Learning & Teaching Hub
Thurgoona Campus
25\textsuperscript{th} - 27\textsuperscript{th} November 2009

Program and Abstracts
TABLE OF CONTENTS

Table of Contents .................................................................................................................................. 2
Acknowledgements ............................................................................................................................... 3
Conference Feedback and Sharing Your Presentation ........................................................................... 4
Welcome from the Flexible Learning Institute ........................................................................................ 5
CSUEd2009 Schedule .......................................................................................................................... 6
Poster Presentations ............................................................................................................................. 15
CSUED2009 Abstracts ........................................................................................................................... 18
Map - Thuringowa Campus ................................................................................................................... 52
Floor Plan – Learning & Teaching Hub .................................................................................................. 53
ACKNOWLEDGEMENTS

CSUEd 2009 is an initiative of Charles Sturt University, supported by a Promoting Excellence Initiative Funding Grant from the Australian Learning and Teaching Council.

CSUED2009 reflects a continued commitment by CSU to ongoing improvements of University Learning and Teaching.

Welcome to Country – Mrs Nancy Rooke

Guest Speakers

Professor Christopher Brooke – Opening Keynote Address – 26 November
Dean Teaching & Learning,
Curtin Business School

Dr Terry Anderson – Keynote Address – 27 November
Professor & Canada Research Chair in Distance Education
Athabasca University, Edmonton, Canada

Peter Goodyear – Dinner Speaker
Professor in Education,
Co-Director CoCo Research Centre
University of Sydney,
Australian Learning and Teaching Council Senior Fellow 2007-2009

Funding:
Australian Learning and Teaching Council
Charles Sturt University

Thank you

Advisory Committee:
Dr Deb Clarke   SNI ALTC Grants Facilitator
A/P Ken Dillon   Associate Dean Faculty of Education
Dr John Harper   Sub Dean L&T Faculty of Science
Dr Jenny Kent   Sub Dean L&T Faculty of Business
Prof Mike Keppell   Director Flexible Learning Institute (FLI)
Prof Sharynne McLeod   SU ALTC Awards Facilitator
A/P Som Naidu   Director QEES, Learning & Teaching Services
Dr Franziska Trede   EFPI
A/P Marian Tulloch   Executive Director, Learning & Reaching Services
Dr Joy Wallace   Sub Dean L&T Faculty of Arts

Operational Team
A/P Merilyn Childs   Deputy Director Flexible Learning Institute (FLI)
Betsy Lyon   Research Assistant FLI
Judy Ogden   SNI Systems Officer, DLTS
Lesley Reid   Teaching and Staff Development Officer, QEES, DLTS
Rosemary Symon   Administrative Officer FLI
PLEASE GIVE CONFERENCE FEEDBACK!

You can give feedback in two ways.


2. Feedback on paper. Fill in hard copy feedback forms provided in your Conference Packs and leave in the Feedback Box at the Registration Desk.

ARE YOU WILLING TO SHARE YOUR PRESENTATIONS?

Slide Share is an online space where people share resources. To upload your materials go to: http://www.slideshare.net/login
You need to login. The login is jogden@csu.edu.au and the password is "sturt". Click on the link "My Slidespace" at the top of the page. Click on "Upload my slideshow", and follow the prompts. If you want to understand more about how to upload, go to http://csued2009.wildapricot.org/Default.aspx?pageId=326516 and watch the You Tube video.

STAFF INTERNET ACCESS

Available in the Library Training Room, Learning Commons, Building 753 (except 26/11, 2.00pm – 3.30pm)
CSUED2009 CONFERENCE THEME
LEADING AND LEARNING IN HIGHER EDUCATION

The Conference Theme for 2009 is *Leading and Learning in Higher Education*. The theme was chosen by the Flexible Learning Institute, and ratified by the Advisory Committee, because of a strong wish to encourage dialogue and to showcase achievements that exemplify what it means to be an educational leader in higher education, regardless of where one ‘sits’ within an institution. The CSUED2009 Conference Program provides an exciting insight into the transformative, innovative and strategic approaches taken by CSU staff to university learning and teaching in the 21st century.

If you would like to know more about the Flexible Learning Institute, please look us up at [http://www.csu.edu.au/division/landt/flexible-learning/index.htm](http://www.csu.edu.au/division/landt/flexible-learning/index.htm) or at Twitter@FliNews

We hope you enjoy the CSUED2009 Conference

Professor Mike Keppell, Director, the Flexible Learning Institute
Associate Professor Merilyn Childs, Deputy Director, the Flexible Learning Institute
# CSUEd 2009

## Day 1 - 26 November 2009

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9am</td>
<td><strong>Registration</strong>&lt;br&gt;Tea &amp; Coffee – Morning Tea on arrival&lt;br&gt;Foyer – L&amp;T Hub – Building 754</td>
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<tr>
<td>10am</td>
<td><strong>Welcome to Country</strong> – Mrs Nancy Rooke&lt;br&gt;Conference Welcome – Professor Ross Chambers, Deputy Vice Chancellor (Academic), Charles Sturt University&lt;br&gt;Keynote Speaker – Professor Chris Brook, Dean Teaching and Learning, Curtin Business School, WA&lt;br&gt;CD Blake Lecture Theatre, Building 751</td>
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<tr>
<td>11am</td>
<td><strong>Theme – Curriculum Renewal</strong>&lt;br&gt;Panel Chair: Dr Joy Wallace, Sub Dean Learning &amp; Teaching Faculty of Arts, CSU&lt;br&gt;CSU Panel – Prof Ben Bradley, School of Social Sciences &amp; Liberal Studies; Prof Joy Higgs, Director, Education for Practice Institute; Prof Mike Keppell, Director, Flexible Learning Institute; A/Prof Marian Tulloch, Executive Director, Division of Learning and Teaching Services&lt;br&gt;CD Blake Lecture Theatre, Building 751</td>
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<tr>
<td>12noon</td>
<td><strong>Lunch</strong> – Grub @ The Learning Hub – Room 114</td>
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<tr>
<td>12.35pm - 1.05pm</td>
<td><strong>Australian Learning and Teaching Council Strand - Grant &amp; Award Winners</strong>&lt;br&gt;L&amp;T Hub – Room 106&lt;br&gt;<em>Beyond Numbers: Valuing Quality Teaching (30)</em>&lt;br&gt;<em>Jenny Kent, School of Accounting – Fiona Rohde, UQ – Marie Kavanah, USQ – Beth Tennent, CQU – Graeme Mitchell, UWS</em>&lt;br&gt;<em>A Serendipitous Path To Getting It Right: Responding To Student Diversity In Distance Education (15)</em>&lt;br&gt;<em>Dianne Boxall, School of Social Sciences and Liberal Studies</em></td>
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<td><strong>Collaboration/Creativity</strong>&lt;br&gt;L&amp;T Hub – Room 104&lt;br&gt;“We Need To Talk…”: An Exploration Of First Year DE Students’ Use Of Interact Chat (15)&lt;br&gt;Lyn Hay, School of Information Studies – Suzanne Lipu, SoIS</td>
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<td><strong>Innovation</strong>&lt;br&gt;L&amp;T Hub – Room 111/113&lt;br&gt;On The Bus With Paulo Freire: Student Experiences Of Learning And Teaching (30)&lt;br&gt;Bill Anscombe, School of Humanities and Social Sciences</td>
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<td><strong>Showcase</strong>&lt;br&gt;L&amp;T Hub – Room 107&lt;br&gt;Audio Podcasts As A Means To Introduce New Students To University Life In CSU (30)&lt;br&gt;Anthony Chan, School of Computing and Mathematics – Maxine Cummings, LTS – Lloyd Warwick-Sharke - Fiona White</td>
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<td><strong>Transformation</strong>&lt;br&gt;L&amp;T Hub – Room 103&lt;br&gt;Lurkers Beware! Online Participation Should Be Made Compulsory In Online Courses (15)&lt;br&gt;Zelma Bone, School of Business – Stacey Jenkins, SoB – Val Siemiono, SoB&lt;br&gt;Infection Control/Microbiology Education For Nursing Students: Are We Getting It Right? (15)&lt;br&gt;Jennifer Cox, School of Biomedical Sciences – Heather Cavanagh, SoBS – Elaine Duffy, SoNM – Will Letts, FOE (Canada)</td>
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<td>1.10pm - 1.40pm</td>
<td>Australian Learning and Teaching Council Strand - Grant &amp; Award Winners</td>
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<td>1.45pm - 2.15pm</td>
<td>The ALIUS project</td>
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<td>Dan Bedgood, School of Agricultural &amp; Wine Sciences (30)</td>
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<tr>
<td>2.20pm -</td>
<td>Exploring Scholarship of Teaching Funding Opportunities</td>
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<td>2.55pm -</td>
<td>Getting bang for your buck: How to write a L&amp;T grant application</td>
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<tr>
<td>2.55pm -</td>
<td>Group Creativity: Dissecting Sawyer’s ‘Group Flow’ and Personal Issues</td>
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<tr>
<td>3.30pm</td>
<td>Afternoon Tea - Grub @ The Learning Hub – Room 114</td>
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<tr>
<td>Time</td>
<td>Australian Learning and Teaching Council Strand - Grant &amp; Award Winners</td>
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| 3.50pm - 4.20pm | Australian Learning and Teaching Council Grant & Award Winners  
Accounting for the future: more than numbers  
Jenny Kent, School of Accounting – Phil Hancock,  
UWA – Bryan Howleson, UA – Marie Kavanah, USQ – Irene Tempone, SU – Naomi Segal, UWA (15) | The Use Of Adobe Captivate In First Year Chemistry Classes (15)  
Greg Doran, School of Agriculture & Wine Sciences  
Building The Bridge From Student To Professional: Using An Interact Project Site (15)  
Celia Hillman, Murray School of Education | Preparing Primary Teachers: A Design Project That Integrates Science And Technology (15)  
Penny Stephens, School of Education – Shirley Sinclair, SoE  
Merging With The Dragon: How I Managed Better Assignment Feedback By Doing Less! (15)  
Jim Virgona, School of Agriculture & Wine Sciences | Authenticity In Higher Education: Contextualising The Learning (15)  
Angela Hennessey, School of Human Movement Studies | Using Project Sites To Support PBL: The Anti Cyber Bullying Project (15)  
Miriam Edwards, Learning & Teaching Services – Sally Knipe, SoE |
| 4.25pm - 5pm | Preparing for an Australian Learning and Teaching Council Award – Thoughts & Strategies  
Jerry Boland, School of Communication (15)  
Inter-Professional Practice In The Allied Health Clinic (15)  
Kristy Robson, School of Community Health – Caroline Robinson, SoCH – Narelle Patton, SoCH – Annette McLeod-Boyle, SoCH  
Digital Video And Audio – Capture, Process, Deliver (15)  
Marissa Olsen, School of Dentistry & Health Sciences – Joy Higgs, EFPI - Franziska Trede, EFPI  
Situated Learning (15)  
Sally Denshire, School of Community Health  
What Do Students Think About The Test Centre In CSU Interact? (15)  
Sokcheon Pak, School of Biomedical Sciences – Sarah Hyde, SoBM – Leanne Hamilton, SoBM – Jenny Wilkinson, SoBM | Aligning The Curriculum (15)  
Greg Hardham, Learning & Teaching Services | Improving The Student Learning Experience (15)  
Som Naidu, Learning & Teaching Services |
<p>| 5pm | Close |</p>
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<tr>
<td>5.15pm</td>
<td>Tour – Wet Lands – Meet at L&amp;T Hub Entrance – Angela Baker (Tour Leader)</td>
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</table>
| 6.30pm| The Launch of the Flexible Learning Institute – Complementary Drinks – The Gums  
Professor Ross Chambers, Deputy Vice Chancellor (Academic), Charles Sturt University  
Followed by  
Open Bar (Pre-Dinner) |
| 7pm   | Dinner – The Gums Courtyard  
Drinks courtesy of the Conference  
Dinner Speaker – Professor Peter Goodyear, Professor in Education, Co-Director CoCo Research Centre, University of Sydney |
### CSUEd 2009

**Day 2 - 27 November 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8.30am</td>
<td>Registration&lt;br&gt;Tea &amp; Coffee – Morning Tea on arrival - Grub @ The Learning Hub – Room 114&lt;br&gt;Foyer – L&amp;T Hub – Building 754</td>
</tr>
<tr>
<td>9am</td>
<td>Keynote Speaker – Dr Terry Anderson, Professor &amp; Canada Research Chair of Distance Education, Athabasca University, Edmonton, Canada&lt;br&gt;CD Blake Lecture Theatre, Building 751</td>
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<tr>
<td>9.45am</td>
<td>Thought Pieces Panel – Dialogue about Blended Learning&lt;br&gt;<a href="http://www.wix.com/blue100/FLI-Dialogue">Link</a>&lt;br&gt;Chair – Dr John Harper, Sub Dean Learning &amp; Teaching, Faculty of Science, CSU&lt;br&gt;David Cameron, School of Communication; Professor Mike Keppell, Director, Flexible Learning Institute; Dr Andrea Crampton, School of Biomedical Sciences; A/Prof, Barney Dalgarno, School of Education; Lyn Hay, School of Information Studies; Philip Uys, Director, Strategic Learning and Teaching Innovation, DLTS&lt;br&gt;CD Blake Lecture Theatre, Building 751</td>
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<tr>
<td>10.30am</td>
<td>Morning Tea - Grub @ The Learning Hub – Room 114</td>
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#### Australian Learning and Teaching Council Strand L&T Hub – Room 106

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<th>Time</th>
<th>Event</th>
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<tr>
<td>10.55am - 11.25am</td>
<td>The Promoting Excellence Initiative - What is good teaching? How can I learn more about good teaching? How can I share my teaching practice? (30)&lt;br&gt;Deb Clarke, CSU PEI Facilitator</td>
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#### Collaboration/Creativity L&T Hub – Room 104

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<th>Event</th>
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<tr>
<td>10.55am - 11.25am</td>
<td>Strategies For Academic Learning Support In 'New Look' Rural Partnerships (30)&lt;br&gt;Susan Mlake, School of Humanities &amp; Social Sciences</td>
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#### Innovation L&T Hub – Room 111/113

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<th>Time</th>
<th>Event</th>
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<tr>
<td>10.55am - 11.25am</td>
<td>Transforming The TESOL Subjects Into Rich Student Experiences Through Technology (15)&lt;br&gt;Trisha Poole, School of Teacher Education – Linda Ward, LTS</td>
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#### Showcase 1 L&T Hub – Room 107

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<tr>
<td>10.55am - 11.25am</td>
<td>Synthesising Lives: Adding Professional Experience To The ePortfolio (30)&lt;br&gt;Jennifer Munday, Murray School of Education</td>
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#### Showcase 2 L&T Hub – Room 115

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<th>Time</th>
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<tr>
<td>10.55am - 11.25am</td>
<td>Publishing Your Teaching Innovation (15)&lt;br&gt;Som Naidu, Learning &amp; Teaching Services – Tony McKenzie, LTS – Derek Sequeira, LTS</td>
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#### Transformation L&T Hub – Room 103

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<tr>
<td>10.55am - 11.25am</td>
<td>Problem Based Learning And Students' Ability To Self-Regulate In The Context Of The Bachelor Of Clinical Science (15)&lt;br&gt;Sarah Hyde, School of Biomedical Sciences – Phillipa Yabsley, SoBM – Donna Read, SoRM</td>
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**CSUEd2009** 25-27 November 2009 ~ 10 ~
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<tr>
<th>Time</th>
<th>Strand/Session</th>
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<th>Speaker(s)</th>
<th>Title</th>
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<tbody>
<tr>
<td>11.30pm -</td>
<td>Australian Learning and Teaching Council Strand</td>
<td>L&amp;T Hub – Room 106</td>
<td>Deb Clarke, Course Coordinator GCULT (30)</td>
<td>The Graduate Certificate in University Learning &amp; Teaching – What is it? Why should I do it?</td>
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<tr>
<td>12.00pm</td>
<td>Collaboration/Creativity</td>
<td>L&amp;T Hub – Room 104</td>
<td>Sandra Savocchia, School of Agriculture &amp; Wine Sciences</td>
<td>Graduate Attributes For Students Studying Viticulture And Wine Science Degree Courses</td>
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<td>Jacqui Tinkler, School of Education</td>
<td>Implementing CSU’s ePortfolio Tool - A Beginner’s Guide</td>
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<td>Innovation</td>
<td>L&amp;T Hub – Room 111/113</td>
<td>Jonathon Howard, School of Environmental Sciences</td>
<td>Professional Practice For Environmental Management: Some Reflections Over Twelve Years</td>
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<td>Showcase 1</td>
<td>L&amp;T Hub – Room 107</td>
<td>Wendy Nolan, Centre for Indigenous Studies &amp; Education</td>
<td>Educating For Cultural Competence: The Transformation Of University Learning and Teaching For The Professions (30)</td>
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<td>Janet Buchan, Learning &amp; Teaching Services</td>
<td>Exploring Evidence Based Practice In University Management: Dispelling The Myths Of Bloodletting (15)</td>
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<td>Transformation</td>
<td>L&amp;T Hub – Room 103</td>
<td>Helen Masterman-Smith, School of Humanities &amp; Social Sciences – Marie Sheahan, SoHSS - Sigrid Christiansen, ILWS, Derek Sequeira, LTS</td>
<td>Innovative Ways Of Delivering Tertiary Education (15)</td>
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<td>12.35pm</td>
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<td>Brett Van Heekeren, School of Communication/EFP</td>
<td>Towards An Efficient Online Assessment System</td>
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<td>Peer Mentoring: Does It Improve Assessment Outcomes?</td>
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<td>Mentoring Workshop: Development Of University-School Relationship</td>
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<td>From The ‘Detective Magazine’ To ‘Hill Street Blues’: A Multimedia Approach To Learning In Distance Education In Policing (30)</td>
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<td>Mirror-Mirror: Reflection On The Power Of Reflection On Learning And Teaching And How It Can Be A Guiding Light For Continuous Improvement (30)</td>
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**Day 2 - 27 November 2009**

**CSUEd2009**

25-27 November 2009  

~ 11 ~
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<td>12.35pm</td>
<td>Lunch – Grub @ The Learning Hub – Room 114</td>
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| 1.10pm -   | Feedback on Learning (15)  
Jenny Kent, Faculty of Business – Joy Wallace FoA, Ken Dillon FoE, John Harper FoS, Ron Kerr FoS, Marian Tulloch, LTS  
eSims for Professional Practice Workshop (45, continues through next time slot)  
Deb Murdoch, LTS – Stephanie Johnson, SHSS – Chris Bushell, SPS | Developing Courses For Blended Learning (15)  
Richard Taffe, Murray School of Education – Miriam Edwards, LTS  
Controlling For Marker Effects: Challenges For Subject Coordinators (15)  
Richard Taffe, Murray School of Education | Using Harvard 1 Minute Papers To Improve The First Year Experience (30)  
Kay Plummer, School of Accounting – Warwick Baines, SoA – Nick Davis, SoA – Kristy Fitzmaurice, SoA – Donata Muntean, SoA – Nick Pawsey, SoA | The Implementation Of A Portfolio Based Assessment In The Pharmacy Programme At CSU: A Perception Analysis (15)  
George John, School of Biomedical Sciences | Standards In Higher Education (30)  
Stephen Loftus, Education for Practice Institute – Joy Higgs, EFPI – Maree Donna Simpson, SoBM |
| 1.40pm     |                                                                                                |                                                                                                |                                                                                                |                                                                                                |
| 1.45pm -   | eSims for Professional Practice Workshop  
Deb Murdoch, LTS (continued, as above) | My Fresh Academic Experience: The Sweet And Sour (15)  
Hassan Obied, School of Biomedical Sciences | Leading And Learning: Developing Alternative Subject Delivery Modes For Early Childhood Students (30)  
Wyverne Smith, Murray School of Education – Louise Hard, MSoE | The Open Wiki Exam: A Student-Centred Approach To Exam Design And Preparation (30)  
Miriam Edwards, Learning & Teaching Services – Sally Knipe, MSoE | Authentic Learning: Collaborating, Creating, Critiquing And Reflecting In Interact (15)  
David Maxwell, School of Communication – Lynnette Flynn, LTS | Transformative Learning Through Honours: The Experience Of Allied Health Students (15)  
Caroline Robinson, School of Community Health |
| 2.25pm     | Laugh Yourself Smart!  
The Use Of Humour In First Year Botany Classes To Improve Student Learning (15)  
John Harper, School of Agriculture & Wine Sciences  
Developing Digital Media Resources – Introducing The Media Development Unit (15)  
Tim Klapdor, Learning & Teaching Services – Ryun Fell, LTS | A Bridge Too Far: The Barriers To Using ePortfolios To Integrate Professional Practice With Learning Within A University (15)  
Jonathon Howard, School of Environmental Sciences | A Study Of Digital Media Reuse In Teaching Communication, Innovation & Branding (15)  
Cathi McMullen, School of Business – Anthony Chan, SoCM | A Bridge Too Far: The Barriers To Using ePortfolios To Integrate Professional Practice With Learning Within A University (15)  
Jonathon Howard, School of Environmental Sciences | Transformative Learning Through Honours: The Experience Of Allied Health Students (15)  
Caroline Robinson, School of Community Health |
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<th>Transformation</th>
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<tr>
<td>2.30pm</td>
<td>Will A Fieldwork Education Management System For CSU Enhance Student Learning? (30) Megan Smith, School of Community Health</td>
<td>Transforming Practice, Writing Groups And The Scholarship Of Teaching (30) Cathi McMullen, School of Business – Deb Clarke, SoHMS – Zelma Bone, SoB</td>
<td>Needs Analysis for Training And support Of CSU Academics For Effective Work-integrated Learning (15) Maree Donna Simpson, School of Biomedical Sciences</td>
<td>What Is The Best Thing A University Can Do For Its Students In The Twenty-first Century? (30) Tony McKenzie, Learning &amp; Teaching Services – Joy Higgs, EFPI</td>
<td>Student Voice On Fieldwork At CSU (15) Cathy Maginnis, School of Nursing &amp; Midwifery – Joy Higgs, EFPI</td>
<td>Farmers In Crisis: Suicide Risk Assessment Online (30) Stephanie Johnson, School of Humanities &amp; Social Sciences – Deb Murdoch, LTS</td>
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<td>CLIENTS AS TEACHERS: BEYOND PERSONAL NARRATIVES OF DISABILITY</td>
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<td>LEARNING ANIMAL NUTRITION PRINCIPLES THROUGH DOING – A CASE STUDY ON SHEEP FEEDLOTTING</td>
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<td>INTERACTING WITH INTERACT – A SAMPLE OF PRACTICE FROM THE FACULTY OF BUSINESS</td>
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**EXPLORING THE COMPLEXITY OF PRACTICE BASED EDUCATION AT CSU**

This poster will present an overview of the range of practice based education (PBE) models that are used at CSU. These will be presented in two parts – models of fieldwork (off campus: authentic workplace locations) and models of curriculum based PBE (on campus: clinic, classroom, IT locations). The purpose of the poster is to highlight the considerable variation and scope of models across and within faculties, schools, courses and disciplines at CSU. The poster will demonstrate how models of PBE operate using a figure that will outline how various models function. The poster will also clarify terms used in PBE.

**CLIENTS AS TEACHERS: BEYOND PERSONAL NARRATIVES OF DISABILITY**

For the past 5 years, the Speech Pathology program has employed a number of people who have had some kind of brain injury as tutors in the clinical subject for 3rd year students studying communication disorders related to neurological impairments. The ‘Client Tutor Program’ is an important element in the clinical education of students, enabling them to learn about life with a communication impairment from the first-hand, lived experiences of people who have acquired communication impairments. This program not only provides an orientation to aphasia and dysarthria, two common communication problems related to strokes, but also provides students with opportunities to understand the diverse ways that people with communication disabilities participate actively in their communities.

This poster will focus on the experiences of the tutors who have participated in this program, presenting their views on the benefits of the program for students and themselves, and on the ways they evaluate students performance over the length of the 6-week program.

**LEARNING ANIMAL NUTRITION PRINCIPLES THROUGH DOING – A CASE STUDY ON SHEEP FEEDLOTTING**

Undergraduate nutrition students commonly struggle to understand the concept of estimating animal feed requirements. Requirements are estimated using complex equations based on information known about the animal (weight, breed, age etc). Students often view estimating requirements this way as theoretical and not practical. For the past 6 years we have involved students in a sheep feedlotting exercise. Working in groups of four, students initially analyse common sheep feeds for their nutritive value. Groups then use a computer program to estimate the energy and protein requirements of growing lambs, and input their data on feed nutritive value to formulate a ration for the lambs to maximise growth while minimising ration cost. Students submit an assessment item based on their feed analyses and ration formulation prior to the mid-session break. After the break, each group of students feed their ration to a pen of lambs over a period of 4-5 weeks, and monitor health, growth and feed intake. Students have the opportunity to alter their ration during the first week of feeding based on observations of palatability, but must return to the software to investigate the predicted response of any diet change. At the end of the exercise, students submit a second assessment item in which they present their results and discuss whether they reflected that predicted by the software, and suggest reasons for any discrepancies. Student evaluation indicates this is a highly valued and effective exercise in assisting students to understand the importance of knowing both animal nutrient requirements and feed value.

**INTERACTING WITH INTERACT – A SAMPLE OF PRACTICE FROM THE FACULTY OF BUSINESS**

The FoB ED&M Team poster provides (as its title suggests) a sample of practice of Interact use from within the Faculty of Business. The context in which these samples are placed is an Institution (CSU) that has directly promoted this notion through the name of its OLE (Interact) and a key message promoted via professional development during its rollout, that is, that key types of interaction are between Learner and learner, Learner and teacher, and Learner and content (Anderson & Garrison 1998, Anderson 2003).
### FROM PEN TO FEN

**Joy Higgs**  
**Wendy Bowles**

Abstract At CSU the Professional Experience Network (PEN) has played an important role in the support of CSU staff involved in practicums, professional experience and fieldwork education for many years. During the PBE review of 2008-9 several events and agendas have precipitated a change of direction of this network. This presentation will examine the next phase in PEN as it is transformed into FEN – The Fieldwork Education Network. FEN has a significant part to play in fostering collaborations across CSU staff and external fieldwork educators working with CSU university programs.

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### BUILDING THE BRIDGE FROM STUDENT TO PROFESSIONAL: USING AN INTERACT PROJECT SITE

**Celia Hillman**  
**Miriam Edwards**

The Murray School of Education offers three undergraduate degrees at the Thurgoona campus. Students in these degrees undertake their final professional experience placements of two 5 weeks settings during the spring semester. It is advantageous to have contact with the 100 students during the autumn semester to advise them of activities. A project site was established for the 4th years in the autumn semester and the students were asked to register to gain information about upcoming events prior to their professional experience final placements in the spring semester. All the students from the B.Ed. (early childhood) - 55, B.Ed. (Middle schooling K-12) - 42 and B.Teaching (0-5) Speech and Hearing- 3, degrees enrolled totalling 104 accessing the interact site “2009 PE 4th year”. This presentation will detail the tools and strategies used.

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### USING ePORTFOLIOS TO IMPROVE THE LEARNING EXPERIENCE – ARE WE THERE YET?

**Carole Hunter**

The use of portfolios isn’t a new concept at CSU. A needs analysis in 2007 found that many CSU academics and students have been engaging in the portfolio process for some time, for differing purposes and to differing degrees. While the study found that there had been many successes, a wide range of problems and issues in our use of portfolios were also revealed. In February 2009 a new ePortfolio system, or ‘suite of personal learning tools’ collectively known as PebblePad, was introduced to those academics who were already experienced with the portfolio process. As part of a limited rollout, over 1200 staff and students have since used PebblePad either as part of their course learning experience, for academic development, for career planning, for performance management, or more generally for the management of their own learning and development. This poster uses the staff and student evaluations from 2007 and 2009 to look back over the problems and issues raised in the initial study to see what, if any, improvements have been made and insights gained in terms of how we can use ePortfolios to encourage improved student experiences and individual ownership and management of one’s own growth and development towards becoming a better professional.

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### GRADUATE SATISFACTION: SEEKING SOCIAL WORKERS ON SOCIAL NETWORKING SITES

**Jennifer McKinnon**

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 the 2007 and 2008 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.
| Trisha Poole  
Linda Ward | CREATING RICH STUDENT EXPERIENCES FOR TESOL LEARNERS  
The introduction of CSU Interact in 2008 has provided the impetus for both academic staff and educational designers to rethink learning and teaching strategies for distance students. Prior to Interact, our learning materials consisted of print materials, forums and perhaps digital material on CD. The myriad of Interact tools and online educational tools now available has given us cause to re-think and re-evaluate subject design to make learning more accessible, participative and rich for our distance students. With this in mind, the redevelopment of the TESOL subjects to include the use of modules, wikis, blogs, audio, video, and lecture captures is being undertaken. Using Interact as a base through which to integrate these various tools, other software and websites (such as Skype, PebblePad, RSS feeds, Youtube, wallwisher, and twitter) into the TESOL subjects, a blended mode of learning that includes rich experiences will be available to our distance students so that a larger variety of learning needs can be more adequately catered for in these offerings. The blended mode will also enable the integration of more authentic experiences and collaborative learning opportunities that are currently missing from the print-based DE subject model. The redevelopment of the subjects in blended modes ensures that as the incorporation of IT in the profession alters, so do the subjects that are being taught, so there is an added benefit and element of real-time, real-world education. |
| Shevahn Telfser | THE VALUE OF FIELD TOURS IN AN AGRICULTURAL DEGREE  
Field tours can be an important method of adding value to a degree in agriculture. Tours enable students to observe technology and innovation in practice, as well as providing them with the opportunity to see first-hand the practical implication of many of the theories they have learnt in more formal class time. A properly designed tour can also be used to develop critical analysis skills in students. When tours are planned for students to gather information, the skills associated with interviewing and the determination of relevance of information can be developed. In the process of analysing this information, students become better equipped at determining critical points that control the efficiency and profitability of an enterprise. The value of tours is not only in the development of student capabilities, but also in the integration of students into industry and the resulting professional contacts they are able to establish. |
BEYOND NUMBERS: VALUING QUALITY TEACHING (Rm 106)
Jenny Kent, School of Accounting – Fiona Rohde, University of Queensland – Marie Kavanagh, University of Southern Queensland – Beth Tennent, Central Queensland University – Graeme Mitchell, University of Western Sydney

Beyond Numbers: Valuing Quality Teaching explores the issue of how to identify, assess, support and value quality teaching within Business Faculties, in a manner that is educationally meaningful, professionally relevant, and measurable. During the Project, academics, students, industry, and university stakeholders will be given the opportunity to reflect on what is meant by how to recognise, how to value, how to provide leadership in; and how to support quality teaching within the Business Disciplines. The Business programs within the five collaborating Institutions represent a wide cross-section of practices in relation to their perceived quality of teaching and the recognition of quality teaching within the discipline of Business. All face challenges related to Business Education including: large class sizes; a significant proportion of international students; a mixture of degree, dual degree and combined degree programs in a variety of sub-disciplines; and professional accreditation standards and Business school compliance requirements. One of the leadership challenges in the area of learning and teaching in business education is in motivating teaching quality in an environment typified by restructuring; technological advances; flexible learning expectations; diversity in student cohorts; increasing staff ratios; and challenges in staff recruitment and retention resulting in increasing casualisation. Teaching is perceived by many staff to be less valued than research (evidenced by promotion policies and research ‘rewards’ in workload allocations) and for some staff this has resulted in a sufficing or minimalist approach to their teaching. This session will report on the project to date and workshop the issues in the focus groups to gauge their applicability to the broader university community.

"WE NEED TO TALK...": AN EXPLORATION OF FIRST YEAR DISTANCE EDUCATION STUDENTS’ USE OF INTERACT CHAT (Rm 104)
Lyn Hay, School of Information Studies – Suzanne Lipu, School of Information Studies

This showcase presents the dimensions of Interact chat use in an undergraduate and a postgraduate DE subject in the School of Information Studies. These subjects employed Interact chat as online ‘classroom’ spaces to support the learning needs of students as well as a place for socialisation. In this presentation we discuss a number of dimensions of chat use including connectedness, engagement, collaboration, construction, and validation, and highlight the characteristics and perspectives of prolific users of chat. These findings are drawn from a larger study conducted as part of a Faculty of Education Innovation in Learning & Teaching Fund project which explored the creation of effective multimodal learning environments in Information Studies (IS) education to support student engagement and interaction within their own distance learning contexts.

A SERENDIPITOUS PATH TO GETTING IT RIGHT: RESPONDING TO STUDENT DIVERSITY IN DISTANCE EDUCATION (Rm 104)
Dianne Boxall, School of Social Sciences and Liberal Studies

In their everyday lives most people are aware of the consequences of rewards and punishments; yet they are generally unaware of the theoretical basis of operant conditioning. Similarly, many experienced university lecturers are aware of their teaching and learning goals and their own abstract teaching methods, and how these influence their subject designs; yet they are often unaware of general pedagogical theory. This is a case study of one such personal example. Relatively new to CSU in 2006, an initial task was to update a DE health psychology subject. Modelled on my face-to-face teaching experience and other observations, and restricted by time constraints, I developed weekly study guides and workbook exercises that were posted to the subject forum (just keeping ahead of the students). Little did I realise that I was implementing a basic pedagogic strategy of instructional design. Based on an exercise from the first week of internal classes, I asked students to send me a brief personal introduction that they were happy to share with others. The collated list highlighted the diversity of the student group and led to many forum discussions. An unexpected bonus was that it allowed a major assessment task to be tailored to the topic of the multiple life roles of DE students – which corresponded with my research interests. While I was endeavouring to "apply lessons from face-to-face teaching to the DE environment", once again I had implemented a number of sound pedagogic strategies without knowing it! Student feedback and results supported these initiatives.
ON THE BUS WITH PAULO FREIRE: STUDENT EXPERIENCES OF LEARNING AND TEACHING (Rm 111/113)
Bill Anscombe, School of Humanities & Social Sciences
Contrasting Freire’s concepts of “banking education” and “conscientisation”, this presentation will consider the impact upon the student experience of teaching and learning through a Social Work bus trip to western NSW undertaken in June 2009. The objectives and programme will be considered and then the students’ evaluative, qualitative comments. Academic reflections are made on the future of teaching and learning and the impact of technological tools with respect to “banking education” and “conscientisation”.

AUDIO PODCASTS AS A MEANS TO INTRODUCE NEW STUDENTS TO UNIVERSITY LIFE IN CSU (Rm 107)
Anthony Chan, School of Computing & Mathematics – Maxine Cummings, Learning & Teaching Services – Lloyd Warwick-Sharke – Fiona White
In 2009, a programme was drawn up to put up audio podcasts as a means to introduce new students to university life in CSU. A total of 12 podcasts were specially produced and uploaded to both iTunes and the web. At the end of 100 days, a report indicated that we had recorded a total download of 294,676 times. In this session, the speakers will present the strategy and techniques employed in making these podcasts. The speakers will share their experience in producing them and also will seek audience feedback on a number of new themes utilising audio podcasts, with a focus on new distance learners (Berge, 2001; Willis 1992; Cain, Marrara, Pitre, Armour 2003).

LURKERS BEWARE! ONLINE PARTICIPATION SHOULD BE MADE COMPULSORY IN ONLINE COURSES (Rm 103)
Zelma Bone, School of Business – Stacey Jenkins, School of Business – Val Siemiono, School of Business
Many studies have found that ‘active’ online participation is required for successful learning (Fredericksen et al. 2000). Rovai and Barnum (2003) have shown that students who actively interact online have better course completion rates than those who do not. However, a student who reads other students’ messages and accesses the online reading material, but has no online visibility, can be of the understanding that he/she is participating and learning a great deal (Beaudoin 2002). These are compelling findings. As CSU encourages more and more studying using virtual learning environments several ‘new’ teaching and learning issues arise. One such issue is: Should online participation be made compulsory in online courses? If so, what do we mean by participation? Should it be linked to assessment? What about the lurkers? This session will allow us to discuss the issues around online participation.

INFECTION CONTROL/MICROBIOLOGY EDUCATION FOR NURSING STUDENTS: ARE WE GETTING IT RIGHT? (Rm 103)
Jennifer Cox, School of Biomedical Sciences – Heather Cavanagh, School of Biomedical Sciences – Elaine Duffy, School of Nursing & Midwifery – Will Letts, School of Education
As one of the core skills of nursing practice, infection control is an integral component of undergraduate nursing courses worldwide. Nursing curricula are designed to equip students with a sound knowledge of IC and the microbiological principles which underpin these practices. In Australia, accreditation guidelines currently do not define the amount or level of microbiology (or other science material) to be included in undergraduate nursing curricula. Consequently, the science and microbiology component of these programs varies considerably between universities. The impact of this variation on professional practice in relation to infection control following graduation is relatively unknown. The objective of this study was to explore infection control practitioners’ views on the infection control/microbiology training in undergraduate nursing curricula. Semi-structured interviews were conducted with a total of 10 infection control practitioners and nurse educators. Interview questions focused on the importance of microbiology knowledge in compliance with infection control practice and the perceived adequacy of new graduates’ microbiology and infection control knowledge. Data were subjected to a qualitative thematic content analysis. A number of key themes emerged from the data including: inconsistency in infection control knowledge and practice, the need for learning in context and a perceived gap in new graduates’ infection control knowledge. The implications of these findings for nurse education will be discussed. Ultimately, education providers such as CSU may need to transform the way student nurses are educated about infection control principles and their implementation in practice.
Thursday, 26 November 2009
1.10pm – 1.40pm

VALUING YOUR FOOTSTEPS ON THE EDUCATION LANDSCAPE (Rm 106)
Amanda Davies, School of Policing Studies

This presentation provides a demonstration of (1) an example of ‘working smart’, combining research and teaching strategies which meet the needs of teachers, students, industry partners and the CSU strategic plan and (2) how to harness a kaleidoscope of teaching and workplace experiences to present a complete picture which is valued for its contribution to developing graduate attributes.

STUDYLINK: FOR EXCELLENCE IN THE PROVISION OF A TERTIARY PREPARATION PROGRAM FOR MORE THAN 23,000 STUDENTS OVER A DECADE, PROVEN TO INCREASE SKILLS, KNOWLEDGE AND CONFIDENCE (Rm 106)
Liz Smith, Office of the DVC (Administration) & ALTC Program Award Winner, 2009

STUDY LINK is a self paced enabling program that helps prepare students for a successful transition to University study. In the past 12 months, the STUDY LINK program has won the Vice Chancellors Award for Programs that Enhance Learning, an ALTC Citation, and an ALTC Program Award. While quality award submissions play a major role in such success, the most important factor is the quality of the program being described. This session will explain the STUDY LINK program's aims, objectives, design and evaluation processes that support students in their transition to University study. The session will also provide participants with tips on writing successful award applications.

BLENDLED LEARNING IN MANAGEMENT DISCIPLINE USING DLR (Rm 104)
Glen Duncan, School of Business - Pauline Graf, Learning & Teaching Services - Ryun Fell, Learning & Teaching Services

The desire to enhance face-to-face internal teaching as well as print-based distance education has prompted an academic to consider blended learning through the design and development of resources that are not only thematic but applicable for generic re-use amongst academics and across subjects in the Management discipline. This presentation will discuss the collaboration between an academic and the supporting services of an educational designer and a media technologist at CSU. To develop a pilot suite of digital learning resources (DLR), audio-visual and screen-capture technology is used to create a series of brief video clips and Captivate files that can then be uploaded onto the Interact sites of Management subjects. The aims of the video clips are to add a personal touch to the subject and to emphasize pertinent aspects of study or assessment. One aim of a particular DLR is to explain and demonstrate to students how to access and evaluate top management journal articles. Other DLRs will focus on important or recurring themes in Management content knowledge. It is envisaged that this collaborative work will create blended learning that ideally will encompass the design impact of being enabling to incremental and/or transformative.

COURSE CURRICULUM DESIGN: FOR WHOM SHOULD WE CUT OUR CLOTH? (Rm 104)
Mark Frost, School of Business – Zelma Bone, School of Business

The Bachelor of Agricultural Business Management was recently redesigned as a collaborative joint venture from the School of Agriculture and Wine Science in the Faculty of Science and the School of Business in the Faculty of Business. The course restructure saw major modifications to the previous course as well as the integration of key components of the now suspended Bachelor of Business (Agricultural Commerce) course. The course redesign was in response to falling student enrolments. However, this is in an environment where graduate employment demand is such that there are three to four employment opportunities for each graduate. Furthermore, the key industry body, the National Farmers Federation, had identified an urgent need for business management skills in the agricultural sector. Reflection on the course redesign has raised the question ‘For whom should we cut our cloth?’ i.e. Who should we have in mind when we are redesigning the course and its curriculum? Is it to make the course more attractive to gain additional enrolments? Is it in response to the industry and professional bodies that highlight an employment need? Is it in response to the needs of the various disciplines within the academic curriculum group? Or is it in response to resource and management requirements of the wider University? This presentation seeks to provide a background of the course redesign process that will highlight the experiences of the course team to the above competing and contrasting demands.
CD/DVD ON REPORT WRITING IN ECONOMICS FOR ECONOMICS UNDERGRADUATES *(Rm 111/113)*

Yapa Bandara – School of Business

This presentation will provide an overview of a CD/DVD that has been developed to support learning in report writing for Economics undergraduates. This learning material was developed around the Anchored Instruction pedagogy. This CD/DVD has been used by both internal and DE students over the last two years. A formal evaluation of this learning material is to be conducted and the results/findings will be submitted to a refereed journal. The presentation will provide an overview of the purpose of the materials, the development of them, and the evaluation process.

USING A REFLECTIVE QUESTIONNAIRE TO INSTIL INQUIRY SKILLS INTO STUDENT JOURNALISM PRACTICE *(Rm 111/113)*

Kay Nankervis, School of Communication

Since assuming coordination of JRN303 Broadcast Journalism 3 (Television) in 2004, research by the author suggests industry hirers require investigation, inquiry and story generation skills in recruits (alongside television-specific abilities such as “writing to pictures” and on-camera performance). However, JRN303 students were producing television news stories that lacked investigative depth and originality. This was despite the fact that investigation, journalistic inquiry and story generation were listed among the criteria on which the students’ television pieces were marked and the students were concurrently studying journalism research skills in another subject. The need for students to grasp complex concepts around television scripting and camera performance whilst also operating technical equipment appeared to be overshadowing their journalism. It was necessary to help them integrate journalistic investigation into their practice without adding to the burden of their existing tasks. A reflective template was introduced as an additional assessment task in 2007 to instil student awareness around the inquiry practices they used for creating television news stories. This was chosen as a time effective method to provide students with opportunities for learning that they were not getting through the practical tasks alone. The subject coordinators’ feedback to students on their practical news-making tasks before and after the introduction of the reflective template traces an improvement in the quality of inquiry in student work for the subject - achieved through little extra work for teacher or students.

ASSESSMENT IN BUSINESS EDUCATION *(Rm 107)*

Ian Braithwaite, School of Business – Cathi McMullen, School of Business

This session will report on a University Scholarship in Teaching project that is examining in an integrated manner key aspects of assessment in business education: (1) The importance in building capacity for self-assessment - a critical capability for lifelong learning in a world of complexity and change; (2) The critical role of work integrated learning in preparing students for professional practice; and (3) The affordances that information and communication technologies offer for assessment. The aim of this project is study, reframe and reconstruct assessment practice in a collaborative way to enhance student learning both currently and into the future.

BLENDED LEARNING FOR CRIMINAL JUSTICE PROFESSIONALS IN THE INTERNATIONAL ARENA: DEVELOPMENT, PEDAGOGY AND CHALLENGES *(Rm 107)*

Mark Briskey, Graduate School of Policing

Charles Sturt University promotes a professional and practice based model of education to the professions (CSU 2009). This paper explores several developmental and pedagogical issues associated with the design of a blended learning program prepared by the Australian Graduate School of Policing for delivery in the international arena. The positive and negative aspects of the program design are discussed, as well as challenges presented in regards aligning blended learning methods against cultural and institutional expectations.
Thursday, 26 November 2009
1.10pm – 1.40pm

PLANNING FOR FLEXIBILITY: THE FACULTY OF EDUCATION FLEXIBLE LEARNING STRATEGY AND PLAN (Rm 103)
Barney Dalgarno, School of Education – Jenni Munday, Murray School of Education
The Faculty of Education Flexible Learning Working Group was established in February 2008 with an overall aim of ‘facilitating the adoption within the faculty of teaching and learning processes that maximise both flexibility and quality, through formulation of policy, evaluation of emerging approaches, identification and dissemination of best practice, and staff development’. The Working Group was established as a sub-committee of the Faculty Learning and Teaching Committee with representation from each School in the Faculty, from the Centre for Indigenous Studies and from DLTS, EFPI and FLI. One of the key initial tasks of the Working Group has been to develop a faculty Flexible Learning Strategy and Plan. The first part of this process has now been completed, with Faculty Board at its August 2009 meeting accepting a set of Principles and Recommendations contained within a Flexible Learning Strategy. The next step will be to develop a Flexible Learning Plan (building on an initial draft provided to Faculty Board) which will set out specific actions to be carried out over the coming years to address the Principles and Recommendations. This presentation will discuss the principles and recommendations that have been developed as well as describing the process that has been used to develop the Strategy and the draft Plan. Many of the principles and recommendations have been derived from reports developed by CSU staff and external consultants over the past few years and the presentation will also discuss how the outcomes of these reports have informed the faculty’s planning process.

CROSSING THE LINE: EXTRAPOLATING STUDENT EXPERTISE IN POST GRADUATE COURSEWORK PROGRAMS (Rm 103)
Neil Barber, School of Humanities & Social Sciences
Neil has just returned from an international conference in Perth (19 – 22 November 2009), where he presented a symposium with 3 graduates from the Masters of Child & Adolescent Welfare program based upon project work completed by the students in their coursework program. Neil will discuss how developing practice related content and assessment strategies can be used to draw out the expertise of students in their area of work and to contribute to the development of professional practice in the workplace.
Tags: case based learning, work based learning, student lead learning, online interactive tutorials, group assessment tasks.

Thursday, 26 November 2009
1.45pm – 2.15pm

THE ALIUS PROJECT (Rm 106)
Dan Bedgood, School of Agriculture & Wine Sciences
The ALIUS project is about leading change in the teaching of chemistry in large university classes. ALIUS is a collaboration of six Australian universities funded by an ALTC Leadership for Excellence in Learning and Teaching Grant (LE8-818). The aims of this project lie in three domains: • Development of project members as Science Learning Leaders • Development of the skills of project members in practice-based learning and teaching innovation • Creation of a virtual Learning Hub
Methods used to achieve these aims are: • Leadership - professional development in leadership specifically targeted at fostering change in academic teaching practice • Learning and Teaching Innovation - the U.S. NSF funded POGIL project is used as a first model for teaching innovation. Experienced POGIL instructors and facilitators brought from the U.S. run workshops and consultancies with ALIUS project members to build member skills in teaching innovation. • The learning hub (http://www.alius.edu.au/) will serve as a resource to share experiences in building teaching innovation, share developed materials, and provide resources about innovative teaching methods.
PERSPECTIVES OF CONNECTIONS BETWEEN LEARNING AND ASSESSMENT IN HIGHER EDUCATION (Rm 104)
Heather Campbell, Murray School of Education - Sue Dockett, Murray School of Education - Bob Perry, Murray School of Education, - Richard Taffe, Murray School of Education - Ros Brennan-Kemmis, School of Education - Kiprono Langrat, School of Education - Alan Bain, School of Teacher Education - Doreen Rorrison, School of Teacher Education - Don Jones, School of Education, Ontario - Maria Bennett, School of Teacher Education

There are two aims for this workshop. The first is to present some initial results from a project investigating perspectives of connections between learning and assessment in higher education. These perspectives have been contributed by staff in one faculty, across multiple campuses at a regional Australian university, through both questionnaire responses and interviews. The second aim of the workshop is to seek feedback from participants about the generalisability of these results. Issues and challenges identified by academics as they engage with learning and assessment included addressing different purposes of assessment (for example, assessment for and of learning); the transformative potential of assessment; student responses to assessment; assessment as a measure of teaching; and unintended consequences of assessment. Examples of each of these response categories will be shared and participants invited to consider the relevance and applicability of these within their own educational context.

SUPERMARKET BOTANY – A FRESH APPROACH (Rm 111/113)
Geoff Burrows, School of Agriculture & Wine Sciences – John Harper, School of Agriculture & Wine Sciences

We have found that Supermarket Botany is a great way to enthuse students of all ages about plants. Supermarket Botany is the use of everyday fruits and vegetables to learn some fundamental concepts about plant structure and function. We found that Supermarket Botany worked so well as a 30 minute live presentation that we developed an interactive web-based resource that would allow: • school teachers to present Supermarket Botany to their own classes (while promoting CSU through this outreach activity), • school students to explore Supermarket Botany at their own pace at home, school or at activities such as ‘Science in the City’. • Distance Education students to preview this material before coming to residential school, and • internal students to review the material after the relevant class in their first week at university. The website features high quality images of 15 fruit or vegetable items ‘On the Shelf’. Upon selecting an item a user decides if the item is a root, stem, leaf, flower, fruit or seed. Incorrect answers generate customised hints as to the correct answer, while correct answers take the user to a page where interesting aspects of that item are further illustrated. For the full online Supermarket Botany experience please see: http://www.csu.edu.au/research/grahamcentre/education/ or for further detail see: Burrows, G.E. and Harper, J.D.I. (2009). Supermarket botany. Teaching Science 55, 47-50.

TOWARDS A COMPLETE ONLINE PACKAGE: CSU INTERACT MODULES (Rm 111/113)
Yann Guisard, School of Agriculture & Wine Sciences

Most ‘production’ subjects delivered to the students of the Bachelors of ‘Viticulture’ and ‘Horticulture’ traditionally adopt a strong ‘hands-on’ approach. In recent years, internal intakes have not been offered due to low student numbers. In these subjects, Distance Education students are typically mature (but not necessarily mature age) and are professionally active (predominantly in an agribusiness industry). When surveyed during residential schools, students suggested that production subjects be more interactive, industry oriented and outcome focused. In addition, students lamented that the practical nature of the subjects could not be captured in the Distance Education offerings, other than during residential schools. In a strategy to address these issues, HRT222 (Fruits and Nuts Crop Production), VIT11 (Viticultural Science), VIT501 (Advanced Viticultural Science) to a lesser extend VIT312 (Vineyard Establishment) will be entirely online by 2010. This presentation will focus on the use of CSU Interact ‘Modules’ to replace the traditional study guide. It will present exemplars demonstrating the flexibility of the tool and the added functionalities unavailable when using a paper based study guide. it will also describe some of the frustrations inherent to using ‘Modules’. Finally, the use of ‘Modules’ alone is not enough to satisfy the students request for an improved learning experience. Some conclusions regarding the gaps still present in the above subjects will be drawn, in particular with the creation of an online set of ‘practicals’ for these ‘hands-on’ subjects.
SHOWCASING INNOVATION IN THE SCHOOL OF INFORMATION STUDIES *(Rm 107)*  
Rachel Crease, Learning & Teaching Services – Bob Pymm, School of Information Studies

The School of Information Studies (SIS) is offering two updated courses from 2010 by distance education with nearly all subjects available in fully online mode. These revised courses and the move from traditional print-based Distance Education packages is the result of a comprehensive review of the School and its curriculum which was undertaken in 2008/9. The review included an extensive program of consultation with academics from other information schools, industry professionals and recruitment agencies. Among the final recommendations was that the online environment should be used to enhance learning opportunities and increase communication, improving access and learning opportunities for Distance Education students, many of whom are studying in isolated situations or overseas. The creation of new subjects and revision of existing subjects has presented an opportunity for the School to use the online tools within CSU Interact and also to access Web 2.0 social networking tools such as Skype, Youtube and Second Life in order to increase communication and collaboration and develop innovative assessment strategies. The SIS courses have a strong focus on the role of information technology within the profession — it therefore seems essential that such technologies should be utilised in building the learning and teaching environment. This paper will showcase some of the approaches already being used and student responses.

“TRAFFIC”: HOW TO KEEP IT FLOWING ONLINE EFFECTIVELY FOR 150+ STUDENTS *(Rm 107)*  
Andrea Crampton, School of Biomedical Sciences – Angela Ragusa, School of Humanities & Social Sciences – Heather Cavanagh, School of Biomedical Sciences

We present a cross-faculty collaborative investigation of the communication load, resource uptake and effective management strategies for two large first year subjects. From the Faculty of Arts we offer information from the SOC101 distance cohort of spring 2009 with an enrolment of 185 which were provided with virtual lectures and prompted to engage in topic centred communication through the use of subforums. From the Faculty of Science we introduce the blended environment of MCR101 in which 636 students enrolled across two campuses or by distance shared one online space. The MCR101 environment included standard lecture slide based resources as well as multimedia presentations of laboratory skills and the use of subforums for topic centred communication. SOC101 was managed by a single academic with a postgraduate student assistant while MCR101 was managed by a subject convenor and 6 other academic staff. Within the first 3 weeks of the semester these subjects experienced in excess of 700 forum postings and 10000 Interact visits. Our analysis showcases effective mechanisms of online management as well as an “actual use” based appraisal of the resource types and communication methods used by the majority of students in these classes.

COLLABORATIVE DISCUSSION GROUPS *(Rm 103)*  
Christine Edwards-Groves, School of Education

For many academics, participating in focused collaborative discussion groups with colleagues is often constrained or even overshadowed by the demands of time, workplace structures and administrative requirements. What counts as legitimate academic work is called into question as the lifeworld (Habermas, 1987) of educators is challenged by underestimating the role that focused collaborative dialogue (as lived and living practices) has on professional practice and its development. This paper will report on a study investigating the nature of collaborative discussion groups and their role in supporting and advancing personal and professional learning through critical transformative dialogues. The paper utilizes the concept of ‘practice architectures’ and ‘meta-practices’ (Kemmis and Grootenboer, 2008) to describe the critical and transformative nature of such collaborative groups. In addition the presentation will map opportunities CSU academics currently create for themselves through their participation in such reflective, collaborative discussion groups where experiences are shared, practices are questioned and challenged, and new possibilities are explored. The presentation discusses three case studies as examples of collaborative discussion groups. It examines how the collaborative interactive practices of these groups ‘talk into being’ their own social realities, fields of concern and consequential practical action. Transcripts from all three case studies as well as session observations from two case studies have been used to scrutinize the nature and substance of the dialogues. Findings reveal that building a renewed emphasis on creating communicative spaces will validate the importance that participating in collaborative dialogue in professional life has for the transformative professional learning of its members. The outcomes of the study have important implications for how the university validates collaborative discussion groups as professional learning in order to sustain and advance itself as an educational enterprise.
EXPLORING SCHOLARSHIP OF TEACHING FUNDING OPPORTUNITIES (Rm 106)
Deb Clarke, CSU ALTC Grants Facilitator, School of Human Movement Studies
This presentation identifies Scholarship of Teaching (SoT) funding opportunities available within and beyond CSU. The purpose of this presentation is to provide participants with knowledge and skills to select the most appropriate funding source aligned with their level of experience, confidence and expertise. As a result of participating in this workshop participants should be able to: • Access CSU websites that outline SoT funding opportunities; • Access the Australian Learning and Teaching Council (ALTC) Grants website; • Describe the types of funding opportunities available through the CSU Education for Practice (EFPI) and Flexible Learning (FLI) Institutes and the Division of Learning and Teaching Services (DLTS); • Strategically select a funding opportunity based on the grant selection guidelines.

PROMOTING RESEARCH AND SCHOLARSHIP IN PRACTICE BASED EDUCATION (Rm 104)
Sandra Grace, Education for Practice Institute
Practice-based education encompasses all aspects of university education that are grounded in the preparation of graduates for practice and extends to all learning experiences, explicit and implicit, that students are engaged in throughout their university education. Practice-based education is often interpreted as fieldwork education, work-integrated learning or workplace learning, terms which refer to student learning through the implementation of their emerging professional knowledge and skills in real workplace settings. Other examples of practice-based teaching and learning strategies include bringing the practice world into classroom learning, online and distance learning modules by exemplifying real world practice in examples, case studies and discussion groups, simulated learning where students learn in replicated or virtual work environments, role play and problem-based learning and self-directed learning. The aim of this workshop is to foster research and scholarship in practice-based education. Participants will be invited to reflect on aspects of their own teaching practices that relate to practice-based education and explore ideas for research projects and publications that could arise from them. Strategies for developing these ideas into grant applications and publications will be discussed. The Education for Practice Institute offers support for activities that promote research and scholarship in practice-based education through collaborations with research centres (e.g. FEN and RIPPLE), Seed Grants, Teaching Fellowships, and a comprehensive workshop program for RHD students.

BRIDGING THE GREAT DIVIDE: AN ATTEMPT TO STRADDLE THE THEORY-PRACTICE GAP (Rm 111/113)
Annette McLeod-Boyle, School of Community Health
Within health literature, recurring references are made about difficulties students and early-career practitioners experience in converting theoretic knowledge into sound, effective practice. OCC201: Occupational Therapy Processes is a second year subject which has been introduced into the revised occupational therapy curriculum in 2009. The learning objectives include discussion of theory and frames of reference relevant to occupational therapy, clinical decision making and occupational therapy processes, with a specific focus on client assessment. This paper presents an attempt by the coordinator of OCC201 to assist students to straddle the theory practice gap. Strategies used to assist students to integrate theory with practice will be outlined and student feedback discussed.

EDUCATION IN COMMUNICATION: SOME IMPORTANT LESSONS FROM THE CLINICAL CONTEXT (Rm 111/113)
Annette McLeod-Boyle, School of Community Health
Communication skills education is regularly included in the curriculum of health care disciplines. It is well established in the health literature that the consumer-practitioner interface is critical in the development of effective therapeutic relationships and often in the achievement of long-term, positive health care outcomes. There is, however, also evidence that the effectiveness of practice in this area is not always optimal, thereby compromising consumer outcomes and satisfaction. This paper will discuss some of the key themes emerging from the clinical literature in the area of consumer-practitioner communication, and outline some principles to be considered when designing ‘communication skills’ courses for health disciplines.
ONLINE DEBATES AS A TOOL FOR PROFESSIONAL REFLECTION (Rm 103)
Franziska Trede, Education for Practice Institute
This paper reports on a project that piloted an online debate with volunteering CSU staff about education for practice issues. The aims were to explore the scope of online debates to foster a sustainable university-wide education for practice discourse, to break down profession-specific silos, to build capacity for critical reflection on own practice in relation to education for practice, and to cultivate education for practice leadership. The evaluation of the pilot project has led to a transformation of this project which is now in its second cycle. This paper will describe the nature of the debate, its debating topics and invite discussion about the value and limitations of this project against its aims.

LESSONS LEARNED FROM THE ACADEMISATION OF THE HEALTH PROFESSIONS (Rm 103)
Scott Devenish, School of Biomedical Sciences – Stephen Loftus, Education for Practice Institute
Paramedicine is the healthcare provided by ambulance officers. At present, paramedicine in NSW is gradually being ‘academised’, with the education of paramedics moving from industry into the universities (the academies). This is a trend established long ago, when other health professions moved into the universities, beginning with medicine and pharmacy. Over the years since then, other health professions have made the move to the university, such as dentistry. More recently, health professions, such as nursing and physiotherapy have also made the move, so that all new entrants to these professions must begin by acquiring a university education. An EFPI seed grant has been obtained in order to undertake a literature review to establish what lessons have been learned from the academisation of these professions. Information relating to these lessons will enlighten the current transformation of learning and teaching within the paramedical discipline at CSU.

AT THE CULTURAL INTERFACE – REFLECTIONS OF THE INDIGENOUS PEDAGOGY AND CURRICULUM COORDINATOR (Rm 115)
Barbara Hill, Learning & Teaching Services
This paper describes the University’s new initiative of incorporating Indigenous curriculum and pedagogy into all on-shore Undergraduate Courses by 2015. It explores the resources being developed by Learning and Teaching Services to support the initiative and showcases the academics working to make this happen. In the academy we need curriculum design that builds on capacities and creates opportunities for learners to achieve a balance of knowledge, skill and process for exploring disciplinary boundaries while not deluding ourselves that ‘right content will produce better outcomes of itself’ (Nakata, 2007,p.13). What is also needed is good teaching; teaching that is full of skill, passion and vision. When our future graduates enter their professions they must be able to work in complex and changing terrains. The knowledge they receive and make their own at University and how they take it into the world is as equally critical. The knowledge of Indigenous culture, history and practice and how is it is taught and understood, is crucial not only to the principals of Reconciliation within the Australian community in general but it also sends a very strong message globally about the kind of graduates we want our students to become; people with empathy and care – who are well-equipped in the understanding of their privilege and disciplinary knowledge – who are ready to negotiate and contribute to the change in the world.

GETTING BANG FOR YOUR BUCK: HOW TO WRITE A L&T GRANT APPLICATION (Rm 106)
Deb Clarke, CSU ALTC Grants Facilitator, School of Human Movement Studies
This 30 minute interactive workshop provides participants with the opportunity to learn the “hidden rules” of applying for funding to support scholarship of teaching. As a result of participating in this workshop participants should be able to: • Select appropriate funding opportunities within and beyond CSU; • Decode the funding criteria; • Apply metaleanguage (use the right ‘eduspeak!’); • Sell the significance of the research; • Justify a research budget; • Propose appropriate dissemination methods.
GROUP CREATIVITY: DISSECTING SAWYER’S ‘GROUP FLOW’ AND PERSONAL ISSUES, GROUP RESULTS
(Rm 104)
Fiona Green, School of Communication
This discussion outlines experience of group creativity from Social, Personality and Positive Psychology perspectives. This is the first study to investigate the interrelationship between the ten conditions of Sawyer’s (2003) theory of Group Flow, an expansion upon Csikszentmihalyi’s (1990) Individual Flow theory. A study of first year Communication students addresses questions regarding peak group creative experience, such as: what happens on the way to Flow and what conditions are most important for motivation, positive experience and good results? Using students’ individual thinking profiles (Sternberg, 1997), this study also addressed individual experiences of group creativity during their first two group Problem Based Learning tasks. The study found differences due to within group (received profile or not) and between group thinking styles (contrasting thinking styles), which affect learning- most prominently in relation to goal setting.

WHERE ANGELS FEAR TO TREPID! TEACHING INFO LITERACY BY REEXAMINING ‘CLOSED’ PUBLIC DEBATES
(Rm 104)
Justin Harrison, School of Social Sciences & Liberal Studies
Reporting of science in media or commissioned reports is fraught with error, especially where emotion runs high. With the rapid cycling of scientific findings into news articles, committee reports, blogs, and wikis, students’ ability to critically analyse the reporting of recent research has gained new importance. How to teach information literacy in a fashion that illustrates its importance to students is (in already crowded curricula) a challenge for academics in the social sciences. Using independent research, written work and online ‘chat room’ tutorials, an assessment task in Developmental Psychology examined a highly moralised public debate and the concomitant assumptions of ‘overwhelming evidence’ in the media. Taking the position of ‘expert’ to an imaginary Royal Commission, the students were required to ‘cut through’ media reports and public discourses to independently assess peer-reviewed evidence and make recommendations for public policy, finding that the nature of ‘proof’ in science is not always clear cut. This presented a new problem; what should an expert ‘recommend’ when the stakes (and emotions) are high but ‘conclusive proof of cause’ may be impossible to obtain? This task was a journey for student and lecturer alike. The group explored the nature and limitations of science in public debate, media license with scientific findings, and how empirical observation, however limited, may still be the best chance we have to change minds rather than just ‘preaching to the choir’. Students later reported that the assessment ‘provided … skills that will help me in ALL my university courses’

TESTING OF A VISUAL NARRATIVE TEACHING MODEL IN GRAPHIC DESIGN (Rm 111/113)
Patrick McNamara, School of Visual & Performing Arts
This paper explores a teaching model that situates the student in a visual narrative environment that reveals the complexities of real world situations. The model simulates the professional process of a graphic designer and client as they engage with the wide range of issues and skills needed to create a corporate identity. The teaching package interface is a graphic novel that utilises a flexible mode of delivery to internal and external graphic design students. It builds upon a preference that most design students have for visual–spatial learning by exemplifying the visual aspects and situating the issues within a context of a character-driven story. The package encourages deeper learning by interactive involvement, multimedia and parallel exercises to transform the narrative into knowledge. This package showcases a model of design practice that enables discussion to assist students to form an understanding of the essential skills.
THE ROLE OF A STUDY TOUR IN EXPANDING STUDENT HORIZONS (Rm 107)
Alison Southwell, School of Agriculture & Wine Sciences – Jason Condon, School of Agriculture & Wine Sciences

The agricultural industry requires graduates who are able to adapt, welcome change, operate outside their comfort zones and who can draw upon broad experiences in Agriculture to find new innovations. To develop these graduate qualities a two week study tour was conducted to southern Vietnam involving 21 final year students and led by two CSU staff. The itinerary included formal lectures and field trips related to agriculture, free time for self directed cultural experiences, formal Vietnamese history tours and social functions with Vietnamese hosts. The range of activities provided learning opportunities, interaction with Vietnamese farmers and scientists and cultural experiences. Students developed a systems view of Vietnamese agriculture. In addition to the obvious differences between Australian and Vietnamese agriculture, students were able to identify perceptions of similarities and appreciate the value of education and extension in advancing agriculture. As the tour continued students were observed to be accepting of cultural differences, integrating socially with the Vietnamese, discussing developmental barriers and seeking out new experiences. The two week tour resulted in large changes in attitudes towards, and awareness of, developing countries and provided the students with an extremely positive educational experience. The changes they underwent have built their confidence to seek further challenges with many expressing a desire to travel again, including to developing countries which is something they had not contemplated prior to participation in the tour. The tour represents a vehicle for rapid self development and growth, enhancing global citizenship and a hunger for a career in agriculture.

‘THERE GOES THE NEIGHBOURHOOD! THE SCHOOL OF INFORMATION STUDIES MOVES INTO SECOND LIFE’ (Rm 107)
Lyn Hay, School of Information Studies

In August 2009 the School of Information Studies began building a customised learning centre in Second Life to expand its synchronous online learning and teaching offerings with distance education students. In this session we share our experiences about designing, building and testing 3D virtual world spaces to support the range of online learning activities and social opportunities for SIS staff and students; take participants on a virtual tour of the SIS Learning Centre; present some initial findings based on student and staff survey, interview and focus group responses; and outline what we have planned for 2010.

PROBLEM-BASED SITUATED LEARNING EXPERIENCES FOR HRM STUDENTS: A RESPONSE TO STRETCHED RESOURCES (Rm 103)
Marcelle Droulers, School of Marketing & Management

The School of Business has been perceived by many as an attenuation of our teaching strength at CSU just as evidence shows that our teaching reputation has slipped substantially (Hobsons Australia, 2009). Many subjects with smaller cohorts are being switched to distance or tutorial mode offerings with little warning to students who enrolled in what they believed to be a full-time internal course. Rather than viewing this as an inevitable downturn in our teaching quality it could be argued that new opportunities for quality teaching and learning outcomes could be explored within this new environment. Losing the old lecture and tutorial format as my human resource management subject moved to tutorial mode gave me an opportunity to discard my less-than-effective teaching methods based on unquestioned assumptions of what is usually assumed to be valuable knowledge in a university education. Based on the work of Biggs & Tang (2007) I constructively aligned from the goal of actually developing human resource management consultants, rather than starting from the subject outcomes or content and then trying add-in ‘relevance’ and ‘engagement’ to what the students generally perceive as inconsequential bullet lists of ‘facts’. Distance education materials and online teaching resources are being used to shift responsibility back on to the student for core content while class sessions and assessments are structured around assisting local business managers in dealing with real workplace human resource management problems (Duch, Groh, & Allen, 2001).
TEACHING ETHICS IN THE FACULTY OF BUSINESS (Rm 103)

Kay Plummer, School of Accounting – Oliver Burmeister, School of Computing & Mathematics – Robert Macklin, Faculty of Business – Diane McGrath, School of Business – Donata Muntean, School of Accounting – Danny Murphy, School of Business

The aim of this research was to identify the ethics content in undergraduate business subjects and the pedagogies involved in teaching that content and determine whether the content and pedagogies align with the practices suggested in the business ethics literature. Staff who teach subjects with an overt ethics content and those who teach subjects without an overt ethics content were interviewed. Where ethics is formally included in the subject objectives the content ranges from teaching of a range of ethical theories, intermediate ethical concepts relevant to the sub discipline, ethical decision models and taking an ‘everyman’ approach to ethics. A wide range of pedagogies were also used, many of which are highly recommended in the literature and which provide a constructive alignment of the learning activities with the desired outcomes. Of interest are comments by staff who do not consider that they are sufficiently confident in their understanding of the area of ethics to teach it effectively and by those who do not see ethics as relevant to the content that they teach.

CONVEYING THE AUTHENTIC VOICE: TRANSFORMING THE PODCAST EXPERIENCE USING RADIO’S ‘EXPLAINING VOICE’ (Rm 115)

Brett Van Heekeren, School of Communication/EFPI – David Cameron, Flexible Learning Institute

This interactive session introduces participants to a set of self-guided online learning resources aimed at equipping educational podcasters with some of the presentation and production principles and skills used by radio broadcasters. It is based on a research project, arising from a CSU Scholarship in Learning and Teaching, that aims to consider the significance that adopting a particular presentational ‘voice’ may have on how understanding of that content is shaped. The materials outlined in the session are based on Gardner Campbell’s (2005) notion of the ‘explaining voice’ of radio as a model for effective educational podcasting, drawing on the nuances of broadcasting style to enhance understanding of the content. He argues that therefore a key to the success of podcasting as a form is that it is based on the idea of radio, with its reliance on “the magic in the human voice, the magic of shared awareness” (2005, 40) such that: the explaining voice conveys microcues of hesitation, pacing and inflection that demonstrate both cognition and metacognition. When we hear someone read with understanding, we participate in that understanding, almost as if the voice is enacting our own comprehension. (Campbell 2005, p. 42) This interactive session will allow participants to be introduced to radio’s potential as an ‘authentic voice’ to generate intimacy and shared ‘imagined’ spaces for learning.

ACCOUNTING FOR THE FUTURE: MORE THAN NUMBERS (Rm 106)

Jenny Kent, School of Accounting – Fiona Rohde, University of Queensland – Marie Kavanagh, University of Southern Queensland – Beth Tennent, Central Queensland University – Graeme Mitchell, University of Western Sydney

This presentation reports on the recently completed ALTC funded discipline based initiative titled Accounting for the future: More than numbers, which was a collaborative investigation into the changing skill set for professional accounting graduates. Interviews with key stakeholders highlighted the relative importance of key technical and non-technical skills to graduates, and confirmed the range of non-technical skills required of professional accountants. A survey sent to all universities gleaned 18 different successful teaching strategies, some of which are applied at subject level and some at course level, for developing generic or non-technical skills.
THE USE OF ADOBE CAPTIVATE IN FIRST YEAR CHEMISTRY CLASSES (Rm 104)
Greg Doran, School of Agriculture & Wine Sciences

Chemistry is a discipline that involves complicated mathematics and three dimensional concepts, even when taught at a fundamental level. Due to few pre-requisite subjects for science-based degrees at CSU, students enrolling in chemistry subjects often have skills that vary from absolutely no knowledge of chemistry to a solid foundation in chemistry. On-campus students may overcome a lack of knowledge by attending lectures and tutorials where material is presented electronically, using animation and 3D modelling software which can be adapted on-the-fly to assist understanding. Conversely, distance education (DE) students are generally left to independently battle through often dry subject material with lifeless textbooks, module notes and forums. With this problem in mind, a new approach to developing electronic resources solely for the benefit of DE student chemical education was trialled in 2008 and 2009. Adobe Captivate was used to passively record existing PowerPoint lecture slides, and then couple this with other powerful electronic tools, such as 3D chemical education tools and 3D modelling software, to provide DE students with electronic tools to assist their learning. Additionally, Adobe Captivate was used to prepare tutorials involving specifically developed PowerPoint materials to assist students with their preparation for residential school laboratory classes, as well as exam tutorials using past exam papers to assist with exam preparation, to improve the DE student education experience. Feedback from DE students has proved very encouraging and other science subjects are poised to adopt the technology and expertise to improve the first year Distance Education experience.

BUILDING THE BRIDGE FROM STUDENT TO PROFESSIONAL: USING AN INTERACT PROJECT SITE (Rm 104)
Celia Hillman, Murray School of Education

The Murray School of Education offers three undergraduate degrees at the Thurlgoona campus. Students in these degrees undertake their final professional experience placements of two 5 weeks settings during the spring semester. It is advantageous to have contact with the 100 students during the autumn semester to advise them of activities. A project site was established for the 4th years in the autumn semester and the students were asked to register to gain information about upcoming events prior to their professional experience final placements in the spring semester. All the students from the B.Ed. (early childhood) - 55, B.Ed. (Middle schooling K-12) - 42 and B.Teaching (0-5) Speech and Hearing- 3, degrees enrolled totalling 104 accessing the Interact site ‘2009 PE 4th year’. This presentation will detail the tools and strategies used.

PREPARING PRIMARY TEACHERS: A DESIGN PROJECT THAT INTEGRATES SCIENCE AND TECHNOLOGY (Rm 111/113)
Penny Stephens, School of Education – Shirley Sinclair, School of Education

When challenged to design and make a primary science teaching resource for use on an interactive whiteboard, a group of preservice teachers produced a wonderfully creative collection of learning activities that demonstrated their own learning of the design-make-appraise learning process, pedagogy, curriculum, scientific conceptions, reflective practice and ICT skills. The preservice teachers were encouraged to create an electronic resource (in smart notebook) for inclusion into a unit of work that used the 5Es teaching learning model as a framework. Which stage of the teaching learning cycle was left to the discretion of the preservice teachers. What they created was a range of learning activities for primary science that could engage students, explore and explain scientific concepts and elaborate and evaluate students’ learning. But, was this a ‘rich’ assessment task for preservice primary teachers which provided evidence of their developing science technological pedagogical content knowledge or was it just ‘making science games for kids’? You be the judge! Certainly in their journal writing they told stories of their learning which may sound familiar to other teachers trying to extend their own professional learning to effectively use interactive whiteboards in their science teaching practice. This seminar is an opportunity to share the preservice teachers’ ideas, resources and thoughts. This pilot research project is also being used to inform the ongoing development of the second Science and Technology curriculum method subject in the B Education (Primary) course at Charles Sturt University.
MERGING WITH THE DRAGON: HOW I MANAGED BETTER ASSIGNMENT FEEDBACK BY DOING LESS!
(Rm 111/113)
Jim Virgona, School of Agriculture & Wine Sciences

Perhaps, like me you have been faced with 100 assignments and not enough time to mark them. In the rush, you reduce the scope a number of comments that you make and at the end of the assignment give a brief overall comment and then a mark. Worse still, in my case, there is a strong chance that the comments can’t even be read. To combat these difficulties, a new method of giving assignment feedback was devised. It contains two elements. Firstly, the use of voice recognition software which allows the marker to continually read the assignment while making comments that are instantly recorded as text on computer. Secondly, these comments are entered into a database that contains the students’ details and, especially, e-mail addresses. Then it is just a matter of using Microsoft Word’s mail merge facility for e-mails to get the comments back to the student. For the lecturer or marker there are a number of advantages: less time marking each assignment, less time entering the marks into a spreadsheet and a record of all the comments ever made on that student’s work. In addition, the student receives prompt and legible commentary on the assignment. In short, the result is better and timelier feedback. In this presentation, the method described above will be demonstrated but it certainly works because voice recognition software, was used to compose fees obstruct …oops this abstract.

AUTHENTICITY IN HIGHER EDUCATION: CONTEXTUALISING THE LEARNING (Rm 107)
Angela Hennessey, School of Human Movement Studies

Over the past year, I have been pondering how to convey my teaching beliefs and values to Distance Education mode. How do I teach in an authentic, contextual way when I am not teaching face-to-face? My teaching experiences involve interaction with my students in the same time and place with my teaching philosophy underpinned by authentic assessment (Newmann & Welhage, 1993) and situated learning (Brown, Duguid & Collins, 1998). Consideration in my philosophy is not given to geographically location of educator and student, and possibly nor should it. Students, regardless of the mode of learning, are entitled to experience the benefits that may exist from contextual learning experiences that challenge them to explore the “realities” of teaching PDHPE. The challenge: how to do this via distance education and move beyond the ‘subject brick’ traditionally presented in distance mode so that my students, pre-service teachers within the Master of Teaching, do not fall subject to Morgan and Bourke’s (2005) concern that most university courses are insufficient in developing the confidence needed for pre-service teachers to be able to teach PE effectively. If it is believed that the thousands of hours teachers spend in the classroom as students far overshadows the effects of tertiary education (Lortie, 1975; Matanin & Collier, 2003), considerable thought must be given to allowing pre-service teachers to encounter contextual experiences in an effort to increase levels of confidence and competence. This showcase aims to explore approaches taken in distance education mode to make learning authentic and contextual, whilst recognising the parameters, challenges and opportunities. Finally, it will endeavour to highlight students’ reactions and opinions to an on-line delivery mode.

PROBLEM BASED LEARNING IN VETERINARY SCIENCE AT CSU (Rm 107)
Jennifer Hyams, School of Animal & Vet Sciences

In 2002 a small group of academic staff were assembled and charged with developing the CSU veterinary science program. We needed to develop an Australian veterinary science PBL program which allowed us to meet our course objectives and aims: to graduate veterinarians with the skills, knowledge and expertise to work in rural and regional Australia confidently and competently. We developed a curriculum which not only allowed students to work with a variety of live animals from their first week of university and throughout the entire program, in order to retain their interest and focus on their future career, but which also incorporates an innovative Problem-Based Learning (PBL) curriculum, in the middle 2 years of the 6 year double degree program. The decision to implement a PBL curriculum at CSU was not taken lightly. Awareness of potential pitfalls following careful research and visits to other PBL programs resulted in a sustainable model of delivery. This model includes facilitation of up to four student teams by one facilitator altogether in one large purpose built room; achievable by the development of detailed PBL packages which allow the teams to be largely self-directed and self-driven. We will share our experiences in this curriculum developmental process; from planning, to implementation, to reflection and revision. The perceived benefits and challenges encountered will be discussed.
USING PROJECT SITES TO SUPPORT PBL: THE ANTI CYBER BULLYING (Rm 103)
Miriam Edwards, Learning & Teaching Services – Sally Knipe, School of Education

As middle years educators, pre-service teachers must acquire the philosophical orientations and practical skills that will allow them to model advocacy and encourage their students to be advocates of what is just and meaningful to them and their lives. With this in mind, cyber-bullying was chosen as a current educational and cultural issue for fourth year Middle Schooling students to explore. Project sites were used to facilitate student interaction, allow for engagement with multi-media and increase student responsibility. Although the Middle Schooling course is taught internally, this activity occurred entirely online; leaving students to negotiate meeting times and work collectively. Groups consisting of 5 students each used their project site to view cyber-bullying scenarios and share resources. Chat rooms were used to facilitate role plays involving ‘parents’, ‘teachers’, a ‘principal’ an ‘IT teacher’ and a ‘year advisor’. Each group met online in either the ‘principal’s office’ or the ‘school meeting room’ chat room to discuss their specific incident. Groups also worked collaboratively in the wiki to produce an anti-bullying school policy. Authentic assessment was a major consideration in this learning design. Both the chat rooms and wiki allowed students the opportunity to demonstrate knowledge and provide evidence of reading. Feedback was given by both the lecturer and fellow classmates through the wiki comment box and announcement tool. Summative assessment involved both group and individual tasks. This presentation tells the story of content development, lecturer experiences, assessment strategies and student reactions to a problem based learning activity.

TRANSFORMING PSYCHOLOGY’S ENGAGEMENT WITH INDIGENOUS AUSTRALIANS (Rm 103)
Jillene Harris, School of Social Sciences & Liberal Studies

Just as psychology has played a significant role in the colonising of Indigenous Australians, it now has a role in creating social justice. This paper describes the development of a first year subject based on the theoretical model of Cultural Competence which combines Indigenous studies and psychology. This model is employed to guide the development of student knowledge and understanding of Indigenous Australians. The development of this subject exemplifies the transformation currently underway in undergraduate psychology at CSU as a result of our Indigenous Education Strategy. The aim is to contribute to changing the relationship between psychology and Indigenous Australians through ensuring that all psychology graduates gain an understanding of the issues being faced by Indigenous societies today, the ways in which psychology has contributed to these issues and the potential role of psychology in ameliorating these problems. The paper includes discussion of the barriers to achieving transformation of undergraduate programs and the ways in which institutional support can overcome these.

PREPARING FOR AN ALTC AWARD – THOUGHTS & STRATEGIES (Rm 106)
Jerry Boland, School of Communication

This presentation looks at creative innovation in terms of how an annual event can be formally integrated into all three years of an undergraduate curriculum - so that the tasks engaged by each year simultaneously generates new knowledge while serving the learning needs of the others. This discussion reviews insights drawn from Douglas Barnes, Lev Vygotsky, Mihaly Csikszentmihalyi, and permaculture design principles.
INTERPROFESSIONAL PRACTICE IN THE ALLIED HEALTH CLINIC (Rm 104)
Kristy Robson, School of Community Health – Caroline Robinson, School of Community Health – Narelle Patton, School of Community Health – Annette McLeod-Boyle, School of Community Health

Over the past three years the School of Community Health has been piloting interprofessional experiences for health students within the Allied Health Clinic. In 2008, we developed and piloted an interprofessional clinic where podiatry and physiotherapy students assessed and treated Allied Health Clinic clients together. The success of this pilot has seen the establishment of a weekly Musculoskeletal Clinic that aims to: • enhance client care by providing them expertise from both podiatry and physiotherapy; • enable students to gain a deeper understanding of how their role fits within a health care team; and • provide students with an understanding of the scope of practice of other health professionals. Based on the success of the combined Podiatry/Physiotherapy clinic, we established an additional interprofessional clinic with Podiatry and Occupational Therapy students. In this clinic, second year Occupational Therapy students are involved in clinics with 4th year Podiatry students with an emphasis on developing their communication skills. This clinic further enhances interprofessional learning, primarily through increasing awareness of scope of practice between disciplines, but also allowing the senior Podiatry students the opportunity to mentor junior Occupational Therapy students in order to facilitate effective communication strategies and maximise client care. These clinics provide a model for students to understand how health professionals can work collegially as part of an interprofessional team. This also gives students experience in working with clinical educators from professions other than their own, which can generate ideas about client management that they may not have been considered before.

DIGITAL VIDEO AND AUDIO – CAPTURE, PROCESS, DELIVER (Rm 104)
Tim Klapdor, Learning & Teaching Services - Ryun Fell, Learning & Teaching Services

Video and Audio resources can form valuable tools for teaching and learning. This session will cover the basics on how to create, develop and distribute these resources to students.

DECISIONS, DECISIONS, DECISIONS: FACILITATING LEARNING ABOUT DECISION MAKING IN HEALTHCARE (Rm 111/113)
Marissa Olsen, School of Dentistry & Health Sciences – Joy Higgs, Education for Practice Institute - Franziska Trede, Education for Practice Institute

When determining appropriate healthcare interventions, the power to make decisions may rest with the patient, with the healthcare professional, or decision-making may be shared. Decisions are not always based on evidence alone, and can be influenced by a range of other factors such as emotion or morals. It is important to build students’ capacity to become aware of the complex influences and factors that shape their decision making processes. New graduates also need to be able to determine which decision-making approach is appropriate in a given clinical situation. A critical literature review was conducted to explore current learning and teaching approaches utilised in higher education to facilitate learning about decision-making in healthcare. Articles included in the review were from the medicine, nursing, midwifery, physiotherapy, dentistry, and pharmacy disciplines or were cross-disciplinary. Despite a lack of clarity in expression of the professional practice orientations of some of the authors, the majority of the articles appeared to be supportive of a shared approach to decision-making. A wide range of learning and teaching approaches were utilised to assist students learn about decision making, however most were limited to a biomedical or bio-psychosocial perspective and few aimed to facilitate learning about choosing an appropriate decision-making approach with respect to different clinical contexts. This workshop aims to stimulate discussion about philosophical and theoretical frameworks that currently underpin learning and teaching strategies about decision-making at CSU, as well as to explore innovative approaches to facilitate appropriate decision-making approaches within clinical contexts.
Situated learning (SL) emphasises that students should be given complex, difficult, realistic tasks with sufficient help to achieve these tasks – rather than be taught little bits of knowledge they are expected someday to build up into complex tasks. Central to SL is the notion that teachers cannot simply feed students knowledge. The teacher facilitates while the students construct the knowledge in their own minds (Slavin 1991). Situated learning bridges the gap between theoretical knowledge gained in formal instruction, such as lectures, and real-life application of the knowledge in the work environment (Resnick 1987, cited in Herrington & Oliver 1995). On this basis, SL was implemented to teach wound healing in ASC309 Equine Rehabilitation. Given the high welfare cost of creating wounds in the horses, the project was devised to not only enable students to gain experience of the care of horses with skin wounds, but also to contribute to our knowledge of how to best manage these conditions by participating in a rigorously controlled scientific investigation. To investigate whether platelet activated plasma benefits wound healing in horses, skin wounds were surgically created on lower forelimbs of 10 horses. Platelet activated plasma was applied to one limb; the other left untreated (control). Both limbs were bandaged and handled identically, with students (and staff) blinded to the initial treatment. Students were responsible for all aspects of the horses’ care, and for monitoring the horses’ wellbeing and wound healing. Student learning was assessed by examination, an assignment and pre- and post-activity questionnaires.

References:

‘OPPORTUNITY, NOT PRESCRIPTION’: INTERPRETATIONS OF EXPERIENTIAL LEARNING TASKS BY OCCUPATIONAL THERAPY STUDENTS (Rm 107)
Sally Denshire, School of Community Health

The practice of occupational therapy typically involves collaboration, negotiation and creativity. Practitioners often adopt an attitude of ‘opportunity, not prescription’ (Rebeiro and Cook, 1999) when facilitating experiences of occupational engagement. This ethos is reflected in the approach I have taken to facilitating experiential learning in the subject OCC202 Occupational Engagement, Creativity and Group Work. Students in this subject have opportunities, both with others and alone, to continue to learn by doing about the therapeutic power of occupation. Students conduct face to face Skills Exchange and Life Transition occupation-based groups. Then the Creative Piece with Reflection is a self-directed learning project. Students interpret these assessable tasks according to personal interests and occupational choice. Experiential learning opportunities – facilitating and participating in occupation-based groups, self expression, online exhibition, values clarification and cultural sensitivity – are designed to deepen students’ understandings of ethical practice. This presentation will show the spectrum of projects completed in the experiential strand of the subject and profile students’ perspectives on their learning outcomes.

WHAT DO STUDENTS THINK ABOUT THE TEST CENTRE IN CSU INTERACT? (Rm 107)
Sokcheon Pak, School of Biomedical Sciences – Sarah Hyde, School of Biomedical Sciences – Leanne Hamilton, School of Biomedical Sciences – Jenny Wilkinson, School of Biomedical Sciences

Introduction: Test Centre enables academic staff to create and manage a variety of assessment tasks ranging from simple online quizzes to multi-part assignments including surveys. Our discipline replaced OASIS with Test Centre from the Autumn semester of 2009 for the subject of Pathophysiology and Pharmacology. Students' knowledge in each topic in the subject was assessed by seven review sheets delivered online via Test Centre. These review sheets were designed to assist students to maintain their study schedule throughout the session and to provide ongoing feedback on progress in the subject. Each review sheet contributed 2% towards the final grade for the subject and consisted of 20 questions randomly selected from a question pool. This study investigated students’ perceptions of Test Centre and the use of review sheets as a learning tool.

Methodology: A short survey was developed, comprising open and closed questions. This was administered using Test Centre.

Results: Forty-nine responses were returned representing a 46% student response rate. Test Centre was rated as ‘easy to use’ and ‘good way to check understanding of the subject material’. Respondents suggested adding more quizzes using different types of tests such as true/false or short answer questions. Other suggestions included expanding the time constraint in accessing each topic; making the correct answers available following each test; and developing more relevant questions for the specific student cohort.

Conclusions: Review sheets via Test Centre were perceived by students as making a positive contribution to their learning, and with further development could be utilised in a variety of different subjects. Staff are encouraged to make wider use of Test Centre as this affords them a great opportunity to further develop their professional capability.

ALIGNING THE CURRICULUM (Rm 103)
Greg Hardham, Learning & Teaching Services

Curriculum alignment requires a strong link between objectives, instructional activities and materials, and assessment. The extent of curriculum alignment can be measured using Krathwohl’s Taxonomy Table, which is a revised form of Bloom’s taxonomy, covering knowledge and cognitive processes. It can be used to classify objectives, activities and assessments to give a visual representation of a subject. There are two reasons for conducting this form of analysis: 1. To gauge the degree of spread of objectives, activities and assessment across the cognitive dimensions. Are sufficient higher-order demands being made of students? 2. To gauge the extent of alignment of the curriculum. Is the spread of objectives, activities and assessment similar, or for example, are higher level objectives being assessed by lower level tasks? This presentation will demonstrate this method of examining curriculum alignment using mock examples, but will empower participants to be able to conduct their own alignment analyses.

IMPROVING THE STUDENT LEARNING EXPERIENCE (Rm 103)
Som Naidu, Learning & Teaching Services

Scenario: the course your subject feeds into is being reviewed, and you are part of the review team. The team is keen to build into the design and objectives of the course the capacities to excite, to actively engage with and to motivate its learners across national boundaries through content that is intellectually stimulating and socially relevant. The course review won’t be concluded until after your subject outline is due for the upcoming session, but meanwhile you are keen to nudge your subject to more closely align with the changing course focus. How can these intentions be integrated into the learning outcomes and teaching of your subject? And more importantly, how would you ensure that they are being adequately addressed and assessed? Working in small groups you will share your reaction to the new course focus and identify how you might adjust your subject. You will then consider the similarities and differences between your responses. A plenary sharing will follow.
THE PROMOTING EXCELLENCE INITIATIVE (Rm 106)
Deb Clarke, CSU Promoting Excellence Initiative Facilitator

What is good teaching? How can I learn more about good teaching? How can I share my teaching practice?

STRATEGIES FOR ACADEMIC LEARNING SUPPORT IN ‘NEW LOOK’ RURAL PARTNERSHIPS (Rm 104)
Susan Mlcek, School of Humanities & Social Sciences

The partnership between Charles Sturt University [CSU] and Western Institute of TAFE [WSI] offers the chance for an exciting education opportunity to a growing number of social work students at Dubbo. The unique arrangements answers some of the broad questions posed in the Bradley Review, about the need for education innovation in how programs are designed and delivered to address the needs and expectations of marginalised communities. In this particular example, students who are at a geographical and resource disadvantage compared to more centralised urban environments, enrol in both a Diploma of Community Services [Welfare] to be completed at their local TAFE College, and a Bachelor of Social Work Degree program which they undertake at the CSU Dubbo campus. That is, they study subjects in the two courses simultaneously, and at the end of four years are qualified with both a TAFE diploma and a university undergraduate degree. There are logistical considerations around staffing, timetabling, curriculum delivery, and in particular, with academic learning support, but both CSU and WSI are committed to providing the community with new educational opportunities via a ‘new look’ rural partnership. This paper discusses some of the options/ideas open to both CSU and TAFE regarding how and why an academic learning support program has become vital for the success of this program.

TRANSFORMING THE TESOL SUBJECTS INTO RICH STUDENT EXPERIENCES THROUGH TECHNOLOGY
(Rm 111/113)
Trisha Poole, School of Teacher Education – Linda Ward, Learning & Teaching Services

Prior to the introduction of CSU Interact, the teaching and learning materials used in the TESOL DE subjects were based in print materials and forums. The myriad of Interact tools and online educational tools now available has allowed us to re-think and re-evaluate subject design to make learning more accessible, participative and rich for our distance students. With this concept of integration at the forefront of the subject redesign, the TESOL subjects are being renovated to include the use of the Interact tools, audio, video, lecture captures, and integration of synchronous and asynchronous interactions and dialogs to create richer student experiences. Using Interact as the foundation, a blended mode of learning that includes more rich experiences will be available to our distance students so that a larger variety of learning needs can be more adequately accommodated. We believe that this blended mode of delivery will help build a stronger community of learners, enable the integration of more authentic experiences and collaborative learning opportunities that are currently missing from the print-based DE subject model, and create more interactions with the subject content, other learners, and lecturer. The redevelopment of the subjects in blended modes ensures that as the incorporation of IT in the profession alters, so do the subjects that are being taught, so there is an added benefit and element of real-time, real-world education.

THE INFLUENCE OF SUBJECT PROCEDURES AND LECTURER INTERACTION ON STUDENT PERCEPTIONS OF FAIRNESS (Rm 111/113)
Peter Denyer-Simmons, School of Communication

It is important to know what people find to be fair. The ‘fair process effect’ says that people react more positively when they perceive that they have experienced fair treatment, and more negatively when they perceive they have experienced unfair treatment (van den Bos et al., 2005). In the context of teaching we would expect that students who perceive they are being treated fairly are more accepting of lecturer decisions, for example they would be less likely to challenge subject and assignment grades. Importantly, perceptions of fairness are not just influenced by the outcome of decisions or the distribution of resources, fairness perceptions are separately influenced by procedural and decision-maker variables (Lind, 2001; van den Bos, 1997). This presentation will use Leventhal’s (1980) principles for fair procedures and Bies & Moag’s (1986) rules for fairness in interpersonal treatment to examine data on subject and lecturer preferences gathered from a small sample of communication students. The importance of lecturer impression management, professionalism, competence, dependability and respectfulness will be highlighted.
SYNTHESISING LIVES: ADDING PROFESSIONAL EXPERIENCE TO THE ePORTFOLIO (Rm 107)

Jennifer Munday, Murray School of Education

The development of the new B.Ed(EC&Prim) provides a unique opportunity to implement learning contracts and e-portfolios in conjunction with the new ePortfolio environment, Pebble Pad. The course is being developed due to the need/demand to provide ‘cutting edge’ learning and teaching in the current professional climate, integrate the latest in technological methods and facilities, and capitalise on the expert teaching available on each campus by developing cross-campus learning materials and teaching in the Faculty of Education. The fellowship with the Flexible Learning Institute has provided the opportunity to investigate, document, interrogate and disseminate findings about the embedding of ePortfolios into an undergraduate degree. This showcase demonstrates the second phase of embedding the ePortfolios into the undergraduate degree. In their first year the students were introduced to an ePortfolio process for development and assessment with the intention of continuing to build and collect artefacts and supporting documentation for various purposes throughout their degree. In the second year the ePortfolio showcases their planning and teaching in their first practicum and provides a reflective space for synthesising their own lives with their future professional identity.

PUBLISHING YOUR TEACHING INNOVATION (Rm 115)

Som Naidu, Learning & Teaching Services – Tony McKenzie, Learning & Teaching Services – Derek Sequeira, Learning & Teaching Services

Executive Editor ‘Distance Education’ [http://www.tandf.co.uk/journals/carfax/01587919.html]. Co-series editor: Routledge Book Series on Open and Flexible Learning [http://www.routledge.com/education]. You are passionate about your teaching and promoting effective, efficient and engaging learning in your subject. Over the years you have given this a great deal of thought. You have implemented numerous interesting innovations. You may have collected some very interesting data on the effectiveness of your teaching innovations. Or you may want to collect some reliable data which you could use to write about your teaching innovations. There are many reasons for wanting to convert your teaching innovation into a published product. Foremost, it helps to direct us towards thinking about our teaching activities in a scholarly way requiring attention to careful articulation of the learning outcomes, design of the student learning experience and ensuring congruency between these and our strategies for the assessment of learning outcomes. A scholarly publication from a teaching innovation will also lead to the enhancement of one’s teaching portfolio and the promotion of one’s career. Come along to this session and find out how you can get your teaching innovations published. We will explore how you can produce a scholarly publication from your teaching innovation. These could include a peer-reviewed journal article, or a conference paper. We will explore strategies involved in the process and relevant and suitable publication outlets for different areas. A particular focus of the session will be examination of published articles from teaching innovations in highly ranked journals and a study of factors that may have led to their acceptance.

PROBLEM BASED LEARNING – NOT ONLY FOR THE CLINICAL SCIENCES (Rm 115)

Leigh Schmidtke, School of Agriculture & Wine Sciences

Wine science and viticulture has been taught at CSU for over 30 years with the vast majority of students now commencing their studies as mature age students studying by distance education. A feature of the student cohort is the diversity of experiences relating to the wine industry. Students typically fall into one of four cohorts being either sea-changers who have decided to embark upon a career change with little or low practical exposure to the wine industry; young students with a strong familial link to the industry; highly experienced professionals seeking formal qualifications for career progression and high net worth individuals pursuing greater knowledge following the establishment of their own viticulture and wine making enterprises. A student’s level of prior knowledge regarding the subject area is also significantly influenced by the relative size and complexity of their workplace experience. Teaching a diverse student mix, whilst challenging, also present significant opportunities such as utilising student experiences to assist those with relative inexperience within the wine industry. This presentation will showcase the use of structured problem based learning exercises during a laboratory orientated residential school for final year students, and how these exercises enriches the teaching experience and increases the learning outcomes for wine science students. Examples of successful and ineffective approaches from the last eight years of teaching will be used throughout the presentation to illustrate the dynamics of PBL in residential schools for wine science students.
PROBLEM BASED LEARNING AND STUDENTS’ ABILITY TO SELF REGULATE IN THE CONTEXT OF THE BACHELOR OF CLINICAL SCIENCE (Rm 103)

Sarah Hyde, School of Biomedical Sciences – Phillipa Yabsley, School of Biomedical Sciences – Donna Read, School of Biomedical Sciences

Problem based learning (PBL) has a long history of implementation in health professional education and other discipline areas such as law and engineering. However, the use of PBL at Charles Sturt University (CSU) is relatively new. PBL was introduced in the final year of the Bachelor of Clinical Science course to teach and integrate two year long subjects – Reflective Clinical Practice and Research in Clinical Practice. The goal was to develop graduates lifelong learning skills and to prepare them for their future studies. This three year degree program is a pathway for entry into the graduate medical and dental programs at the University of Sydney which use the PBL approach extensively. The aim of this investigation was to explore the development of students’ ability to regulate and direct their own learning over this period. Data was collected using surveys, interviews and observations to gauge level of academic regulation and change over time. Sociocultural theory informed the methodology and analysis of results using three planes: community, interpersonal, and personal. This presentation will explore how students developed in this vein over the course of the subjects, the affordances and constraints for academic regulation in this context, and how effective the course design was in further developing self-regulated learning in the student cohort. This is the first time PBL has been implemented in the school and the results will also inform other CSU staff and schools about the utility of this approach for achieving the specified aims within this context.

THE GRADUATE CERTIFICATE IN UNIVERSITY LEARNING & TEACHING (Rm 106)

Deb Clarke, Coordinator Graduate Certificate in University Learning & Teaching (GCULT)

What is it?
Why should I do it?

GRADUATE ATTRIBUTES FOR STUDENTS STUDYING VITICULTURE AND WINE SCIENCE DEGREE COURSES (Rm 104)

Sandra Savocchia, School of Agriculture & Wine Sciences

Through consultation with industry and academic staff, a set of graduate attributes were developed by the Teaching Innovation Group (TIG) for students studying viticulture and wine science degree courses. A simple mapping tool was also developed to evaluate and enhance the graduate attributes for these courses. A critical discourse about the importance of graduate attributes in teaching and learning was achieved amongst the TIG and other academics. The extent to which graduate attributes were fostered within specific subjects and the identification of any perceived deficiencies within those subjects were determined. An evaluation of the coverage of the graduate attributes developed by the TIG in each subject assessment item was conducted by the relevant subject coordinator. Furthermore, focus groups were held with first and third year students enrolled in the wine science and viticulture degree courses to identify the attributes they perceived as being important. These attributes were then compared to those identified by the academics. In general, the attributes identified by the students were consistent with those identified by the TIG. Attributes such as teamwork, verbal skills and computer literacy were less evident than conceptual knowledge in the teaching of the courses. Industry awareness and showing initiative were identified as important attributes by focus group students. A thematic analysis of the student responses during the focus groups provided the TIG with new information on the potential integration of graduate attributes into the learning design for future assessment items in the wine science and viticulture courses.
IMPLEMENTING CSU’s EPORTFOLIO TOOL – A BEGINNER’S GUIDE (Rm 104)
Jacquie Tinkler, School of Education

After creating an ePortfolio board game as a part of another project, I found this “game-based” approach helpful in my thinking about my major revision of ESC401 – Introduction to Educational Computing. This distance education subject was revised to include a range of Web 2.0 tools and activities, but I wanted to specifically incorporate a range of tools from Pebble Pad, as well as encouraging my students to think about ePortfolios as tools for their own learning and for the learning of their own future students. This presentation will outline the activities students were asked to undertake, the rationale behind their incorporation into the subject, how students have used them and future plans and ideas.

INTERNATIONALISATION OF TEACHING (Rm 111/113)
Tony McKenzie, Learning & Teaching Services – Som Naidu, Learning & Teaching Services – Derek Sequeira, Learning & Teaching Services

Scenario: you have been asked to join a faculty working party to examine and recommend how to achieve consistency across all its undergraduate programs in graduates’ cross-cultural capability. This brief covers both on-shore and off-shore programs, and aims to cultivate graduates’ ability to celebrate and engage with diversity in their own country and in international work settings. Workshop participants will consider institution-, faculty-, course- and subject-level pressure points where intervention is needed for consistent and transformative outcomes to be achieved.

PROFESSIONAL PRACTICE FOR ENVIRONMENTAL MANAGEMENT: SOME REFLECTIONS OVER TWELVE YEARS (Rm 111/113)
Jonathon Howard, School of Environmental Sciences

This paper documents a reflective journey that was initially taken twelve years ago when I was employed by Charles Sturt University to oversee practicums for environmental management students. Practicums (also known as professional placements) are a component of many university curricula. Unlike disciplines such as health and education, professional practice for environmental management has no certification or accreditation requirements, and graduate destinations are diverse. The paper outlines some of the philosophical, institutional, and pedagogical challenges and questions that arise when implementing professional practice. It demonstrates how reflective practice has led to a change from simply providing a workplace exposure to being a more integrated and reflective professional experience that encourages students to explore vocational options and realise their career aspirations. The paper provides contrast to professional practice centred on accreditation and standards, shows an example of reflective teaching practice, and identifies some of challenges associated with attempting to make professional practice a recognised and important part of learning.

EDUCATING FOR CULTURAL COMPETENCE: THE TRANSFORMATION OF UNIVERSITY LEARNING AND TEACHING FOR THE PROFESSIONS (Rm 107)
Wendy Nolan, Centre for Indigenous Studies & Education

Australian universities have been educating professionals for well over a century. The education provided by Universities has shaped the thinking and practices of generations of professionals who have played a significant role in structuring relationships between Indigenous Australians and the broader society, including advising colonial and contemporary governments, authorities and professional bodies on policy and practice, constructing and legitimating societal values and attitudes, and providing professional services to Indigenous peoples. In general, the training provided to professionals has not equipped them with the necessary skills and knowledge to work effectively in Indigenous contexts. This presentation outlines the CSU Indigenous Education Strategy and the leadership role of CSU in transforming the nature of the education provided to professionals in Australia through the incorporation of Indigenous Australian content into CSU onshore undergraduate awards. It discusses how the inclusion of Indigenous content into professional programs offered by Charles Sturt University has the power to change the nature of Australian society and the quality of service provision provided to Indigenous Australians. The presentation will include an overview of the cultural competence pedagogical framework for the incorporation of Indigenous Australian content into undergraduate awards. The presentation highlights how the adoption of this framework for the systematic and systemic inclusion of Indigenous Studies has positioned CSU as the leading institution in the provision of Indigenous Education for the professions and a significant agent for social change and ethical practice in contemporary Australian society.
EXPLORING EVIDENCE BASED PRACTICE IN UNIVERSITY MANAGEMENT: DISPPELLING THE MYTHS OF BLOODLETTING (Rm 115)
Janet Buchan, Learning & Teaching Services

This study explores the use of evidence-based practice in university management. It is not a term that is readily used (yet) in connection with management practices at CSU, and many of those applying it are probably unaware of the significance of their work. It is proposed here that evidence-based management practice is in widespread use at a variety of levels of management at CSU. This study explores some examples of this evidence-based practice in action. In an organisation, management actions and decisions which are taken based on sound research and the best evidence available should in themselves be the best possible at that point in time. They should thus be able to withstand scrutiny and have an academic rigour about them. From its origins in clinical practice in health care, evidence-based practice has spread to a number of disciplines including education, natural resource management and more recently, management. The academic process involves the creation and sharing of knowledge. Ideas are challenged and rigorous research required so that claims and decisions are challenged before acceptance within the discipline area. In an institution or organisation, the very nature of the academic process can create a tension between ‘Management’ making decisions about organisational outcomes and acceptance of these decisions by the academic community. The common goal of our organisation is learning and teaching. By openly grounding university management decision-making processes in the theory of evidence-based management practice it is suggested that there can be more widespread acceptance of organisational management processes in the academic environment.

AN EVALUATION OF EMBEDDED LITERACY INTERVENTIONS ON THE LITERACY CAPACITIES OF FIRST YEAR STUDENTS (Rm 115)
Joanne Millar, School of Environmental Sciences

Concerns by academic staff within the School of Environmental Sciences have been expressed regarding the apparent decline in literacy and numeracy skills of first year students in recent years, reflecting similar anxieties documented in Australian Higher Education literature over the past decade. Enhancing student literacy capacities is considered to impact positively on retention rates, and is therefore a high priority for many universities. All on-campus students enrolled in their first year of a course within the School undertook the ACER Tertiary Writing Assessment (TWA) developed by the Australian Council for Educational Research (ACER), to assess the written English skills of university students at the commencement of their tertiary studies. The results from the ACER literacy testing suggested that all students who took the test would benefit from literacy interventions. Three workshops, based on syntax, grammar and sentence fluency were delivered by the Learning Skills Adviser during structured class time during the first semester of 2009. Semi structured interviews with a random sample of students who attended the workshops were undertaken to evaluate the effectiveness of the workshops on student’s literacy skills. Preliminary findings will be presented. The study findings will be used to improve student literacy skills in future (i.e. as a quality assurance exercise) and provide more information for other courses in this and other universities.

INNOVATIVE WAYS OF DELIVERING TERTIARY EDUCATION (Rm 103)
Joanne Lawrence, School of Computing & Mathematics

In order to encourage and increase uptake of Higher Education, innovative ways of delivering tertiary education need to be investigated. While exploring a range of methods and techniques that are both available and suitable for the delivery of Higher Education, a strong focus on providing maximum flexibility to fit with the lifestyles of busy working people is critical. The Graduate Certificate of Applied Statistics has been targeted for course and subject redesign. The aim is to make it a more attractive course for a broad range of potential students wishing to upgrade their Undergraduate qualifications. As part of the redesign process, the viability of delivering this course with maximum flexibility and entirely online will determined. The development of a framework that can be applied to further Post Graduate courses and subjects is another desired outcome of this redesign. A key element to the design of this framework will be investigating the viability of flexible entry and exit points, allowing students to start and finish subjects within the course at any time. There are many issues that must be addressed when considering the design of a course, or even subject, with this level of flexibility. The impact of such a design affects more than the student and lecturers directly involved. This paper discusses many of the issues that should be addressed when assessing the suitability of a course or subject to be delivered entirely online and with the total flexibility of starting and finishing at any time a student wishes.
EDUCATION FOR SUSTAINABILITY IN AUSTRALIAN NURSING AND ALLIED HEALTH CURRICULAS (Rm 103)
Helen Masterman-Smith, School of Humanities & Social Sciences – Marie Sheahan, School of Humanities & Social Sciences – Sigrid Christiansen, School of Humanities & Social Sciences
The issue of environmental sustainability is one of the major social, policy and educational challenges of our times. Indeed, the transformative potential of “education for sustainability” (EFS) now informs the University mission. A major obligation we have as teachers is to empower our students to be agents of change towards sustainability in their workplaces, professional practices (and personal lives). This presentation reports on the progress of a Commonwealth Department of the Environment, Water, Heritage and the Arts funded project that aims to support EFS curriculum development in undergraduate nursing and allied health degrees. In doing so it crosses the research /teaching/practice nexus in health care. The overall project entails a literature review, national tertiary educator survey, national stakeholder consultations and an EFS roundtable to inform the development of a handbook of curriculum models. In this presentation we overview the state of the field and share the national survey results.

THE ALTC EXCHANGE (Rm 106)
Deb Clarke, CSU ALTC Grants Facilitator
Exploring the possibilities

CRITICAL REFLECTIONS ON BUILDING A COMMUNITY OF PRACTICE ABOUT ICT-ENABLED LEARNING AND TEACHING AT CSU (Rm 104)
Philip Uys, Director, Strategic Learning and Teaching Innovation, Learning & Teaching Services
This presentation critically reviews a case study at Charles Sturt University where the author has been involved in the building of a Community of Practice (CoP) as a bottom-up strategy to expand the breadth and depth of ICT-enabled learning and teaching at CSU. Over the last two years various strategies have been used to empower academic staff in the use of ICT-enabled learning and teaching and general staff in support of such usage. Successful change management for technological transformation requires integrated top-down and bottom-up strategies. One of the goals of bottom-up strategies in this engagement was the strong development of a CoP around ICT-enabled learning and teaching. These strategies include extensive professional development, corridor conversations, wide communications, face-to-face forums, the development of a CSU Interact project site which grew to 560 members, a recent Yammer site that now has 165 members, and the building of a learning design showcase of learning and teaching with ICTs. The presentation will critically reflect on the development of this CoP at CSU in the light of notions of social presence and organisational culture, and will engage with the audience on further ways of enhancing this CoP.

TOWARDS AN EFFICIENT ONLINE ASSESSMENT SYSTEM (Rm 104)
Aiming at designing an efficient online assessment system we investigate various types of questions in terms of multiple choice, essay and fill-in-blank and we build up a questions bank based on three levels (hard, medium and simple). Online assessment system provides students a number of benefits. Such as Large numbers can be marked quickly and accurately; students response can be monitored; assessment can be offered in an open access environment; assessments can be stored and reused; immediate feedback can be given and assessment items can be randomly selected to provide a different paper to each student. It also assists them in knowing what to study and they helped them to pace their revision so they did not just cram for the final exam.
WHAT A FEELING: AN EMOTIONAL CASE FOR THE ROLE OF FIELDWORK IN WIL *(Rm 111/113)*

Brett Van Heekeren, School of Communication/EFPI

In the most general of terms Work Integrated Learning (WIL) is seen as “educational activities that integrate theoretical learning with its application in the workplace” (Calway & Murphy, 2007). This marrying of the two settings of the educational institution, where academic learning occurs, with the workplace, where the practical learning occurs, has ‘long been regarded as one of the most effective educational vehicles for linking theory with practice’ (Van Gyn, 1997) and providing an effective school to work pathway. The discourse that supports this pedagogical strategy is grounded in the ‘situated learning’ theory of ‘learning by doing’ and espouses that the ‘environment of the workplace is critical to shaping the particular learning that the student can achieve’ (Eames, 2001). Much is written about the benefits of the relationship between what the learner ‘thinks’ and ‘does’ in the field, in particular the potential for ‘higher order cognitive goals’ (Heineman, 1982) shaped by the interaction between the student and these two environments. But the question of what the learner ‘feels’ during the experiential or fieldwork experience appears to be undervalued. Based on the journals of students in the field, this presentation explores the value of the learning that occurs when learners ‘feel’ they legitimately belong in a community of practice as a result of their fieldwork experience.

PEER MENTORING: DOES IT IMPROVE ASSESSMENT OUTCOMES? *(Rm 111/113)*

Kristy Robson, School of Community Health

This program allows 4th year Podiatry students to assist and mentor junior students in the development of clinical reasoning skills and case presentations. This has been an important strategy for developing skills to assist students in undertaking formal clinical exams as this assessment often has a high rate of students required to undertake additional assessment in order to prove competency. The junior students are provided with a peer role model that enables them to see how they may progress their own skills and understanding. In addition, by placing senior students in a teaching role it further develops their communication skills, which in turn enhances their ability to provide education to clients. With the introduction of this program, in conjunction with other strategies, we have seen a significant decrease in the number of students either failing or requiring additional assessment in their final clinical exams.

MENTORING WORKSHOP: DEVELOPMENT OF UNIVERSITY SCHOOL RELATIONSHIP *(Rm 107)*

Liisa Uusimaki, Murray School of Education – Doreen Rorrison, School of Education

Positive relationships between the university and schools are paramount in supporting the advancement of the teaching profession and the development of quality teachers. This paper presents an overview of a mentoring workshop that was introduced at two Charles Sturt University campuses situated in regional Australia. The aim of the mentoring workshop program was not only to explore issues of concern in relation to how to better support the supervising teacher in their mentoring role of pre-service teachers, but also find ways to address the high demand of professional experience placements. The findings from this work in progress suggested that a closer relationship between the professional experience personnel other university academics and site-based educators was warranted to ensure the quality of future teachers. **Keywords:** Mentoring workshop, supervising teacher, mentoring role, relationships, quality teachers.

FROM THE ‘DETECTIVE MAGAZINE’ TO ‘HILL STREET BLUES’: A MULTI MEDIA APPROACH TO LEARNING IN DISTANCE EDUCATION IN POLICING *(Rm 115)*

Chris Bushell, School of Policing Studies – Deb Murdoch, Learning & Teaching Services

The subjects in Year 2 of the Associate Degree Policing Practice (delivered by the School of Policing), have progressively evolved from the traditional methods of subject delivery to the development of a multi-media environment enhancing the teaching and learning outcomes. This multi-media approach environment directly links teaching and learning to real life situations. This paper will discuss the ‘trials and tribulations’ of both the Educational Designer and Lecturer in the development of ‘simulations’ in a multi-media learning environment specific to distance education. Further it will outline the processes involved to meet both the academic rigors expected of university delivered course as well as the expectations and needs of the organisation whom the student is employed by.
Friday, 27 November 2009
12.05pm – 12.35pm

MIRROR MIRROR: REFLECTION ON THE POWER OF REFLECTION ON LEARNING AND TEACHING AND HOW IT CAN BE A GUIDING LIGHT FOR CONTINUOUS IMPROVEMENT (Rm 103)

John Harper, School of Agriculture & Wine Sciences – Derek Sequeira, Learning & Teaching Services – Som Naidu, Learning & Teaching Services – Tony McKenzie, Learning & Teaching Services

You have just finished lecturing and you know that something did not quite click. The sea of blank faces haunts you as you go back to your office. Why didn’t they get what you thought was a simple concept? You have lunch with a colleague and tell them your concerns. They suggest you talk to your Educational Designer (ED) about some active methods that might help the students engage in learning the concept. You go back to your office and write down your thoughts. You email your ED and a meeting is set up. In your next lecture you invite two colleagues along to do a peer review and your ED to do a teaching dynamics. From your discussion with your ED you are going to try something new and you want to capture its pros and cons from the point of view of your colleagues and your students. You try getting the students into groups to discuss the difficult concept. You walk around, you facilitate, you listen to them discuss and argue and negotiate. At the end of the lecture you ask the students to give you some one-minute feedback. You discuss with your colleagues, you read the students’ comments and respond in the next lecture. You feel you are getting somewhere! Do you want to hear more success stories like this one, and how to confront and cope with challenges that face you and your teaching? Then come along to this open forum and share your successes and frustrations about your reflections in action! What challenges have you encountered, what has worked really well for you?

Friday, 27 November 2009
1.10pm – 1.40pm

FEEDBACK ON LEARNING (Rm 106)

Jenny Kent, School of Accounting – Joy Wallace, School of Social Sciences & Liberal Studies – Ken Dillon, Faculty of Business – John Harper, School of Agriculture & Wine Sciences – Ron Kerr, School of Nursing & Midwifery – Marian Tulloch, Learning & Teaching Services

A study of staff and students’ perceptions and the implications of these perceptions for measuring feedback quality is exploring the issue of the helpfulness (or otherwise) of feedback on learning, and of how to improve the quality of the feedback we provide. The project has been stimulated by relatively poor rankings for feedback and guidance in online evaluations such as the CEQ (a common issue across universities). Focus groups have been used to identify the range of issues that require further exploration. The complete study should allow us to develop rationales for our feedback practices; ground our practices in shared staff/student understandings of the purposes and value of feedback, through a capacity to be more explicit about expectations on both ‘sides’; enliven our classrooms and levels of trust as a result and improve University performance on teaching quality measures in the longer term. This session will report on progress to date and explore the emerging issues with workshop participants.

eSIMS FOR PROFESSIONAL PRACTICE WORKSHOP (Rm 106)

Deb Murdoch, Strategic Learning and Teaching Innovation, Learning and Teaching Services - Stephanie Johnson, School of Humanities and Social Sciences - Chris Bushell, School of Policing Studies

Digital simulations for student learning of professional experience give students the opportunity to explore in a safe environment authentic work based practices. So what is a digital simulation? Digital simulations are a computer generated and computer based experience that students interact with to engage with concepts and learn and refine skills. They usually offer a simulated environment that mimics an authentic one. Students value experiential learning with practical applications rather than abstract academic study. Simulations offer students the possibility of applying critical thinking and knowledge to professional experience. It gives students an interactive experience vastly different from the transmission methods used greatly in the past. By immersing themselves in a situation they need to think out possible solutions and solve problems. Simulations can be designed to be constructively aligned to learning objectives and incorporate previously developed resources as well as new ones. Constructive alignment aligns an activity or resource to subject objectives to help ensure they are met through the resources of the subject. When constructive alignment is applied across assessment, resources and activities a subject then all objectives can be said to be met. This workshop explores how two different simulations meet the objectives of the respective subject.
A ‘CAPTIVATING’ APPROACH TO REVISION (Rm 104)
Shevahn Telfser, School of Agriculture & Wine Sciences

The Captivate program has been chosen by CSU as a tool to capture lectures and tutorials in an interactive way that can enhance student learning. I have used captivate as a way to help students revise. Programs such as Captivate are not designed to replace revision of course notes and texts, rather to be used as an additional method for students to receive instant feedback on progress. This can reduce the administrative burden on lecturers associated with revision activities. Using a series of multiple choice and short answer questions students can identify areas within a subject where they do not have the required depth of knowledge. A student can then be guided towards the material which requires greater attention in their revision program. The tests are able to be taken as often as the student wants, allowing a student to monitor their revision progress. Student feedback associated with the use of interactive quizzes is positive with many commenting on the value of feedback outside of class time and its use in providing direction during periods of revision.

TEACHING APPROACHES TOWARDS LARGE AND SMALL CLASSES (Rm 104)
Xiaoming Zheng, School of Dentistry & Health Sciences

A problem based teaching approach is employed to enhance student learning for a small class whilst a conventional stage lecture delivery is more effective for a large class. Conventional stage lecture does not work for a small class as student attendance of lectures is non-compulsory. It is difficult to adopt a problem based discussion approach for a large class because of time and space limitation. It is concluded that different teaching approaches should be employed for University teaching depending on the numbers of students in the classes.

DEVELOPING COURSES FOR BLENDED LEARNING (Rm 111/113)
Richard Taffe, Murray School of Education – Miriam Edwards, Learning & Teaching Services

This presentation firstly discusses how the B.Ed (EC & Primary) is currently being delivered as a cross-campus internal course in the Faculty of Education. Next, the presenter proposes how this course can be transformed through blended learning practices in order to offer a more flexible learning and teaching experience for students and staff.

CONTROLLING FOR MARKER EFFECTS: CHALLENGES FOR SUBJECT COORDINATORS (Rm 111/113)
Richard Taffe, Murray School of Education

This case study highlights the need for processes of moderation and monitoring of marking practice, especially in the case of multiple markers. Findings from this case study clearly suggest that gross deviations from expectations and the other markers’ practice, if detected early, can be remedied before more serious injustice to students arises further down the track. Approaches to marker moderation and monitoring marking practice will be presented.

USING HARVARD 1 MINUTE PAPERS TO IMPROVE THE FIRST YEAR EXPERIENCE (Rm 107)
Kay Plummer, School of Accounting – Warwick Baines, School of Accounting – Nick Davis, School of Accounting – Kristy Fitzmaurice, School of Accounting – Donata Muntean, School of Accounting – Nick Pawsey, School of Accounting

Accounting 1 is a subject that all students in the Bachelor of Business (specialisations) must take even if they are not going to be accountants and as a result many students do not effectively engage with the subject material. A number of in class and online activities were developed and used to help students engage with the material. A Harvard 1 paper was used at the end of each tutorial to help students reflect on their learning and to provide feedback for the tutors and lecturers for the next weeks teaching and learning activities. At the end of the semester, students responded to a questionnaire on the Harvard 1 minute paper process indicating strong support for the process. The process also provided an inventory of concepts that students found difficult throughout the semester which can be used for the development of additional learning resources. An interesting result was that concepts that were difficult at the beginning of the semester were identified as being relatively easier by the end of the semester demonstrating that repetition with different examples over time improves learning.
THE IMPLEMENTATION OF A PORTFOLIO BASED ASSESSMENT IN THE PHARMACY PROGRAMME AT CSU
A PERCEPTION ANALYSIS (Rm 115)

George John, School of Biomedical Sciences

Background: In 2009, a new subject was added to the Bachelor of Pharmacy Program called PHM 405. This subject was developed in line with the CSU attributes of continuous quality improvement and making the graduates “Market Ready”. The teaching team re-developed the subject to include significantly more of self-directed learning by the incorporation of a Complementary and Alternative Medicine Portfolio.

Objective: The purpose of this study is to analyse the challenges and opportunities that the students felt in a portfolio development exercise. It also was to elucidate feedback from the student on what were the positive attributes of the Course and negative attributes with regards to portfolios. This study would help in improving the course content and course structure next year.

Methodology: The researchers will be using a standard instrument which the analyses the Strengths, Weaknesses, Opportunities and Threats. A standard 5 point Likert scale with options varying from strongly agree to strongly disagree will be used in the survey. Ethical approval has been sought from CSU ethical committee for the above study (approval pending to date).

Results: Data collection will start in October 1st week and further results will be analysed after.

Conclusion & recommendations: Will be given pending inference of results.

A STUDY OF DIGITAL MEDIA REUSE IN TEACHING COMMUNICATION, INNOVATION & BRANDING
(Rm 115)

Cathi McMullen, School of Business – Anthony Chan, School of Computing & mathematics

This is an early report on a pilot study of the use of TV commercials in three subjects - ITC105 taught in Wagga Wagga and MKT 235 and MKT350 taught in Bathurst. Similar sets of TV commercials were used to convey concepts to students studying communication, innovation and branding. These objects were collected and then shared between lecturers (Trigg, Blomberg & Suchman 1999; Kleinberger, Schrepfer, Holzinger & Müller 2001) across the two campuses. This session will discuss how these items were selected and collated and the pedagogical concerns underpinning their selection and choice. The lecturers will explain how similar 20-sec commercials were able to be used as materials in class presentations and discussion. This pilot study represents one part of a FLI seed grant project “Exploring pedagogical affordances of digital video archives in Brand Management & Product Innovation Management”.

STANDARDS IN HIGHER EDUCATION (Rm 103)

Stephen Loftus, Education for Practice Institute – Joy Higgs, Education for Practice Institute – Maree Donna Simpson, School of Biomedical Sciences

This workshop will explore the growing interest, and recent trends, in standards in higher education. Standards are currently controversial and topical with, for example, media claims that standards in higher education are falling. With globalisation there is a need for employers to be able to compare graduates with similar qualifications from different institutions around the world. Universities, like CSU, need to be able to point to the standards being used to establish and improve the quality of education that we offer, so that a CSU degree can be seen as highly desirable, both by potential students and employers. The workshop will look at the many sources of standards and explore issues such as the values that underpin standards and how they can be adapted for benchmarking.
eSIMS FOR PROFESSIONAL PRACTICE WORKSHOP (continued) (Rm 106)
Deb Murdoch, Strategic Learning and Teaching Innovation, Learning and Teaching Services - Stephanie Johnson, School of Humanities and Social Sciences, - Chris Bushell, School of Policing Studies
Digital simulations for student learning of professional experience give students the opportunity to explore in a safe environment authentic work based practices. So what is a digital simulation? Digital simulations are a computer generated and computer based experience that students interact with to engage with concepts and learn and refine skills. They usually offer a simulated environment that mimics an authentic one. Students value experiential learning with practical applications rather than abstract academic study. Simulations offer students the possibility of applying critical thinking and knowledge to professional experience. It gives students an interactive experience vastly different from the transmission methods used greatly in the past. By immersing themselves in a situation they need to think out possible solutions and solve problems. Simulations can be designed to be constructively aligned to learning objectives and incorporate previously developed resources as well as new ones. Constructive alignment aligns an activity or resource to subject objectives to help ensure they are met through the resources of the subject. When constructive alignment is applied across assessment, resources and activities a subject then all objectives can be said to be met. This workshop explores how two different simulations meet the objectives of the respective subject.

LAUGH YOURSELF SMART! THE USE OF HUMOUR IN FIRST YEAR BOTANY CLASSES TO IMPROVE STUDENT LEARNING (Rm 104)
John Harper, School of Agriculture & Wine Sciences – Geoff Burrows, School of Agriculture & Wine Sciences
A quick ‘Google Scholar’ search using terms such as humour teaching provides us with a number of articles supporting the careful use of humour in teaching, to create a better environment for learning. In first year, first session botany classes we use humour in a number of ways to enhance student learning. For example, a subforum is created for botanical humour - Did you hear about the IT - savvy sweet potato that said “I think therefore I Yam-mer”? Humour is used in a whole range of different ways – short 30 second movies from the web are used either to make a point about a difficult concept, lead into a question or to provide a break between different topics. For example, a search for ‘Store Wars’ in Google provides a movie that is a humorous way to introduce fruit and vegetables. Students are encouraged to share fun mnemonics to help each other remember botanical terms. For example, this year students came up with – ‘Kids Playing Chicken On Freeways Get Squashed’ to remember the taxonomic hierarchy Kingdom, Phylum, Class, Order, Family, Genus, Species. At residential school students comment on the humour providing a great atmosphere for learning. The important thing to emphasise is you don’t have to be a comedian or have a dynamic personality to help students laugh themselves smart!

DEVELOPING DIGITAL MEDIA RESOURCES – INTRODUCING THE MEDIA DEVELOPMENT UNIT (Rm 104)
Tim Klapdor, Learning & Teaching Services - Ryun Fell, Learning & Teaching Services
The Media Development Unit (MDU) forms part of the Division of Learning and Teaching’s production services. It has been set up to cater for the creation and production of digital media such as video, audio and interactive resources. The MDU works with academic staff to deliver content in rich media forms that enhance the learning experience. This session will elaborate on working with the MDU and the services provided.

MY FRESH ACADEMIC EXPERIENCE: THE SWEET AND SOUR (Rm 111/113)
Hassan Obied, School of Biomedical Sciences
Moving from student seats to the lectern of the lecturer was not only a move in time and space. To me, it has been a large leap over the fences of language, culture, ethics and technology. In addition to the typical problems of rough navigation through the academia to draw a safe sailing map through my subjects, students, colleagues, research and life; I had to tackle the challenge of inter-campus teaching and the limitations and frustrations of active video teaching; catering for students from different academic backgrounds; distance versus internal students; and teaching of large classes. While my second anniversary of joining the academia is quickly approaching, I have decided to look back and reflect on how the previous two years have shaped my teaching philosophy, style and objectives. The scarce literature addressing the fresh academic experiences has encouraged me to present my personal fresh academic experience not in order to offer guidelines and recommendations but it may help to tell that it tastes sweet and sour.
A BRIDGE TO FAR: THE BARRIERS TO USING ePORTFOLIOS TO INTEGRATE PROFESSIONAL PRACTICE WITH LEARNING WITHIN A UNIVERSITY (Rm 111/113)
Jonathon Howard, School of Environmental Sciences

The use of electronic portfolios, either web-based or software generated offers great promise but also poses significant challenges. The paper describes a 2008 FLI Fellowship which sought to better integrate professional practice into the undergraduate degrees in environmental science. It begins with a background to the issue and why portfolios were deemed as the most appropriate technology to achieve the desired outcome. It then outlines a number of silos that inhibited the implementation of this approach. It suggests that a greater focus on outcomes rather than activity may have overcome this problem. This may have enabled better definition of the critical body of pedagogy as well as the ability to develop and resource teaching tools to enable educators and practitioners to apply it.

LEADING AND LEARNING: DEVELOPING ALTERNATIVE SUBJECT DELIVERY MODES FOR EARLY CHILDHOOD STUDENTS (Rm 107)
Wyverne Smith, Murray School of Education – Louise Hard, Murray School of Education

The evolving technological environment continues to afford educators new tools to consider in their repertoire of teaching approaches. In combination with these new affordances the world of on campus study is changing driven much by the changing lives of students. This presentation reports on the need to redesign a fully on campus subject into blended and fully on line modes to provide students with increased flexibility and opportunity to access subject content in more interactive ways. The first part of the presentation provides the context and concept development process involved in the redesign of this early childhood leadership subject. We will outline the rationale and development process as well as detail some of the interactive intentions of the subject. In part two we will hear about the realities of the implementation of this redesigned subject for the on campus and distance cohorts. How in fact have staff and students engaged with the subject in these alternative forms, what is proving successful and what is not meeting the needs of our student audience? Our conclusion will explore the successes and the continuing challenges as well as the unexpected outcomes of teaching and learning about leadership in this new blended mode.

THE OPEN WIKI EXAM: A STUDENT CENTRED APPROACH TO EXAM DESIGN AND PREPARATION (Rm 115)
Miriam Edwards, Learning & Teaching Services – Sally Knipe, Murray School of Education

By using a wiki to create exams, a web-2 version of the traditional ‘open-book’ exam is possible. Students comfortable with the content of the wiki, should do well on the exam, which is delivered according to university protocol. This exam focused on students’ knowledge and understanding of all issues presented in the subject throughout the semester. As with most exams the questions were based on subject texts, lectures, tutorials, handouts and multi-media presentations. But with the open wiki exam, questions are devised by students, not the lecturer. During the first 6 weeks of the semester, 10 students were required to post one question each onto the Interact wiki in response to the knowledge gained that week. From this, final exam questions were chosen. By developing questions for the exam in this manner, students took responsibility for their own learning and became accountable to their peers. Students were also required to reflect upon content on a weekly basis, rather than ‘cramming’ at the end of session. Feedback from the lecturer and classmates was given by adding ‘comments’ to the wiki as the list of questions grew. This guided the students through the content as well as directing them on question construction. As a result, students were given the opportunity to develop skills in crafting questions. Students were asked to consider designing various ‘levels’ of question types throughout this activity. This presentation details advantages of the open wiki exam over more traditional methods, the process involved and student feedback.
AUTHENTIC LEARNING: COLLABORATING, CREATING, CRITIQUING AND REFLECTING IN INTERACT (Rm 103)
David Maxwell, School of Communication – Lynnette Flynn, Learning & Teaching Services
This presentation discusses the process and outcomes of rethinking the design of a second year distance subject Principles of Channel Planning to utilise more authentic learning strategies. It was hoped that the types of activities and tasks students are asked to engage with would reflect the principles of authentic pedagogy: higher order thinking; depth of knowledge; connectedness to the real world; substantive conversation, and social support for student achievement (adapted from Clarke 2005, and Newmann & Wehlage 1993). The students are required to create an individual media portfolio. In the past this has always been a very concentrated learning experience for students and an extremely labour intensive experience for the subject coordinator. In rethinking the learning design of the subject it was felt that the individual experience isolated the student and provided only one perspective of the variety of media and applications that students need to experience. A three pronged approach was developed. Firstly students collaborate (in a partnership) to analyse the effective use of a particular assigned media channel, they then create and present this portfolio via the wiki. Students then provide and receive feedback on their portfolio by individually critiquing other media channel portfolios. It was also felt that the third step, that of students reflecting on their learning would also provide insight into each student's achievement of their learning goals. The outcomes of the implementation of this learning design will be discussed.

TRANSFORMATIVE LEARNING THROUGH HONOURS: THE EXPERIENCE OF ALLIED HEALTH STUDENTS (Rm 103)
Caroline Robinson, School of Community Health
Intrigued and concerned by the small number of students enrolling in honours, my interest is in exploring the experience of honours students in allied health. Working with student participants from occupational therapy, physiotherapy, podiatry and speech pathology at both Charles Sturt University and La Trobe University, I am capturing their experiences through a series of interviews. Recently it has been proposed that the three core features common to honours curricula are advanced disciplinary knowledge, research training and the production of a substantial independent research thesis/project (Kiley, Nursoo et al. 2009). These are expected outcomes of an honours programme but what do students learn through honours? This presentation will share some of the students’ experiences of learning as they work through honours. Students discuss honours as a very different way of learning and managing an honours workload with the competing demands of other subjects and clinical placement, requires a high level of self-motivation and self-belief. Learning about writing is for some students a motivation to undertake honours and for others, an unexpected benefit. Students find that their relationship with academic staff and other researchers is changed and their acceptance into the research community of practice comes as a surprising learning experience. Of particular interest is what students learn about themselves and how this learning through honours influences other areas of their lives. Students are no doubt transformed by the learning experience of honours and perhaps articulation of the impact of this learning can be used as a positive influence, in encouraging more students to consider honours.

WILL A FIELDWORK EDUCATION MANAGEMENT SYSTEM FOR CSU ENHANCE STUDENT LEARNING? (Rm 106)
Megan Smith, School of Community Health
In 2009 a CSU workforce improvement project (WPI) identified that the process of managing fieldwork placements as currently undertaken at CSU is inconsistent, inefficient and labour intensive. Existing processes may also be placing the University at risk of being unable to comply with statutory requirements for recording, storing and reporting placement data. Within the higher education sector various fieldwork placement management systems are in use, either purchased from commercial providers or custom designed and developed internally. Although the potential benefits of improved efficiency and accuracy of data storage are easily apparent the implications for students’ experience and learning on fieldwork have been less explored. CSU is currently investigating potential fieldwork education management systems that will meet its needs. To ensure the most appropriate system is implemented it is important to widely consider how it may influence future practices. This workshop will involve dialogue with participants to explore the potential impacts of implementing a fieldwork management system on the practices used to enhance student experience and learning on fieldwork. The outcomes of the discussion will inform future decision making about an optimal system to meet CSU needs in the future.
TRANSFORMING PRACTICE, WRITING GROUPS AND THE SCHOLARSHIP OF TEACHING *(Rm 104)*
Cathi McMullen, School of Business – Deb Clarke, School of Human Movement Studies – Zelma Bone, School of Business

Communities of practice have the potential to act as change agents in higher education (Cox 2006). In this presentation we examine a particular community of practice – a writing group focused on Scholarship of Teaching – and in doing so demonstrate the potential of writing groups to transform university teaching and learning. The community in this case was a group of academics interested in understanding and improving their learning and teaching capabilities and communicating their reflections on aspects of their teaching practice to a broader audience. Beyond the outcomes of conference presentations, conference papers and journals this writing group provided the means for members to grow as writers and reviewers of their peers’ work and to re-examine, build upon and share their knowledge and understanding of teaching practice. In the final section of the presentation we share our experiences of how writing groups can be created and sustained in the current university environment.

NEEDS ANALYSIS FOR TRAINING AND SUPPORT OF CSU ACADEMICS FOR EFFECTIVE WORK INTEGRATED LEARNING *(Rm 111/113)*
Maree Donna Simpson, School of Biomedical Sciences

A key feature of education of the professions is work-integrated learning (WIL) which has the potential to provide rich and relevant learning experiences. It also contributes to the work readiness of graduates which has been identified in the literature as a key desirable objective by professional accreditation bodies, and employers. Whilst WIL is invaluable to students, to the university and ultimately to the professions, it is an activity which has potentially many risks associated with it. These include: risks to reputation of the university; risks to student (personal injury, accident, rarely death); risks to patients or worksite staff. It is crucial that all participants are prepared appropriately to manage these risks. In this EFPI fellowship project, conducted under the supervision of Dr Stephen Loftus, CSU staff have been invited to identify their own needs for training and support through participation in an online survey; a structured interview or a focus group. This is of particular importance as CSU staff are increasing of diverse backgrounds. From an initial literature search, domains of likely interest to staff have been identified as being: selection of supervisors; conflict resolution skills; coaching skills for learners who struggle and developing enrichment activities for gifted learners. CSU has a low appetite for risk so it is critical that training is developed for academics with WIL in their subjects.

ENHANCING ACCESS, EQUITY AND STUDENT LEARNING THROUGH THE USE OF VIRTUAL MICROSCOPY *(Rm 111/113)*
Lucy Webster, School of Biomedical Sciences

Teaching of microscopy-based subjects is currently severely hindered by issues surrounding infrastructure, access and equity. In particular, distance education and offshore students are largely restricted to viewing samples on glass-microscope slides during intense residential school periods where they are under immense stress and time pressures. Virtual microscopy enables the digital reproduction of glass slides such that images can be viewed and manipulated at remote locations. This presentation will outline a proposal to develop, implement and evaluate a comprehensive virtual microscopy resource for teaching normal tissue histology and histopathology within the School of Biomedical Sciences. If successfully implemented this technology has the potential to transform the teaching and flexible delivery of all microscopy-based subjects within the Faculty of Science at CSU.
WHAT IS THE BEST THING A UNIVERSITY CAN DO FOR ITS STUDENTS IN THE TWENTY FIRST CENTURY?

Tony McKenzie, Learning & Teaching Services - Joy Higgs, Education for Practice Institute - Stephen Loftus, Education for Practice Institute

For an institution that sees itself as a professional preparation provider, ‘the best thing’ will necessarily include a quality preparation for a student’s chosen career; however, because universities also claim their courses foster attributes that enhance one’s capacity to play a positive role in society and one’s various communities of belonging, ‘the best thing’ will need to be a composite of numerous qualities. In this presentation I draw attention to two theorists in higher education – Ronald Barnett and Paul Ramsden. I ask two questions. What does a university education need to encompass? And why does a university program need to articulate goal-laden graduate outcomes? I describe a ‘four fields of interest schema’ to explore university education in the 21st century. Graduates need: • understanding, knowledge and skills for their chosen worlds of practice • a capacity to function and thrive in conditions of incomplete information and uncertainty • a capacity to work with others and lead • a deep sense of self for moral judgment and personal agency. This paper looks at meaning making capability in twenty-first century university education, using a ‘reflexive hermeneutic’ approach to inquiry.

STUDENT VOICE ON FIELDWORK AT CSU (Rm 115)

Cathy Maginnis, School of Nursing & Midwifery/EFPI

Students’ learning experiences with practice based education (PBE) are diverse and reflect the individual practices of their chosen professions. It is important to have an authentic experience to develop their skills and ability to relate their theory to the reality of practice. PBE refers to university education that is grounded in the preparation of graduates for practice and contains compulsory practice learning such as fieldwork education and clinical placements. Many courses in professional education encompass PBE. Given the importance of PBE to professional education, measurements of the student experience need to be able to discern the contribution of PBE to student’s overall experience. If there is to be meaningful enhancement of students’ learning experiences it is important to critically appraise the processes used to evaluate the student experience of PBE and to understand the processes used to interpret, disseminate and act upon the findings. Tools used to measure the student experience are predominantly quantitative in their approach. The tools typically utilised by universities to measure the student experience lack specificity and sensitivity in regard to PBE. This project used focus groups as a qualitative approach to allow students’ an opportunity to discuss their lived experience and share their perceptions on their experiences with PBE at CSU. The opportunity to incorporate internal, distance education and international student’s in focus groups and to utilise a series of questions to direct discussions, has provided a unique opportunity to delve into the student experience and to analyse this information to enhance their learning experience.

RENOVATING FIELDWORK AND WORKPLACE LEARNING (Rm 115)

Narelle Patton, School of Community Health – Joy Higgs, Education for Practice Institute – Megan Smith, School of Community Health

This session will explore the theory and practice of fieldwork and workplace learning and promote discussion about the future of workplace learning in tertiary programs. Universities are being challenged to provide leadership in the development of workplace learning models which will meet both the needs of the current generation of students and those of the professions and community. The learning needs of this generation of students is proposed to be significantly different to those of previous generations (Loader 2007, Prensky 2005). Therefore participants in this workshop will be: • Invited to examine the congruence between current workplace learning practices and students’ learning needs; • Challenged to re-imagine how learning might be delivered differently during workplace learning to secure engagement of our new generation of young people. Theoretical contributions from Dewey (1916), Lave & Wenger (1991) and Billett (2009) will frame the initial discussion of workplace learning. In addition findings from an ongoing interpretive research project aimed at gaining a deeper understanding of the influence of contextual factors on physiotherapy students’ learning during clinical placements will be presented. The facilitation of student engagement in learning will potentially lead to improved learning outcomes with benefits for students, organisations and the wider community. It is intended that participants will be inspired to implement some of the suggested strategies to renovate their current workplace learning practices.
FARMERS IN CRISIS; SUICIDE RISK ASSESSMENT ONLINE (Rm 103)
Stephanie Johnson, School of Humanities & Social Sciences
Suicide risk assessment skills online targeting social work masters students. Using computer mediated simulation to develop interview skills in a safe environment for both students and clients. Using this technology it gives students scaffolded and authentic work related skills transferable to their day to day professional life. This presentation aims to demonstrate the use of E-sim technology in the development of professional skills. This presentation will showcase the development between the educational technologist and the academic. Transferring knowledge and capacity building in new technology promoted by ALTC project e-Simulation.