-presented in a novel way. First there will be a video-based section to the paper (10 minutes) that will explain the purpose of the project and the rational for choice of particular elements, followed up by presentation of a number of excerpts from a variety of the resources each demonstrating how different pedagogical aims have been pursued. An ‘in person’ section of the presentation (5 minutes) will focus on the design process that emerged through the production of these resources. This work highlights the significant potential for use of digital technologies to support meaningful learning in marketing across all modes.
Search@CSULibrary
Karen Mackney and Greg Fry
(Paper presentation, day 1, room 754 – 104, 3.05-3.30pm)
In early 2011 the library celebrated the beta launch of Search@CSULibrary. Search@CSULibrary uses innovative library systems to support the student experience of online access to information. Students and researchers can do a simple search and then narrow it down to books, ebooks, DVDs, journals or online articles. It also includes access to CRO (CSU Research Output) and other digital resources. It is possible to limit the search to material that is available in Full Text Online. Distance education students and students on work placement often had difficulties in locating information they could read straight away. This new interface provides linked access to a greater range of resources with a simplified search. The presentation will demonstrate Search@CSULibrary plus a range of options for personalising the research experience.

Shifting to student-centred approaches to teaching and learning: what helps and what hinders
Brad Edlington
(Paper presentation, day 2, room 754 – 104, 11.50am-12.15pm)
While the CSU strategy sets an important direction for educators to become more student-centred in their teaching approaches, ground-level and individual motivations for charting such a direction sometimes include the inspiring learning and performance that students often achieve within such teaching environments. However, successfully navigating the maze of practice-related challenges that facilitation of learning as opposed to teaching requires can be highly problematic for educators. This paper looks at some of these challenges in the context of education for the professions and what often helps and hinders the transition for those moving from professional practice into educational or related specialist roles. Occupational identity in this sense brings with it not only essential ingredients for successful educational outcomes but also difficulties that reduce the likelihood of broad success and of effectively shifting from teacher-centred educational practice to learner-focused or student-centred facilitation of learning. Development of an e-learning product as part of a 2011 Flexible Learning Institute teaching fellowship aims to contribute to a refocused educational culture within the School of Policing Studies to become strongly student-centred. The need for this emerges from a significant pedagogical change in NSW police education with the implementation of a rich and multilayered problem-based learning framework. In conjunction, this e-learning product and a range of other school-based facilitator development offerings are at the heart this educational cultural change initiative.

The transformation we have to have: preparing students for a sustainable future
Janet Buchan
(Think Piece, day 2, room 754 – 104, 10.45-11.25am)
One of the biggest challenges we and our students will face in decades to come is that of how to transform the way we live. Climate change, population growth and critically low levels of non-renewable energy sources are three key factors that are shaping our future. We do, however, have a degree of control over that future (Buchan & Buchan 2010). As educators we have an ethical responsibility to put our students in the best possible position to design their path to a transformative future that will benefit them, their community and the planet as a whole. Through education, via technology and the curriculum, we have the potential to shape students’ learning experiences and to prepare them for the future. One initiative that has the potential to make a significant long term difference is the CSU Degree initiative (Curriculum Renewal Program). The curriculum students study is the beginning of a transformation in attitude and behaviour that will determine the path they choose. Technology supporting education provides a means of access to a global knowledge base and global communication. Used wisely, the ability for education, global communication and social networking towards the ‘common good’ could be a very powerful force. This thought piece uses interactive posters to provide visual stimulation. The snakes and ladders poster game (Buchan 2011) will be used to engage participants in generating and capturing ideas about how we enact transformative learning towards a sustainable future.

References:
Anywhere, anytime and completely open - A Paperless Open Sourced PhD
James Brann
(Paper presentation, day 1, room 754-113, 3.05-3.30pm)
The sun is shining, the hammock is swinging in the breeze and I have just finished my fortnightly meeting with my PhD supervisor via Skype for the iPad. We have just collaborated on some research notes using Google Docs that focused on literature sourced from eBooks. I will upload these notes to a public site for critique by leaders in the field and use public vodcasts for monthly personal reflection. Following on from the works of Leigh Blackall and Doug Belshaw, join current CSU ICT Pedagogy Officer - James Brann as he does his PhD in Political Science entirely by electronic means; no paper – no pens. At the very early sixth month stage, James will detail his progress, pitfalls, challenges and best practice. James will also introduce the notion of open source research, whereby each individual chapter and subsequent research notes will be published online for critique by experts in the field. This presentation aims to define the role of knowledge creation and networked learning in the 21st century, to clarify optimum operational spaces for higher education research, to analyse the logistical and to embrace the emerging mobile technology motto - ‘anywhere, anytime learning’.

Applying Donabedian’s model of quality assessment to academic work
David Ritchie and Margaret Yen
(Poster presentation, day 2, room 754-114, 1.15-1.30pm)
Academics are expected to balance teaching and research and to be effective and efficient in both. This potentially undermines the achievement of organisational objectives by emphasising individual rather than collective approaches. Conceptual frameworks are useful in representing systemic relationships and this paper presents one that can be used to frame, define, explain and unite aspects of the academic role within the discipline of health services management. The study draws on the work of Donabedian who presented a triadic model of quality in health care based on structure, process and outcome. Donabedian’s conception of structure refers to the human, physical and financial resources necessary to provide health care, but in this study is aligned with curriculum. Process refers to the set of activities and interactions associated with care that occur between clinicians and patients, but is now aligned with teaching. Finally, outcome which refers to the change in each patient’s current and future health status attributed to the health care provided, but is now aligned with research. Donabedian’s model considers equilibrium between the three factors of structure, process and outcome is a prerequisite for quality. Our study applies Donabedian’s interpretation to academic work, arguing that quality is dependent on the presence of equilibrium between curriculum (structure), teaching (process) and research (outcome). The study also identifies the conceptual framework as an organising, planning and predictive mechanism for future development of the health service management discipline. We examine the value of this model in defining and explaining the academic role.

Authentic work-based learning and assessment making for better practice
Hilary Timma
(Think piece, day 2, room 754-114, 11.05-11.25am)
A qualitative research project focusing on vocational education and training (VET) is being conducted to investigate how authentic work-based learning experiences, including work-based assessment, have the capacity to contribute to better practice. A group of mature-aged learners, who have completed studies in the Certificate IV in Training and Assessment by distance education (DE) through a registered training organization (RTO), have directly experienced and applied their learning in work-based settings. Authentic experiences include: learning and applying skills and knowledge on-the-job and completing work-based assessment tasks and projects. While these learners study in relative isolation and are physically distant from their learning facilitator/assessor, they have social support as members of multiple communities of practice, including from co-workers/colleagues and, for some, from work-based mentors/coaches. It is these individual and social contributions to learning that help to explain the multi-faceted dimensions and complexities that comprise learning. By examining the ways in which these people learn, this study seeks to enhance understanding about how working knowledge is developed within social and individual contexts.
Questions of interest include:
- Which learning and assessment methods help participants to learn best in their work?
- What are the most useful things in the workplace that assist/support their studies?
- How does being assessed on real work-based activities/projects benefit the learner/the organization?
Preliminary findings indicate that discussions with a facilitator/assessor, who is readily available, are critical; and, that the learning activities and assessment tasks are beneficial because they can be adapted to fit the workplaces and the jobs being performed.
Being authentic: How a FLI Teaching Fellowship helped me explore more than my project
Penelope Barrett
(Paper presentation, day 1, room 754-113, 1.35-2pm)
My 2011 FLI Teaching Fellowship project – ‘I.C.A.A.N.’ (‘Interactive Communicating and Assessing in Nursing’) – contributes to professional nursing education by developing an eSimulation (eSim) for learning, practising and assessing various mental health skills. Using the ICAAN template, an eSim can also be developed to help students learn other relevant nursing skills, such as communicating and interviewing. It is anticipated that the end result will be reusable for any health-related discipline, whereby students or professionals need to learn, apply and perform effective communication and assessment with clients in their care. My career and learning energies aligned when I was awarded a CSU FLI Teaching Fellowship for 2011. I have a passion for creating meaningful, active learning experiences that are useful and applicable within professional practice (for example, in nursing and midwifery). Grounded in educational research and literature that supports authentic learning as effective and relevant for a practice-based discipline such as nursing, I am keen to engage in participative, evidence-based pedagogy that involves and motivates students to want to learn. Being a FLI Teaching Fellow has opened up many possibilities, some of which I did not envisage at the beginning of this experience. In this paper, I will share progress with ICAAN this year, highlighting how reflection on events and processes during the project’s life to date has led to some unexpected realisations, understandings and insights that have crystallised in the intersecting spaces of my nursing, midwifery and educational knowing and practising.

Developing the pracademic?
Denis Clark
(Think piece, day 2, room 754-114, 10.45-11am)
In recent years universities have recognised the importance and value of practitioner input into their programmes and in collaborative research. The practitioner/academic, so called “pracademic” emerged as a new species of pedagogy in the late 1990’s. This species is prevalent in medicine and dentistry and its young are reaching epidemic proportions in the policing, criminology and criminal justice environments. A common example is the part time or “career break” practitioner. Shrinking funds and the desire for students to develop “work-based” learning have highlighted the need to engage and develop individuals whose skills include the practical or operational edge that they feed on when teaching professionals. The goals of the presentation are to examine areas of tension, to enhance communication, and to improve working practices to enable pracademics to effectively research relevant areas of knowledge that will inform their teaching and link with the strategic objectives of the University. This should lead towards a more collegiate approach through a deeper understanding of culture in the School of Policing Studies and in the wider university. The key questions will relate to the experiences of practitioners and traditional academics and practices in individual and team development.

Getting the smarts with statistics: Teaching undergraduate students quantitative data analysis
Maree Bernoth
(Paper presentation, day 2, room 754-114, 11.50am-12.15pm)
Research is generally perceived as irrelevant by undergraduate nursing students. There is a degree of fear and apprehension when they enrol in the enquiry subject and their goal is just to pass so they can progress through the course. My goal is to de-stigmatised the subject by empowering the students to master the language of research and understand the concepts but a particular challenge is statistics. The challenge for me was to engage the students, make the subject fun and relevant and open minds to the possibility that they can critically appraise research and even actually do research. Over the past two years, the solution has been found in a bottle of shampoo, a block of chocolate and a packet of Smarties attested to by student results and feedback – “The way the subject was taught made a difficult subject easy to comprehend. This was attributed to the enthusiastic and uncomplicated teaching methods…”. I would like to share these strategies with other academics who face similar challenges.

Higher Education Research Network (HERN)
Mike Keppell and Marian Tulloch
(Think piece, day 2, room 754-114, 11.30-11.45am)
LTS, FLI and EFPI are inviting staff and research students at CSU to participate in activities and collaborations around Higher Education Research and Scholarship. We are interested in:

1) creating a research network around higher education research at CSU, facilitated by EFPI, FLI and LTS. inviting people to participate in staff development activities conducted by FLI, LTS and EFPI.

2) conducting future discussions and seminars on Higher Education Research.
Knowing, doing and becoming: learning veterinary practice
Emma Scholz and Franziska Tred
(Paper presentation, day 1, room 754-114, 2.35-3pm)
The paper is the product of an EFPI Teaching fellowship undertaken during 2011. The fellowship was a conceptual and theoretical exploration of some key literature around higher and professional education. It was undertaken in order to stimulate discussion and inform curriculum development in the area of workplace learning within the veterinary course at CSU. The undergraduate veterinary course at CSU has clinical workplace learning experiences from year one of the six year course, and the profession has a tradition of workplace learning reaching back many decades. Three themes have been formulated, which could provide one useful way to think about the purpose, process and outcomes of WPL as a component of preparation for professional practice. They are:

- Professional practice knowledge
- Personal agency, and
- Being and becoming

These concepts are explained, and curriculum implications and recommendations are presented. The challenge of allowing curriculum time and space before, during and after workplace learning experiences in order to adequately prepare and reflect on experiences is acknowledged; the reasons why that process is so important are explained. The challenges and opportunities provided by specific contextual factors will be briefly outlined, and issues for debate and areas needing further research are presented.

Linked In: Using Links to Provide Readings in an Online Learning Environment
Greg Fry
(Paper presentation, day 1, room 754-114, 2.05-2.30pm)
Access to academic literature is vital to learning at a tertiary level. There have been tremendous changes in the delivery of academic resources to target audiences with the advent of online databases and collections. Libraries and universities have been transformed by the migration of resources from print to digital format. These changes have created new opportunities for incorporating academic research into teaching. Incorporating academic research into teaching can create a nexus of teaching and research, improve student engagement and participation and facilitate more flexible curriculum design. With this in mind, CSU Library has attempted to make linking to resources easy for lecturers by introducing two new tools, an online linking guide and the Citation Helper tool within CSU Interact. This paper will discuss the need, design and implementation of these two tools at CSU.

The pathway to becoming an academic: entry from professional practice compared to the traditional entry of PhD with postdoctoral experience
G. Munro, P. Logan, E. Adams, D. Rorrison
(Paper presentation, day 1, room 754-113, 2.35-3pm)
There are two main pathways followed to become an academic: PhD completion and postdoctoral experience or professional practice experience usually without the PhD. Do each of these pathways result in unique challenges for career development? The organizational political climate increasingly requires measurable outcomes for research and teaching, yet the impact upon career development for practitioners entering the university without the PhD but with extensive industry experience is rarely acknowledged. This project identified the differences and similarities between the Honours/PhD completion prior to academia pathway to an extensive professional experience pathway. Academics at four Australian universities were invited to participate in an exploration of the pathways to becoming an academic. Manual thematic analysis and Leximancer software analysis were used to answer the research question. The pathway from professional practice presents challenges not experienced by those who complete their PhD prior employment, yet many similarities in experiences exist. These similarities highlight the tension between research and teaching whilst providing indications of how those from professional practice are disadvantaged and how those disadvantages might be overcome.

Reconceptualising the purpose of Honours in Allied Health
Caroline Robinson
(Paper presentation, day 1, room 754-113, 2.05-2.30pm)
The currently accepted role of Honours in Australian Higher Education is as a mechanism to: advance disciplinary knowledge, provide research training and produce a substantial independent research thesis/project. This paper explores the purpose of Honours in allied health, beyond that of epistemological development of undergraduate students as preparation for a higher degree. Honours in Allied Health is embedded in the third and fourth years, or solely in the fourth year, of an undergraduate degree. Students have different motivations for enrolling in Honours, but a common reason for taking on this additional study is the desire for a challenge. ‘Embedded’ Honours in Allied Health is a particularly challenging experience, as students must cope with Honours in addition to standard coursework and workplace learning. The experience of becoming an Honours student challenges each student’s ways of being and knowing. A student cannot know how to be an Honours student before they become part of the Honours community of practice. They must also learn how to ‘be’ in a relationship with a research supervisor and how to negotiate communication within this crucial partnership. In turn, this relationship enables participation in the broader research community. Through Honours, students can develop new understanding of their potential. Increased self-confidence and deeper insight into practice through research, enables students to develop new perspectives on practice. Exploration of the research-practice nexus is fundamental to the development of these
Using cross faculty strategies and a visual medium to teach aged care
Maree Bernoth and Matthew Olsen
(Paper presentation, day 2, room 754-114, 12.20-12.45pm)

With an increasingly ageing population which constitute the largest consumer group interfacing with the health system, it is imperative that nurses in most fields of health are aware of assessment techniques of the older Australian. Astutely assessing an older person in the community can mean enhanced quality of life for that person and their family, effective use of community services and reduced hospital admissions. How can we teach a student to astutely assess the older person’s environmental and physical needs in a traditional lecture theatre setting? To address this question, an approach was made to the School of Communication and Creative Industries with the idea of creating a DVD of a case study involving an older couple living in the community. The DVD provides an opportunity to show the students the assessment process including the environment, the social, the financial and the physical aspects of the assessment and gives them an opportunity to discuss various aspects of the assessment. For the School of Communication and Creative Industries, it gives the students the opportunity to be involved in the development of a teaching resource that is relevant to another cohort of students as well as being an assessed work for their final year. This presentation will articulate the journey through the development of the DVD and will outline the potential benefits to the older person, both groups of students and both schools involved in the project.

Using interact to manage advertising student internships
David Maxwell and Brett Van Heekeren
(Paper presentation, day 2, room 754-114, 12.50-1.15pm)

The outcome of a review by the subject and course coordinators of the management of the fieldwork placements for advertising students in 2010 determined the Internship booklet used by all of the School's disciplines was too generic, didn’t provide sufficient guidance for interns and hosts, some content was out of date and the contained forms were difficult to use. The review recommends the discipline switch to ICT for 2011. An Interact project site, advertising internships, was established for managing the required documentation and student locations. Documentation was stored in resources and location data managed through use of a wiki. The homepage carries an introductory message and is used for updates to students. The menu bar carries tabs for all topics including the fieldwork supervisors contact page. The blog tool is used as part of the assessment requirement and also maintains connection between the students and their fieldwork supervisor. A chat room was established to enable students to communicate with each other while on placement. Students have responded positively to the management tool although this is anecdotal information. This presentation steps through the developmental process, shows the site and discusses improvements if required to the applications for the next series of placements.

Using practitioner and patient biographies to inform education for healthcare professionals: A research journey into practice to enhance education
Annette McLeod-Boyle and Franziska Trede
(Poster presentation, day 1, room 754-114, 3.30-3.45pm)

Researching practitioner and consumer biographies of healthcare experiences is informative for health professional education. They provide insights and understandings of the influences that shape consumer and practitioner behaviour and attitudes and consumers’ healthcare experiences. These insights are beneficial in the preparation of students for professional practice. This poster presents how narrative inquiry and the use of biographic-narrative-interpretive interviewing is being used to explore experiences of interactions between allied health professionals and consumers in the inpatient rehabilitation setting, in order to obtain a picture of the dynamics involved in such patient-practitioner transactions. Narrative analysis of the emerging biographies is enabling deeper understanding of the nature and meaning of patient-practitioner interactions which is instructive for educating future professionals in communication and interpersonal skills.
Worth a thousand words: Visual representations in researching and teaching health practices

Sally Denshine, Narelle Patton, Jane McCormack, Paul Tinley
(Paper presentation, day 1, room 754-114, 1.35-2.00pm)

Visual data such as photographs, paintings, drawings and video are used in research and teaching in the health professions. Visual representations can help us recognise non-verbal and symbolic content as a locus of discovery by itself, and in combination with other forms of data (Davidson, 2004). Some examples follow from the School of Community Health:

- Visual research gives primacy to the visual and harnesses the power of images to evoke emotional, visceral and cognitive responses and awareness of people's lives and experiences. Visual research strategies such as photo elicitation represent valuable and evolving tools for exploring and illuminating the complex, dynamic and multi-dimensional realm of professional practices.
- Ethnographic paintings were a stimulus to writing about practice in an occupational therapist's doctoral research. In portraying places of difficulty such images may communicate what cannot be said (Richardson & St Pierre, 2005).
- Drawings enable children with communication impairment to express their views, when verbalising their views is difficult. Analysis of 143 drawings obtained from preschool children with communication impairment enabled an understanding of how children conceptualise talking. The drawings provided valuable insights into differences between child and adult perceptions of communication difficulties.
- Video based CDROM has proven to be a valuable adjunct to skill acquisition by podiatry students in the area of human movement and physical assessment. The interactive CDROM allows the student an opportunity outside class to have an "Expert" on hand to show the student how to evaluate joints and structures of the lower limb. Each section of the programmed text allows students to gain competency in clinical assessment.

References:

CURRICULUM DESIGN AND COURSE BASED APPROACHES

Blended synchronicity: Uniting on-campus and distributed learners through media-rich real-time collaboration tools
Barney Dalgarno, Matt Bower, Gregor Kennedy, Mark J. W. Lee
(Paper presentation, day 1, room 754-107, 3.05-3.30pm)

Twenty-first century university students find it increasingly difficult to commit to regular face-to-face classes, yet real-time interaction and collaboration are often essential to achieving successful learning outcomes. This presentation will describe an ALTC Innovation and Development Grant funded project, which will identify, characterise, and evaluate technology-enhanced ways of bringing together on-campus and geographically dispersed students and engaging them in media rich synchronous collaborative learning experiences. The project is led by Matt Bower of Macquarie University, in partnership with Gregor Kennedy of Melbourne University and Barney Dalgarno and Mark Lee of Charles Sturt University. A base of innovative practices in the use of three such technologies – desktop video-conferencing, web-conferencing, 3D virtual worlds – will be compiled, and in conjunction with a capability analysis of the technologies will lead to the development of a framework for tool selection and use plus a collection of exemplar learning designs. Working with members of a practitioner network which will shortly be established, six case-study implementations will be identified, supported, monitored and evaluated to trial and refine the technology capabilities framework and exemplar designs while simultaneously generating practical guidelines for staff. Outcomes will be disseminated through a handbook, webinar series and nationwide workshops.

Cassie’s Story: Dyan Ngal; The journey to Indigenous Australian cultural competence
Linda Ward and Barb Hill
(Think piece, day 2, room 754-107, 11.30-11.45am)

Charles Sturt University (CSU) desires to produce graduates who are on the path to cultural competence and to support students into the posture of what cultural competence may mean for them when they graduate into their professions. Working very closely with Indigenous Australian Elders, a combined disciplinary project team constructed a digital learning resource that exposes students to the general issues of cultural competence introducing them to Australia's past historical practices and contemporary issues. Cassie’s Story: Dyan Ngal is a resource that seeks to assist students (especially in preparing for practicum placements) with some training in cultural competence, alert them to what they may encounter on their placements and help in their understanding of the situations that face Indigenous Australians and their critical reflection of this. The presentation will provide a
brief overview of the digital resource and provide the opportunity for participants to engage, communicate and imagine the possible uses of the resource within their discipline. Using a ‘think-pair-share’ strategy, participants will be asked to consider how Cassie’s Story could be embedded in their subjects or courses for effective delivery and assessment of student learning. It is envisaged that participants will have the opportunity to engage with other academics across disciplines to devise creative ways to use the resource in the subjects/course. To engage, communicate and be inspired to start the journey of Indigenous understanding with their students.

Comparison of Flexible Learning Sessions via face-to-face, online and video conference
Ella Whitelaw, Maame Blay, Chris Blanchard
(Paper presentation, day 1, room 754-107, 2.35-3pm)
Multi-campus subject teaching strategies employ video conference, face to face and online teaching sessions. All three ‘Flexible Learning Sessions’ involves intensive practice via Flexible Learning exercises. These techniques have been compared in BMS310 (Disease Processes) and BMS208 (Nutrition). These subjects are taught to both Wagga and Orange CSU campuses. The student satisfaction with the teaching strategies will be determined. In addition it will be useful to determine if the students believe they have improved understanding and ability to perform better in assessment tasks. The answers to these questions will be determined by running focus groups and a survey.

Computer assisted learning tool in Equine Science
Tonya Collop
(Paper presentation, day 2, room 754-106, 11.50am-12.15pm)
The equine science degree in the School of Animal and Veterinary Sciences has both an internal and external cohort. However, there is an enormous gap in animal and laboratory exposure between. In recognition of this restricted access, development of an instructional DVD was undertaken in 2010, by Dr. Scott Norman. The first cohort of students have been utilising the DVD in the current teaching semester. The feedback from the external cohort has been rewarding where the students felt the DVD provided a foundation for the hands-on portion of residential school. Constraints of the DVD that have arisen are: lack of compatibility to different electronic interfaces, that the DVD is only a basis to garner further knowledge from the face-to-face interaction at the residential school, and information provided on the DVD may be increased. The DVD may be able to be utilised in other aspects of teaching within the School of Animal and Veterinary Sciences. The information presented has use for the veterinary cohort as well. For the internal students’ utilisation of the DVD to facilitate understanding of particular procedures and terminology, may allow a class time to be focused more on development of the correct management decisions. The process has been greatly assisted by the CSU Information and Technology, in regard to development from an idea to a functional entity. Recognition of improvements to the DVD may include: study questions, voice over glossary, and increased use of example cases.

Considerations in the development of a virtual management practicum.
David Ritchie
(Paper presentation, day 1, room 754-107, 2.05-2.30pm)
Goal: To develop a management practicum for online delivery as a pilot in 2013
Process: A review of a Master of Health Services Management degree by the discipline team included review of learning objectives at course level, articulation of a teaching and learning philosophy, assessment mapping, agreement for an eight subject core sequence, and an agreement to scaffold learning to reinforce those changes with progressive adjustments to learning resources and activities with each subject offering. Despite the increasing use of forums most learning in the course was personally situated in individual work contexts. A whole of curriculum approach was adopted following the review but this lead to recognition that the curriculum lacked the use of a multi-disciplinary collaborative learning approach to more complex problem situations than those encountered in the taught subjects. Consideration was given to the development of a virtual management practicum to address these concerns. At the same time the question of how cultural competency might be incorporated into the curriculum was also recognised.
A steering committee of key stakeholders was to be established to guide significant decisions including the selection of the learning design (resources, tasks and supports), host organisation, inclusion of cultural competency, risk management strategies, issues affecting sustainability and ethics related to use of data, learning resources and privacy. Findings and Questions: Critical learning points from the initial activities will be reported.

Course Analysis and Assessment Mapping
Deb Murdoch and Sandra Fisher
(Paper presentation, day 2, room 754-106, 12.50-1.15pm)
Course analysis and assessment mapping in the STAR program has been undertaken to identify where first year curriculum principles have already been incorporated in a course and discover where the principles could be further integrated to scaffold and support first year students into university and academic life. An analytical map was used to identify constructive alignment of assessment to outcomes and recognise where and how learning activities had been incorporated into the subject. The purpose has been to determine where there are gaps in subjects and where additional material and processes should be included and where redundant material could be removed. The
results have shown that there is already positive inclusion of the principles in some areas and some gaps in others. In the process, assessment has been mapped and shows the importance of planning for assessment in the first year at university. The mapping of assessments can serve two purposes: 1. A tool for course review, and 2. A tool for learning and teaching. As a tool for course review, it can show at a glance, assessments from the course perspective as well as the student perspective, and enables review of assessments. As a tool for learning and teaching, particularly for first year students, mapping of assessments as a learning activity in the first weeks of session has multiple benefits: familiarisation with Subject Outlines, beginning to think about assessments early in the session and as a tool for planning their study throughout the session.

Curriculum Design development for Dispute Resolution Skills within all CSU Business Courses
Amanda Carrigan
(Paper presentation, day 2, room 754-107, 11.50am-12.15pm)

Business courses provided by CSU are currently being reviewed and the subjects offered are being aligned more closely to the intended learning outcomes our graduates to secure employment within business organisations within Australia and internationally. There is a growing need for participants in Australian business to deal with conflict without resorting to the court system has increased exponentially. CSU business courses are currently undergoing realignment to reflect current business practices. As a model for other Faculties it is proposed that the courses offered within the Faculty of Business include alternative dispute resolution (ADR) skills at undergraduate level. Curriculum design directed specifically toward the introduction of ADR should be included in the under graduate courses provided by the Faculty of Business CSU. The expected learning outcomes are identification of the opportunity to utilize ADR skills, competence in the basic skills of ADR and the ability to explain the design of systems for conflict prevention and resolution within business. Dispute resolution awareness and techniques should form part of the learning outcomes determined for undergraduate business students. In the increasingly competitive environment, business faculties must offer undergraduate education which provides relevant skills for modern enterprise.

Designing Learning Environments in Higher Education: Meeting the needs of 21st century learners
Deb Clarke
(Paper presentation, day 2, room 754-106, 12.20-12.45pm)

The Graduate Certificate in University Learning and Teaching (GCULT) is a 32 credit point course currently offered in blended mode to academics with teaching responsibilities at Charles Sturt University (CSU). After enrolment in the mandatory introductory subject EEL409 University Learning and Teaching; a probationary requirement, academics can select to continue in the course to gain formal accreditation. Of the three remaining GCULT subjects, EEC403 Designing Learning Environments in Higher Education draws on the concepts of constructive alignment (Biggs, 1996) and authentic assessment to engage 21st century learners in higher education. The subject provides opportunities for participants to consider how the learning environment, technologies and assessment can be constructed to support learning that is reflective of real-world problems and has significant relevance beyond the subject. A central emphasis in this subject is to examine how learners create impromptu sites of learning and how learning facilitators can capitalise on a community centred approach to learning. Through its own pedagogical design the subject models how to draw on learning theory to create engaging, meaningful, interactive learning environments and rich assessment opportunities to scaffold the enhancement of student learning outcomes. The aim of this presentation is to report on the efficacy of the subject to raise awareness of and build capacity in the design of effective and efficient learning spaces that meet the learning needs of 21st century learners at Charles Sturt University.

The effect of Problem-Based Learning (PBL) on student personal and academic development
Pip Yabsley, Sarah Hyde, Donna Read
(Poster presentation, day 1, room 754-107, 3.30-3.45pm)

PBL is a social learning experience which reflects the reality of health care practice where most work occurs in teams and in consultation with others. This study aimed to investigate the effect of this experience on final year students’ academic and personal development. Interviews were conducted with 20 students in two successive cohorts at the beginning and end of the year, and transcripts were analysed together by the researchers. Academic and personal development was evidenced by students’ increased motivation to study as a result of the PBL process and the ways in which this represented clinical practice. A guided reflective portfolio, self/peer/tutor evaluations of participation in PBL, and approaching the end of a degree program positively influenced students’ personal development and identity as a future healthcare professional. Academic development was indicated through identification of new learning strategies, evaluation of the success of using these strategies, goal directed behaviour, and implementation of critical thinking and help-seeking strategies. Loss of motivation as a result of a poor group dynamic, and lack of structured assessment tasks in the first cohort impinged on student academic and personal development. The PBL program was changed as a result of the analysis of interviews from the first cohort; more structured learning sessions to accompany the PBL cases, and more guidance with the portfolio,
resulted in improved academic and personal development within the second cohort. This study provides important insight into how a PBL program can be delivered to facilitate personal and academic development in students.

Enhancing good practice in blended and flexible learning
Carole Hunter
(Poster presentation, day 2, room 754-107, 1.15-1.30pm)
During 2011, the Flexible Learning Institute has launched a range of initiatives designed to promote and enhance good practice in blended and flexible learning at CSU. These include a DVD titled, 'Exploring good practice in blended and flexible learning: The practitioner’s voice', a range of case studies, BFL course symposiums, and more. This poster will share the thinking behind each initiative, and how they tie together to promote good practice.

Finding the leader within yourself: Being part of an ALTC Emerging Leaders Network.
Helen van Huet
(Paper presentation, day 2, room 754-115, 12.20-12.45pm)
Goal: To discuss participation in an ALTC funded, Emerging Leaders Network (ELN). The aim of this network was to create ‘good practice guides’ for all existing and commencing occupational therapy courses across Australia and New Zealand. The title of the fellowship was:
Building capacity among emerging occupational therapy academic leaders in curriculum renewal and evaluation at UQ and nationally.
Processes: In 2010-2011, identified potential leaders in the existing occupational therapy academy around Australia were invited to be part of the ALTC ELN. Meetings were held bi-monthly using a range of innovative technologies, such as iGoogle, Wimba, Diiego and information was shared across the group using Dropbox. In April, 2011 all members had a two-day intensive face-to-face networking session including presentations from curriculum leaders in higher education.
Outcome: The ‘Good Practice Guides and Cases to Support Curriculum Development and Renewal in Occupational Therapy’ were published in July 2011 (Rodger, 2011). It provides a quick reference guide for academics undertaking any of the following; curriculum design, review, renewal and evaluation. Although the guides were intended for occupational therapy curricula, the guides have application across any undergraduate or graduate master’s entry course. Designing curriculum content that is based on an intentional transition pedagogy for students, has recognised threshold concepts and capstone courses is critical to provide optimal student learning experiences. Evaluation and reflection on the CSU occupational therapy curriculum and building capacity across the academy have been some of the many benefit to being part of this network.

An ICT Mapping Tool for subject and course direction of embedded technology integration
James Brann and Barney Dalgarno
(Paper presentation, day 2, room 754-105, 12.20-12.45pm)
Teaching Teachers for the Future (TTF) is a national project funded by the Department of Education, Employment and Workplace Relations through the ICT Innovation Fund, with a goal of building the ICT education capacity of pre-service teachers in Australian Universities. The project runs for 18 months from the beginning of 2011 till mid 2012, and involves curriculum and pedagogy development in Teacher Education programs. As a main component of this project an already established Information and Communication Technology (ICT) mapping tool was reappropriated to give a better understanding of the embedded technologies in pre-service teacher curriculum subjects. Using the too over 13 subjects were covered to give an acute overview of its approach to technology integration. This presentation sets to give an overview of results and aims to suggest how education curriculum methods subjects can embed technology that underpins good pedagogical practice

Implementation of ePortfolios (PebblePad) at a course level
Anne McLeod, Jenni Munday, Simone O’Connor, Miriam Edwards
(Think piece, day 2, room 754-107, 11.05-11.25am)
Presenters will share their experiences of embedding ePortfolios within undergraduate courses. The panel will provide a cross disciplinary perspective which reflects upon four years of ePortfolio use within courses. Key issues, successes, challenges and ideas to increase take-up will be presented.

Integration of the CSU Degree Initiative within the Bachelor of Agricultural Business Management: Application to the First Year Experience principles and the Blended and Flexible Learning.
Yann Guisard, Karl Behrendt, Zelma Bone, Richard Culas, Dennis Hodgkins, Peter Mills, A Rama, Shevahn Telfser, Warwick Wheatley, Carole Hunter
(Paper presentation, day 2, room 754-107, 12.50-1.15pm)
The Bachelor of Agricultural Business Management Team will report on the implementation of a course approach to the First Year Experience principles previously presented at CSUEd 2010. An analysis of the strength and weaknesses of the design will be presented in view of staff experience as well as student feedback. Furthering our
integration of the CSU Degree Initiative into the course, the team participated in a 2 day workshop funded by the Flexible Learning Institute to devise a strategy for midterm implementation. This strategy and underlying principles will be described here. The BABM team has now tested two contrasting approaches to the CSU DI implementation. The first included regular meetings over 12 months and the second intensive meetings over 2 days. An analysis of the lessons learnt by the team will be presented as well as the implications for the implementation of future aspects of the CSU DI.

**Learning Space design to effectively engage learners in Veterinary Anatomy and Physiology**
Marie Sinthiya Bhanugopan  
*(Poster presentation, day 2, room 754-107, 1.15-1.30pm)*

This poster was done as part of the assessment task for the subject EEC403: Designing Learning Environments in University Learning and Teaching and I have been encouraged by my Subject coordinator to submit this poster in the CSUED conference. The aim of this assessment was to create a learning space to engage learners and to provide an effective and authentic learning environment. The poster outlines the characteristics of the 21st century learners and the current learning spaces and practices adopted by me in Veterinary Physiology and Anatomy teaching. It states about the current traditional learning spaces which rather involves a didactic type of teaching, making teaching a one way process suggesting that this type of learning spaces facilitate minimal learning. It further expands on the changes or improvement that I would like to implement to the current learning environment and provide with a learning space that would be flexible, comfortable and versatile to suit different types of learning to cater for the 21st century learner. The idea of developing an ideal classroom that engage students or learners to a higher order thinking, deeper understanding of the knowledge base and to promote active learning.

**Negotiating a Curriculum for Lifelong Learning: A Complementary Role for Career Development Learning and PebblePad**
Paul Worsfold  
*(Paper presentation, day 2, room 754-105, 12.50-1.15pm)*

Career development learning (CDL) is not widely understood or accepted as education, yet it is much more than a supplementary service to education. In fact, if you are seriously thinking about curriculum design and course-based approaches with the aim of supporting student learning beyond graduation, CDL is a useful and natural ally. What your university’s Careers Service knows about negotiating a curriculum for lifelong learning resides in the opportunities and support it already provides to (a handful of) students: for them to become both author and agent of their own unique and emergent career action plans. Action plans for life, learning and work (the contemporary definition of career). Action plans which give rise to students’ self-assessment, opportunity awareness, decision-making, and transition skills. There is a link here to heutagogy and for CDL to be brought into discussions about curriculum, teaching and assessment. CDL draws on specific curricula frameworks like the Australian Blueprint for Career Development, however, the essential framework with regard to a curriculum design for lifelong learning can be found in Law and Watts (1997) DOTS model. It is serendipitous that the University's roll-out of the personal learning environment, PebblePad, includes an action plan tool which aligns promisingly with the approach to CDL espoused by Law and Watts and the phases for negotiating curriculum as identified by Enright and O’Sullivan (2010). The application of CDL, augmented via an accessible PebblePad tool, is worth considering in curriculum discussions concerning lifelong learning.

**Parent Information Expo: An example of an authentic, cross-subject assessment**
Laura Piazza and Celia Hillman  
*(Poster presentation, day 1, room 754-107, 3.30-3.45pm)*

As part of two of their fourth year subjects, Early Childhood/Primary education students participated in and organised a parent information expo, which was highly utilised by families in the local community. Aspects of participation in the expo were included as assessment items in two different subjects. As part of the leadership and management subject, students had to plan and organise all areas of the expo, including media, venue, and finances. As part of the birth-three subject, students had to research an area of parental concern, for example, sleeping issues or facilitation of motor development, and develop hands-on resources for families who attended the expo. The expo served as an authentic assessment which reflected aspects of the students’ future teaching careers, while at the same time, served as a community service for families. The expo was also an example of a way in which assessment can be integrated across different subjects, resulting in more meaningful learning experiences for students.

**POW! Blended and flexible learning tactics that punch above their weight**
Carole Hunter  
*(Paper presentation, day 2, room 754-115, 11.50am-12.15pm)*

CSU offers a range of initiatives, such as Teaching Fellowships, to support staff in developing some incredibly innovative and effective learning designs. However, not all of us have the time, support or inclination to complete such intensive work. Here, what is needed is easy-to-implement tactics that ‘punch above their weight’ (i.e. which have a strong impact on student engagement and outcomes, for relatively little effort). This paper offers some of
those tactics and asks, "Do we need to be a technology junkie to demonstrate good practice in blended and flexible learning?"

Reference Learning Spaces: Find a new dimensions to static environments
John Rafferty and James Brann
(Paper presentation, day 1, room 754-107, 1.35-2pm)

Referenced Learning Spaces is a term coined by Dr John Rafferty and James Brann as they seek to use emerging technologies to enhance static learning environments. The concept of Referenced Learning Spaces involve using technology to enhance a static already established environment or learning space (i.e. a library, museum, walking trail) by connecting them to collaborative spaces, videos, web-pages or augmenting the surrounding area. RLS is conceptually underpinned by the theory of ‘internet of things’ (LeHong and Mahoney 2011), by which describes how the Internet is being used to link consumer devices and physical assets so that these new endpoints can create and receive a data stream. Come on a walking tour of the buildings and wetlands of Charles Sturt University Albury Wodonga Campus as we show how a RLS has been established using QR (Quick Response) codec to give the students a better understanding of the functioning ecosystem. Participants in this presentation will have the opportunity to see how a RLS can be established and integrated into pre-service education subjects as an engaging resource and a best practice example of ICT modelling.

Reworking content delivery to improve learning experiences and outcomes.
Pip Yabsley
(Paper presentation, day 1, room 754-114, 3.05-3.30pm)

This study aimed to monitor the impact of the reworking of subject material and assessment on the student’s learning experience and understanding of difficult concepts within the RSC301 Asthma Management; a multidisciplinary distance subject open to any faculty, under- and postgraduate students without pre-requisite. The diversity of student’s back ground and understanding of the subject often means that complex topics are met with anxiety and result in poor understanding and grades. As part the updating of this subject, the traditional readings and essay-based assessments were replaced with case-study based assessment, chat room discussions and contextualised ‘summary sheets’ designed to break down one particular topic in which students both notoriously perform poorly in assessment, and provide negative feedback. Outcomes were measured using end-of-session examination (ESE) marks and student feedback. The average ESE mark for this topic rose from being the lowest average marks, to above average in each cohort since implementation indicating improved understanding of information. Student feedback also stated that the three new learning tools were the most helpful resources to improving understanding, whilst the prescribed text and module notes provided the least support. It is important in communicating complex topics to distance cohorts that the tools used are perceived as relevant, interesting, and easy to use by the students. This study showed that ‘less is more’, students chose to use fewer paper-based materials to support their learning, opting away from traditional learning tools to simple, but effective online mediums that improved their understanding of and engagement with the topic.

Shift Happens: Reassessing assessment in an introductory first year foundational subject
Marie Sheahan and Jozette Dellemain
(Paper presentation, day 2, room 754-107, 12.20-12.45pm)

This workshop provides an outline of the approach we took to assessment in a first year foundational subject in the Leisure and Health degree (LES101). The subject had a substantial review in 2009 for introduction in 2010. To accommodate subject reduction, accreditation requirements and the CSU degree initiative there were several changes to the subject curriculum. The subject took a multidisciplinary approach to understanding Leisure and Health and had quite a substantial curriculum as it sets students up with a range of foundational theories that are relevant across the Leisure and Health course. We developed an integrated approach to assessment based on a case study that required students to look at the case study from several different perspectives over three assessment pieces. In addition to assessing disciplinary knowledge the assessment allowed room for student creativity in approaching the assessment. At the end of the first offering we evaluated the assessment and made changes to accommodate difficulties encountered by students and to address a range of issues associated with the student experience. This seminar describes the process, our experience of delivering the subject, the things we learned and our reasoning behind changes made. It includes examples of how the creative element gives the assessment process dynamism and allows students to explore issues in multiple ways.

“So you want to climb Mount Everest?”, “I can make it easy for you, lets do it on-line!”
Chris Bushell
(Paper presentation, day 2, room 754-105, 11.50am-12.15pm)

This presentation will discuss the trials and tribulations of a Lecturer in the development of an on-line Duty Book in Year 2 of the Associate Degree Policing Practice (delivered by the School of Policing). The traditional methods of recording a student’s work performance is the completion of a hardcopy Duty Book, approximately 1000 students per session/term = 3000). The control, security and completion of the books have at times been problematic. To address this, an on-line duty book using Rubrics to record the competencies of students has been developed. The
design, development, distribution and collation of a form will be discussed and issues around the developmental procedures uncovered.

An unexpected model of education
Patrick McNamara
(Think piece, day 2, room 754-107, 10.45-11am)
For half a century many educators have been optimistic about the opportunities of technological advances to increase the efficiency of learning. Each advance was implemented to modify or replace certain parts of the traditional classroom or studio based teaching models. As students approach digital saturation in their lives it has produced changes in their expectation and created opportunities of different learning approaches. Teaching may now benefit from a completely different underlying model. This paper investigates a new model of learning based on a specific commercial model of communication that has grown parallel to education. Its focus is to inform, motivate and modify thinking and is heavily result driven. This model is based on advertising/graphic design. Advertising and graphic design employ research and demographics to understand the viewer, they utilise visual and emotional tools to attract and build connections with their customers and they apply rafts of delivery systems that engage and motivate the viewers that results in change of behaviour. This investigation allows liberation in thinking that challenges accepted practice and may well become the model that best incorporates the digital tools and approaches for future education.

EDUCATION FOR REFLECTIVE, ETHICAL AND MORALLY COMMITTED PRACTICE

Challenges to developing a culture of collaboration in higher education: an interactive workshop
Tony McKenzie
(Paper presentation, day 1, room 754-115, 2.05-2.30pm)
Macdonald observed that curriculum design is a utopian pursuit, ‘a form of political and social philosophizing and theorizing’ (MacDonald, 1975, p. 293). In a similar vein Barnett considers that some of his thinking and writing is utopian because it does not reflect the present reality and may never be achieved, given ‘the structures of power and ideology at work’. Yet he finds glimpses of his vision already being acted out in the university sector, and for that reason thinks he is envisioning ‘feasible utopias’. He imagines that ‘in the best of all possible worlds, they could just be realised’ (Barnett, 2010, p. 4). I believe that ‘fulsome pursuit of the [utopian] aspiration is the most strategically sensible way of assuring a consistent, institution-wide transformative education’ (McKenzie, 2010, p. 7). We shall explore this belief in my presentation. I will draw a contrast between collaboration as it is commonly understood and collaboration conceived within my own utopian vision of institutional and curriculum renewal. I revisit a fictional incident reported at last year’s conference concerning blatant lack of communication and collaboration between onshore and offshore, partner institution staff. According to the storyline a student in China was a casualty of that debacle. We shall attempt to diagnose what went wrong in that scenario. We shall see how ‘garden variety’ ideas of staff collaboration return one kind of diagnosis, while the more demanding view of collaboration implicit in my PhD theorising renders a quite different judgment.

Conflicting approaches to professional ethics in theory and practice
Johanna Fawkes
(Think piece, day 2, room 754-115, 10.45-11am)
My research suggests that there are often hidden assumptions underpinning approaches to professional ethics, which deserve closer scrutiny. These implicit attitudes may help explain gulf between the idealised ethics often contained in professional codes and disregard for those ideals increasingly found in practice, such as in banking, politics, sports, clergy and other professional groups. The session will ask participants to reflect on the questions left unasked by their discipline's professional ethics – what do these ethics say about the profession's role in society, or its desired self-image? Are such images promoted by professional bodies and - by extension – those who teach on professional courses? Are they also embodied in key texts? What if these images were self-serving and not shared by practitioners? What are the implications for practice? And what attitude should teachers take – promote ethical ideals or acknowledge ethical lapses? The session will start with a brief case study of public relations, taken from my recent PhD thesis – showing how one view of the discipline has come to dominate debate while being largely ignored by practitioners, leading to conceptual and ethical confusion. The goal will be to foster discussion about the teaching of professional ethics across disciplines and in particular to explore the role of educators in promoting or critiquing claims to ethical standards in professions.
Contextualising Education for Environmental Sustainability for Australian Healthcare Degrees
Jillian Dunphy
(Paper presentation, day 1, room 754-115, 2.35-3pm)

Background: Despite the known impacts of the natural and social environments on health, Australian undergraduate nursing and allied health degrees are not explicitly designed to prepare graduates to respond to natural and social sustainability issues within their professional lives. Inclusion of education for sustainability (EFS) curriculum would address this situation, however research regarding what EFS content healthcare professionals and educators view as necessary is lacking.

Aim: To identify curriculum content that healthcare professionals and educators think is necessary to address environmental sustainability issues in the Australian healthcare context.

Method: Hermeneutic analysis of interviews with 68 healthcare professionals and tertiary healthcare educators.

Findings: There were three main streams of EFS content that Australian healthcare professionals and educators considered desirable: knowledge, skills, and professional modelling. The required knowledge described includes an understanding of environmental impacts on health and healthcare, and healthcare impacts on the environment. Proposed key skill sets are analytical and critical thinking, workplace leadership, community engagement, and advocacy skills. Appropriate modelling of professionalism to support the social and natural environments was considered vital, including consideration of social justice, resource use, and ethical management.

Discussion: Through the lens of their own professional experiences interviewees argued that this combination of EFS content would contribute to the development of healthcare graduates with a broad concept of their professional responsibilities, with the skills, resilience, and knowledge to be able to respond to sustainability issues within their professional contexts. This fundamental data will help contextualise EFS specifically for the Australian healthcare sector.

Living up to our own ‘talk’: Cultural competence in speech pathology curriculum
Libby Clark
(Poster presentation, day 2, room 754-115, 1.15-1.30pm)

Since the inception of the speech pathology program, there has been a commitment to the development of cross-cultural competence. Indeed, this forms one of the curriculum threads around which our course content was originally woven. The extent to which our curriculum has lived up to this ideal has varied considerably over the past few years, and there was a clear need to both review and revitalise the ways in which cultural competence was discussed, explored and developed through the undergraduate program. Our professional code of ethics demands equal access to services for all Australians, and the CSU graduate attributes says that all CSU graduates will have a commitment to cultural diversity.

This poster will present the halfway report of a FLI fellowship project focussed on incorporating cross-cultural competence across the curriculum. The poster will outline the mapping and evaluation of existing teaching practices related to the development of cultural competence within the speech pathology program, through discussion with staff, students and professional colleagues. Current ideas and thinking about how to marry different learning opportunities with diverse learning/teaching strategies and resources will be presented for active discussion with conference audience. The challenges of developing a framework that is applicable, and acceptable, to the whole School of Community Health will also be discussed.

Rethinking doctoral education
Stephen Loftus
(Think piece, day 2, room 754-115, 11.30-11.45am)

Doctoral education continues to evolve and change. There is a growing realisation that doctoral education is much more than the production of new knowledge, but is about the formation of scholars who can contribute to their discipline or relate research to the world of professional practice. What are the issues confronting modern universities in meeting the challenges of providing doctoral education that can equip graduates for an academic life or the world of work? What is the purpose of doctoral education? What does ‘formation’ at the doctoral level mean? How are doctoral students prepared for reflective, ethical and morally committed practice? How is doctoral education changing? What are the relationships between the ‘standard’ PhD and a professional doctorate? What pedagogies are appropriate for doctoral education?
Social Justice and Strategy: Acknowledging Indigenous Australians and Achieving the University's Goals
Donata Muntean
(Think piece, day 2, room 754-115, 11.05-11.25am)
Charles Sturt University's Academic Senate approved the Indigenous Education Strategy (IES) in 2008. In response to a recommendation in the IES, the Centre for Indigenous Studies developed Curriculum Guidelines for the Incorporation of Indigenous Australian Content. CSU's IES aims to provide future professionals with training in Indigenous cultural competence. The Indigenous Board of Studies (IBS) was established in 2008 to provide advice about Indigenous Australian content in CSU's undergraduate programs. Resources are available to assist CSU staff to deliver and assess meaningful Indigenous content. During my presentation I describe how I obtained IBS approval for a subject that I teach: Ethics, Sustainability & Culture (MGT230). By recounting my experiences, I hope to inform others of the process involved, and resources available, to assist them if they wish to align their subjects with the University's IES. Understanding Indigenous issues and history is essential for creating a fair and just society. MGT230 contains material about Indigenous issues such as The Aborigines Protection Act and the stolen generations. Students are taught about the relationship between discriminatory treatment and long-term disadvantage; human rights and social justice; and the richness of Indigenous cultures. Obtaining IBS approval for a subject attracts double funding and results in recognition of the work done to align with the University's IES. It also provides an opportunity for Indigenous and non-Indigenous staff to collaborate to reach a common goal: to align CSU subjects with the IES in order to produce a new generation of professionals that are culturally aware and thus sensitive to the needs of Indigenous Australians.

A virtue ethics model for helping students achieve academic success.
Kathryn Koromilas
(Paper presentation, day 1, room 754-115, 1.35-2pm)
Given the government's social inclusion agenda, universities will be admitting greater numbers of less well-prepared students than ever before. If students meet university admission criteria, and begin their tertiary education, who is responsible when they do not achieve academic success? Some say universities are the morally-responsible units that must ensure the student succeeds. But if so, how? And what of the student's own moral obligation? One answer to this is the development of a set of rules and responsibilities - informed by a philosophy of 'social justice' - to guide conduct within the given context. I argue that this is not the best framework. In this paper, I propose an approach, instead, based on Aristotle's virtue ethics. Unlike the blanket egalitarianism of a social justice framework, a virtue ethics model encourages the academic community - staff, students, and beyond the campus - to participate as fully autonomous and yet connected individuals in university life. How? By encouraging excellence (not necessarily defined by dominant ideologies or traditional theories, but by the community itself) in moral, intellectual and social life. In this model, mentors and role-models, as well as colleagues and peers, play a greater role than top-down 'principles' and 'standards' in encouraging a student to flourish, and succeed, academically.

When all the world is new: preparing for practice, preparing professionals
Sharon Laver
(Paper presentation, day 1, room 754-115, 3.05-3.30pm)
This presentation will discuss alternate learning-teaching spaces that were occupied with first and third year undergraduate nursing students as part of their experiential preparation for professional practice during tutorials. The spaces included in- and outdoor environments. Teaching practice and space change evolved from a desire for professional challenge, opportunistic involvement in a Flexible Learning Institute (FLI) project, a series of reflective enthusiasm bubbles and animated conversations, patient listening and guidance as technological (and not so technical) possibilities opened. Creatively preparing students for real world experiences in alternate spaces became an independent spin-off from involvement in a FLI project in sessions 1 & 2 of 2011. Negotiated teaching/learning strategies for first year tutorials provided an opportunity to enact primary health care principles in the tertiary education context. A small shift from student to professional for thirds year students occurred as a result of modelling the importance of an assessment task through simulation of a formal meeting. In the context of preparation for nursing practice honing skills, extending personal and professional reflection and challenging student expectations associated with teaching will be discussed as shared learning for students and the academic. Informal evaluation has revealed that students are receptive and responsive to ways of learning that push boundaries, enable self-responsibility and change in response to personal needs. All the while links to real world practices are being drawn through analogy and metaphors, discussion and silence, in spaces that have meaning, or in which new meaning is created.
The CSU “Subject Experience Survey”
Som Naidu and the OES Review Working Group
(Think piece, day 2, room 754-106, 10.45-11.45am)

CSU has been reviewing the processes of monitoring its students’ subject study experience. A working group of the Sub-Deans (Learning & Teaching), the Flexible Learning and Education for Practice Institutes has been reviewing current practices in order to recommend improvements to it. A revised instrument to capture the students’ subject experience is being developed as a result of this work. This comprises two sets of core items (one for workplace learning subjects and another for all other subjects). The focus of the new survey instrument is on students’ study experience in a subject. As such, feedback from students gathered with this questionnaire will have direct implications on how students’ learning experience could be enhanced with improved teaching practices.

In this session we will discuss the:
1. Background to this work and the procedure followed in the review process;
2. Implications of the revised Subject Experience Survey for improving the student study experience at CSU.

Graduate satisfaction: seeking social workers on social networking sites
Jennifer McKinnon
(Paper presentation, day 1, room 754-106, 2.35-3pm)

Information about graduate satisfaction is mostly limited to that gained from Course Evaluation Questionnaires, a generic approach used by universities to ask new graduates about their experience. This presentation will show how an EFPI teaching fellowship project was used to seek more selective information from social work graduates. The social networking site, Facebook, was used to get in touch with graduates from recent cohorts. The research project had its own Facebook site, with the project information sheet and consent form publicly available on the site. The project was aimed at gaining information about both course experience and about perceptions of graduates regarding how well the course prepared them for practice. This information will be useful for course planning and for ensuring responsiveness to student need. As courses seek a competitive edge in the educational marketplace, high levels of graduate satisfaction levels can prove a highly effective word of mouth marketing tool. The participant recruitment method in this study may prove beneficial for staff in other courses who seek innovative means to gain a more discriminate level of information about graduate satisfaction.

Potential Sub-Dimensions within the Constructs of Evaluation Survey: An Exploratory Analysis
Waseem Afzal and Asim Qayyum
(Paper presentation, day 1, room 754-106, 1.35-2pm)

Evaluations play a very important role in gauging the extent to which learning was fostered through the subject. There are, however, various aspects involved in an evaluation; for example, subject content, teaching effectiveness, relevance of assessments with learning etc. This multifaceted nature of an evaluation produces information that can be of use for numerous purposes. For instance, future refinement of a subject, review of teaching method, and performance review. Owing to the use of evaluation in various important matters, it is important to use an evaluation and the questions in it with due care. Exercising due care can help an academic staff to clearly relate the responses on evaluations with distinct constructs—all of which can be of aid in improving personal performance and refining subject content by rectifying the core issues. Understanding of items included in an evaluation is pivotal in using them effectively and then in utilizing the results for further improvement. Keeping this objective in forefront, this study reports on an ongoing research in which items belonging to constructs, within evaluation survey, were content analysed and sorted to identify potential sub-dimensions within the primary constructs. It is hoped that the findings of this study will help the teachers to carefully choose items in an evaluation and then to effectively use them in order to get relevant feedback, and to refine personal teaching practice as well as subject content.

Subject evaluation by students: online, or in class? Are Online Subject Evaluation results representative of the entire class?
Danny Bedgood, Celia Barril, Greg Doran, Julia Howitt, Paul Prenzler, Danielle Ryan, Alek Zander
(Paper presentation, day 1, room 754-106, 3.05-3.30pm)

When the response rate for students to online subject evaluations is so low, do the results have any validity for a genuine measure of student experiences? For two years CHM107 internal students have answered the 10 core subject evaluation questions in class, and on line. The online response rates have been very high at nearly 50%. This talk will present the results of a comparison of the internal and online responses and provide some evidence of the validity (or not) of the online evaluations.
Teaching Dynamics: Evaluating online learning and teaching
Lincoln Gill
(Poster presentation, day 1, room 754-106, 3.30-3.45pm)
Teaching Dynamics is a developmental service offered by Educational Designers (EDs) to assist academic staff with the identification of areas of strength in their teaching as well as areas for improvement. The Teaching Dynamics Online evaluation instruments have been designed to examine and help compile useful developmental feedback on an online learning activity facilitated via forums, Wiki, Chat, Blog and/or other interactive online technologies. The criteria developed for the Teaching Dynamics Online instruments are based on identified characteristics of quality learning and teaching in the higher education environment. In particular, they draw on aspects and elements developed for the purpose of informing the design and/or evaluation of online learning and teaching. The work drawn upon was: Agostinho, S, et al (2002). A tool to evaluate the potential for an ICT-based learning design to foster "high-quality learning". Herrington, T., et al (2001). Quality guidelines for online courses - the development of an instrument to audit online units. Reeves. T. (2008). Eight Dimensions of Effective eLearning Environments.

Towards an integrated evaluative model: motivation, power and political dynamics
Derek Sequeira
(Paper presentation, day 1, room 754-106, 2.05-2.30pm)
Seeking feedback from students has been a practice for decades for several reasons that range from students being in a good position to comment on aspects of the subject and its teaching to the relative ease in collecting such feedback. Other sources of data do exist such as feedback from peers and insights for the academic's own personal reflections in the form of an ongoing teaching portfolio. As patently obvious as it may seem that feedback from various sources would present a more comprehensive picture of the effectiveness of the various aspects of teaching and learning, such an integrated approach is rarely adopted for a variety of reasons. These reasons are explored within the motivational dynamics of why academics seek feedback and why students would provide this. It also explores the power dynamics of fear, reward, legitimacy, popularity and expertise that drive the seeking of feedback as well as its provision. Finally it examines the practical realities around academic workloads, student “feedback fatigue” and pressures for quality enhancements from above; both institutional and governmental.

REGIONAL AND INTERNATIONAL EDUCATION

Benefits of International Short-Term International Programs
Chris Blanchard
(Poster presentation, day 2, room 754-105, 1.15-1.30pm)
Short-term international programs offer students the opportunity to engage in a focused learning activity that provides both personal and professional development. Students gain access to learning environments that are not normally available through traditional study patterns and are also exposed to cultural settings that broaden their understanding of international communities and increase their likelihood to pursue a career outside Australia. This poster outlines the feedback received from students who participated in short-term international programs undertaken in Switzerland and the United States. This feedback confirms the valuable nature of this type of program in the development of students at CSU.

Building a confident problem-solver by distance education: Test Centre to the Rescue!
Peter Anderson
(Paper presentation, day 1, room 754-105, 2.35-3pm)
Distance students often have diverse educational histories that may impact on their ability and confidence to solve mathematical and physics-based problems. How then can we help such students engage confidently in solving complex problems through distance education? There are a number of strategies that work well, for instance unpacking exemplar problems is helpful to students because it shows that a complex problem can be reduced and solved in simple and logical small steps. In the research presented here, I show that allowing students multiple attempts at an assessed set of problems is also a good way to promote proficient and confident problem-solving students. In the scenario “Test Centre to the Rescue”, I wrote 72 exemplar problems which were carefully checked for correctness. These problems were broken up into 3 problem sets each of 15 questions, giving a pool depth of slightly less than two for each problem set. Test Centre, a web-based tool was the mode of delivery and each problem set was given a time limit. Students completed both attempts at each problem set within a two week window, and completed all three problem sets over a six week period. Students were informed before they started on the problem sets that they would keep the better score of the two attempts. Just knowing this removed the fear that some students had for dealing with any kind of basic mathematical manipulation. Between attempts, Test Centre was programmed to randomly shuffle problems, questions and answers. Although each test attempt contained similar types of problems, they generally differed in exact context and numerical answer. Meaning, from a student perspective, remembering answers would not be a successful strategy to obtaining a pass grade in each problem set, rather the problem sets had to be solved to get a pass grade or better. Student feedback about this
system was extremely positive. Did the assessment method help students improve their marks? Using the paired t-test average student mark was compared between attempts. In some problem sets, the average mark improved from 60% to 84% (n=21 P = 0.0000004). But this was dependent on the type of material in the particular problem set.

CSU 2011 Baby Steps in International Cultural Awareness training
Pete Millett
(Think piece, day 2, room 754-105, 10.45-11.45am)
For the first time in CSU history, the 2011 – 2015 University Strategy seriously acknowledges the need for international cultural inclusivity and cultural competence training for all CSU staff. This one hour think piece, which will include a group discussion opportunity, documents some of CSU's first baby steps during 2011 in terms of addressing cultural awareness/competence training for CSU staff from an international perspective. Three pilot half-day workshops were run in June/July 2011 on Asian Cultural Awareness to a total group of about 50 CSU academic and non-academic staff across the three largest CSU campuses. Separate surveys to international staff and students from Asia were also issued prior to the workshops to gauge the current status and issues for these important groups, and to better inform the workshops content and context. The results of these surveys were utilised in the workshops as group work activities that attempted to generate suggested improvements to CSU practices and hence starting-solutions to some of the issues facing international students and staff from Asia at CSU regional campuses. The results of the workshops are being fed into different parts of the university including human resources, student services, and learning & teaching services, in an attempt to actualise the improvements that CSU staff have suggested. This one hour think piece will share the above survey results and progress to date on CSU international cultural awareness training during 2011, including an opportunity for attendees to discuss and feedback on suggested next steps for 2012 regarding this important area.

Global Workplace needs a Global Experience
Shevahn Telfser, Peter Mills, Zelma Bone
(Poster presentation, day 2, room 754-105, 1.15-1.30pm)
Students studying in the field of agriculture are going to be employed in a dynamic industry; they will be faced with the requirements for greater sustainability in producing and distributing agricultural commodities to an increasing world population. Although students are aware of the global nature of the market the next step needs to be taken to increase their awareness for the potential of collaboration between countries. International experience in students studying agriculture serves a number of purposes. From a cultural perspective these students will learn to appreciate the people behind the market. Essential to this is understanding the interaction between the culture and why people do what they do. The resulting cultural awareness will produce a graduate that will be better equipped to operate professionally in their chosen field. An international experience that exposes students to professionals from another country also serves to equip the student with contacts that may be used later in their career. This then introduces the possibility of cross cultural collaboration to students early in their professional development. To facilitate the requirements of students studying a Bachelor of Agricultural Business Management this has meant creating a program that rotates between three diverse countries. The academic program attached to the tours is staged such that students completing an experience early in the degree are largely expected to gain cultural awareness. Later in the degree, students will be expected to demonstrate the capacity to work collaboratively with international hosts.

Extractive learning or making a contribution – engaging with the development process through international cross-cultural learning.
Rik Thwaites
(paper presentation; day 1, room 754 – 105, 3.05-3.30pm)

Professional Experience placement in a remote Indigenous Community in Central Australia: The challenges and the rewards.
Liisa Uusimaki and Gayle Sampson
(Poster presentation, day 1, room 754-105, 3.30-3.45pm)
This poster presentation provides a snapshot of a fourth year Early Childhood/Primary teacher’s 5 week early childhood professional placement in a remote Indigenous Community in Central Australia. Her choice to request a remote Indigenous professional experience for her final placement was due to a strong interest and commitment to Indigenous education. The process of being chosen to participate in this professional experience involved meeting with the director from the Family as First Teachers (FaFT) Program, (a program that provides early childhood education and family support for indigenous families) prior to commencing the placement to be provided with some background knowledge of the community, school and culture and the challenges associated with this teaching experience. The placement involved quite a few challenges not the least being the diverse cultural and language practices of the community. At the completion of the professional experience placement Gayle’s decision has been to continue her education within the area of Indigenous education and her goal is to seek employment in a remote Indigenous setting.
Teaching in the Kingdom of Saudi Arabia: Cultural and pedagogical challenges
Hazbo Skoko
(Paper presentation, day 1, room 754-105, 2.05-2.30pm)
Teaching in the Kingdom of Saudi Arabia is one of the biggest cultural, pedagogical, and religious challenges that Westerners are faced with. In this paper those challenges are explored and analysed from the perspective of an outsider/insider. The intention is to provide understanding and outline the historical and societal foundations of educational system and to bring it closer to Australian academics. First, the general information of the Kingdom is given, followed by the Saudi Arabian educational system analysis, and a comparison with Australian system. Then an analysis of the Gulf educational market entry modes is presented. After that, cultural and pedagogical do's and don'ts are discussed followed by challenges of teaching in such an environment. The paper concludes with recommendation for entering the lucrative Gulf educational market and attracting Saudi students to study at ‘down under’ universities.

Vanuatu Professional Experience program 2011
Liisa Uusimaki
(Paper presentation, day 1, room 754-105, 1.35-2pm)
The aim of this project was to develop a model to assist in the transition of Australian pre-service teachers in their overseas placements in International schools. The development of the Vanuatu professional experience model was first introduced in 2008 as a short five day international professional experience to support 12 third year Early Childhood/Primary preservice teachers’ development of cross-cultural understanding by the Murray School of Education professional experience office. The professional experience was extended in 2010 to a three week placement. The limited places available in this program and the increasing demand from preservice teachers to undertake affordable and well structured international professional experience programs suggest new challenges to the design of international professional experiences. Evidence has shown that the model that the Vanuatu program is based on has proven to be particularly effective in supporting preservice in the development of their teacher identity, confidence, cross-cultural understanding and an appreciation of the privilege that comes with being an Australian citizen.

STAKEHOLDER ENGAGEMENT, SOCIAL INCLUSION AND PARTICIPATION

Academic Buoyancy: Developing a Model of Undergraduates' Everyday Academic Resilience
Matthew Thomas, Daniel Bowen, Graham Tyson
(Poster presentation, day 1, room 754-103, 3.30-3.45pm)
Undergraduates face numerous challenges and pressures in pursuing a degree. In recent years there has been a trend in the Higher Education industry towards understanding and supporting students to successfully complete their training. This study explored variables which can be used to predict undergraduates’ everyday academic resilience (i.e., academic buoyancy). Academic buoyancy has been defined as “students’ ability to successfully deal with academic setbacks and challenges that are typical of the ordinary course of school life (e.g., poor grades, competing deadlines, exam pressure, difficult schoolwork)” (Martin & Marsh, 2008, p. 54). This study aimed to test a first pilot of the hypothesised causal model explaining academic buoyancy, based on research by Martin and Marsh (2008), which predicts undergraduates’ academic buoyancy using the variables of self-efficacy, anxiety, control, engagement and parental attachment. Undergraduates (n = 236) aged 18 to 55 were recruited via snowball sampling to complete an online questionnaire comprising a battery of measures assessing psychosocial and educational variables. Support for the theoretical model was found using structural equation modelling, highlighting specific variables (self-efficacy, anxiety, control, engagement) which could constitute the basis for effective intervention. Thus, this study provides important insights for researchers, higher education providers and psychological practice with specific directions regarding policy and praxis offered for universities and individual students. Directions for future research could include replication of this study with stratified-random sampling, multiple sources of data and a longitudinal design to qualify results and increase generalisability. Research aimed at developing and testing effective applications of these findings is recommended.

Aspirations and Expectations as Motivators for Joining NSW Police Force
David Bull, Christine Jennett, Rabiul Islam, Rosemary Woolston
(Paper presentation, day 2, room 754-103, 12.50-1.15pm)
Generally, if police officers’ career aspirations and key motivating forces are supported on-the-job, high productivity and integrity is generated (Howard, D’Onofrio, & Boles, 2004). These motivational forces could be perceived differently by serving officers and fresh police recruits at the tertiary level. The study surveyed police recruits at CSU in the Associate Degree in Policing Practice and Bachelor of Justice Studies (Policing) over 2009 and 2010. Questionnaires (246) were completed by students from the two courses, some prior to and some after completing a police field placement. Utilizing a structured survey, the study primarily investigated the recruits’ perceptions of their motivational factors for entering a policing career. Community welfare, enforcing law and order, respect and...
Collaboration between academic and student support staff to improve student engagement, social inclusion and participation: an exploration of possibilities.

Judy Redman, Phil Edwardes, Lynn Furze, Bev McVilily, Geoff Simmons

(Paper presentation, day 1, room 754-103, 3.05-3.30pm)

In this presentation, student support staff from the Albury-Wodonga campus will explore with the audience ways in which staff from the academic skills and student support areas can work together with academic staff with the aim of improving outcomes for non-mainstream students. The goal of this cooperation is to improve student engagement, social inclusion and participation for this cohort of students. The presenters have experience in working with people who have different religious backgrounds (Redman), non-English speaking backgrounds and different cultures (Edwardes, Redman and Furze), disabilities (Furze and Simmons), academic literacy requirements (Edwardes and McVilily), mental illness (Simmons) and with mature age students (Simmons and Redman). They will use a series of vignettes to illustrate situations where cooperation between academic and student support staff has the potential to improve student engagement, inclusion and participation. The presentation will involve members of the audience in brainstorming: options for, and barriers to, cooperation; and opportunities for enhancing student outcomes in the future by working together more closely.

Digital storytelling & first year students: Using media to develop reflective practice

Noella Mackenzie and Miriam Edwards

(Poster presentation, day 1, room 754-103, 3.30-3.45pm)

This poster presentation documents the use of digital storytelling within ESL102 - Foundations in Literacy Studies K-2, BEd(K-12 Middle Schooling) The process will be explained from both the student and academic perspective. Outcomes and student feedback will be shared. Delivery of ESL102 -Foundations in Literacy Skills K-2 is structured around 36 hours of face-to-face workshops, 48 hours of workplace learning (volunteering within a local primary school), 70 hours of research, reading, assignment and exam preparation and 3-5 hours of online tutorials. Digital storytelling ties these elements together while also introducing the concept of reflective practice. First year principles such as engagement, evaluation & monitoring and transition align closely with this authentic assessment task. To create the digital story, CSU students document their school visits through both a journal (electronic or paper-based) and photographs. They then produce a story using MS Photostory which incorporates 15 images and a 1500 word monologue. This is in response to the following questions:

- what makes an effective K-2 Literacy classroom,
- how the school library environment supports literacy learning, and
- young literacy learners themselves (as speakers, listeners, readers, writers, viewers and representatives).

Digital storytelling is a multi-faceted process which provides first year K-12 Middle Schooling students the opportunity to develop their: research, speaking skills, critical thinking skills, reflective practice and ICT skills.

Exploring the Affordances of Student Personal Learning Environments (PLE)

John Rafferty

(Paper presentation, day 2, room 754-103, 11.50am-12.15pm)

University campuses, educators and students are increasingly "connected" to one another and vast sources of information via an array of tools consisting of electronic hardware, software and networks. Through these everyday tools or material systems, educators and students have access to each other and learning resources in a wide range of formal and informal places and times. This project aims to obtain a snapshot into the use of personal learning environments (physical, blended and virtual spaces) used by students (Siemens, 2005, 2008). This paper reports on a recent study that examined the personal learning environments of tertiary education students at Charles Sturt University. The project concentrated upon the students’ perspective of the affordances of different spaces and their rationale for inhabiting them. It focused on several cohorts of students across five subjects and ask the following key questions:

1. What personal learning environments do tertiary students design/use to enhance their studies?
2. How does space influence students’ generation of content?
3. What relationships exist between students’ personal learning environment and the formal learning environments of a university course?
4. What relationships exist between educators’ pedagogical principles and student’s learning experience?
Mobile learning at CSU: Increasing flexibility for our students
Philip Uys and Tim Klapdor
(Paper presentation, day 1, room 754-103, 1.35-2pm)
The paper describes increased options for learning at CSU by supporting the mobility of learners through the use of mobile devices. Personas have been developed and informed by current literature, case studies and a visit to seven South African universities during May and June 2011 during which the first author presented seminars on mobile learning. We argue that the mobility of the learner, supported by mobile devices increases options for learners at CSU in a number of areas: accessing learning materials; performing learning tasks; participating in learning interactions; performing assessment tasks; accessing learning support; and evaluating teaching. It uses personas to describe the affordances of mobile learning. Mobile learning is not unproblematic and a range of ethical, educational, technical and general issues in developing contexts are therefore highlighted in the paper.

Not fair: Reflecting on satisfaction and perceived fairness of CSU and subjects
Peter Simmons
(Think piece, day 2, room 754-103, 11.30-11.45am)
No matter how fair we and our procedures are, if we are not perceived to be fair by students we might just as well be unfair! People expect fairness and they are hardwired to react negatively to unfairness (Bies 2005). The perception of unfairness in tertiary classes has been associated with student aggression toward lecturers (Chory-Assad, 2002), revenge (Chory-Assad & Paulsel, 2004), lower motivation to learn (Chory-Assad & Paulsel, 2004) and lower ratings for lecturers and subjects (Nesbit & Burton, 2006). This presentation examines the way students perceive, and lecturers communicate, fairness. It draws on a recent study that used Lizzio et al’s (2007) scale for assessing students’ perception of a fair learning environment. Simmons (in press) reported that professionals communicate fairness through displays of competence, dependability and respectfulness. These three dimensions of fairness were found to provide a useful framework for lecturers to reflect on the way they and their subjects are likely to be perceived by students, and help guide communication and subject delivery. The presentation will discuss strategies for maintaining student perceptions of fairness in subject delivery including presentation of self, subject policy and subject materials.

Report from the World Indigenous People’s Conference on Education 2011, Cusco, Peru
Kay Nankervis
(Paper presentation, day 1, room 754-103, 2.35-3pm)
Journalism Lecturer Kay Nankervis attended the tri-annual World Indigenous People’s Conference on Education (WIPCE 2011) in August to deliver a paper arising out of research from her 2010 CSU EFPI-CIS Indigenous Teaching Fellowship “Gubba Woman in the way: the problem of the non-Indigenous academic for Reconciliation through Higher Education.” In her presentation to CSUED 2011, Kay will give an overview of the WIPCE 2011 conference themes, key papers delivered by Australian Aboriginal and Torres Strait Islander delegates and what she learned while there. Kay will also pose the question: how can or should CSU support its staff to attend WIPCE Hawaii 2014?

A Scaffolded Approach to Orientation
Shelley Munro and Krishna Lambert
(Think piece, day 2, room 754-103, 11.05-11.25am)
A scaffolded approach to orientation is a pilot program for the School of Nursing Midwifery and Indigenous Health’s diverse student population. It is a program that could be adopted by all professional practice based disciplines. The program will be transferable across distant education and internal cohorts, it will be meaningful to both mature aged and “straight from school” students including First in Family and Low Socio Economic Students. The program is made up of 5 threads which interweave and complement each other, developing the scaffolding required to support students transitioning to university life. The five threads are:

1. Bachelor of Nursing web site redesign.
2. Film a Virtual Orientation to Campus.
3. Create a Mascot
4. Formalised “O” Week Schedule
5. Scaffolded Support Workshops

The current program will be evaluated in 2012 and the pilot program will be implemented and evaluated in 2013

What questions we will be addressing
- Knowing that the students are already over evaluated, how do we incorporate an engaging, interactive evaluation tool?
- What is the best method- Qualitative, Quantitative, or Mixed?
- What is the best approach- Online, Paper, Focus Groups?
- What type of evaluation tools or methods elicits the best response rate?
- How do we design an evaluation tool which will reflect or measure the student’s adjustment to university life?
Strategies to support learning through the use of project sites
Miriam Edwards
(Poster presentation, day 2, room 754-103, 1.15-1.30pm)
Project sites have proven an effective strategy to complement Interact teaching sites. Project sites allow students and academics flexibility beyond the ‘online classroom’. 3 examples will be illustrated.

1. Students using project sites within a problem based learning model: Small groups of students investigate cyber-bullying through role-play, collaborative writing and research. Both summative and formative assessment occurs within the project site through the use of the wiki and chatroom.

2. Academics using project sites to tutor students within large cohorts: Each tutor working within large cohorts are given projects sites. Students then self-select a tutor using the sign-up tool and are joined into the appropriate project site. As a result cohorts of 600+ students still have opportunities to communicate in smaller groups and tutors have a strong online presence.

3. Students, academics & professionals using project sites to explore blended learning: Education students experience blended learning through most of their subjects, but as pre-service teachers it is fundamental that they also experience blended learning as facilitators, designers and teachers within their own right. Fourth year Education students work with teachers and learners in the local community. As part of this experience the CSU student must create a project site to support their teaching. Their supervising professional critiques the project site, making this an authentic learning experience.

The students are wearing their PJ’s to lectures why can’t I?
Shevahn Telfser
(Paper presentation, day 2, room 754-103, 10.45-11am)
Using Wimba as an “after-hours” teaching tool to interact with DE students. As the demand for distance education grows, so does our need to establish a better experience for the students studying by this method. Students studying by distance education do so not because they do not want the “University experience” but largely because of work or personal circumstances. These students want and pay for a university degree in the same way as our internal students and while the core content may remain the same the level of interaction with the material can often be vastly different between the two cohorts. Traditionally a key difference in the modes of offering has been the regular weekly class sessions that are offered to internal students. As technology has advanced it has now become possible to offer the same program to those not studying on campus. The teaching tool “Wimba” enables the presentation of real time lectures and tutorials to distance students with the ability to interact and ensure greater connectedness to the subject material. While students may be thousands of kilometres away from each other they are able to work together and discuss concepts to lead themselves to a greater understanding. Instead of feeling disjointed from the University the online meetings encourage a greater level of engagement of students with each other and the academics running these sessions.

What can we learn from the heterogeneous nature of student enrolments?
Susan Mlcek and Judy Ogden, STAR-Support Faculty of Arts
(Paper presentation, day 2, room 754-103, 12.20-12.45pm)
There is a greater awareness amongst the university sector about the different enrolment patterns of students entering university for the first time. The revelation is sometimes acknowledged with bemusement, that is, ‘how can students undertake that subject when they should be doing this one instead, or first?’ One of the overarching strategies that can help practitioners to understand this phenomenon, and deal with it more effectively, is through the idea of ‘intentional engagement’ as part of transition pedagogy. Students enrol in whatever, and however they are accommodated in university courses, and in an era of national and global attention, increasing participation in further studies should ensure subject enrolments are carefully planned to improve the overall student experience.

In our social work programs at CSU, student 2011 data identifies 69 different current subject enrolment patterns in their ‘first year’ of study; On one level, the outcome extends the exciting possibilities and trends of a transition teaching and learning narrative. Within such a narrative, pedagogical processes provide a “guiding philosophy for the intentional first year curriculum design and support that carefully scaffolds and mediates the first year learning experience for contemporary heterogeneous cohorts” (Kift 2009). However applying the first year principles to such a diverse cohort brings its own challenges. In this paper we discuss the types of enrolment patterns students choose, the application of the first year principles and the ways that skills integration can be built into the curriculum in order to facilitate all students achieving the desired learning outcomes.
Where's the Gap? The NSW Aboriginal Education and Training Policy and Strategies and the implications for Education students at CSU.
Patricia Neal
(Paper presentation, day 1, room 754-103, 2.05-2.30pm)

It is well documented that teachers are generally poorly equipped to work effectively with Indigenous students. Whilst Indigenous content is now routinely included in Australian Teacher Education degree programs, little or no focus exists on the nature of Aboriginal Education policies and strategies for implementing them at the school level. The New South Wales (NSW) Department of Education and Communities has over 150 policies, guidelines and procedures to be implemented in NSW state schools and TAFEs. While it is the School’s Principal who is responsible for the reporting of the implementation of policy, teachers should have some knowledge and awareness of policy. The NSW Aboriginal Education and Training Policy (AETP) is only one of the policies the NSW government expect to be implemented in schools. Charles Sturt University (CSU) offers 4 subjects, delivered by the Centre for Indigenous Studies that contains Indigenous knowledge content to Education students. The subjects contain a brief overview of the NSW Aboriginal Education and Training Policy. The majority of CSU Education graduates will teach in NSW schools. Therefore it is vital that education students are provided with knowledge and understanding of the NSW AETP to assist in Closing the Gap for Indigenous Australians. This presentation focuses on the NSW Aboriginal Education and Training Policy and the implications for teacher education programs at CSU and in Australia.
PLEASE GIVE CONFERENCE FEEDBACK

We would like you to take a few moments to tell us about your experience of the organisation and content of CSUEd 2011. We are especially interested in your comments about this year’s new elements that included the think-pieces, the chairing of sessions and the organisation of themes.

Your feedback is anonymous and will be used to inform and improve future CSUEd Conferences.

You can give feedback in a number of ways.

**Online:**

**Paper:**
Forms can be collected from the CSUEd Registration desk in the foyer of the L&T Hub or found at the back of the CSUEd 2011 Scheduled which will be handed out at Registration, there will be a box for these in the foyer. They can also be sent through the CSU Internal Post or emailed to Lesley Reid: [lreid@csu.edu.au](mailto:lreid@csu.edu.au)