Conference Program
Schedule and Abstracts

19 - 21 November 2013
Mansfield Building (C2)
Bathurst Campus
Charles Sturt University
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Acknowledgements

Welcome to Country
Aunty Gloria Dindima Rogers, Wiradjuri Elder

Keynote Speakers
Dr Clair Hughes  Teaching & Educational Development Institute, University of Queensland
Dr Cathy Gunn  The Centre for Learning and Research in Higher Education, University of Auckland

CSUEd 2013 Division of Student Learning (DSL) Operational Team
Marian Tulloch  Acting PVC, Student Learning
Barbara Hill  Indigenous Curriculum & Pedagogy Coordinator
Rebecca Acheson  Educational Designer
Kathryn Dalton  Educational Designer
Ryun Fell  Senior Media Technologist
Lesley Reid  Teaching & Staff Development Officer
Kate Rose  Administrative & Projects Officer
Franziska Trede  Deputy Director EFPI
Philip Uys  Director, Strategic Learning & Teaching Innovation

CSUEd 2013 Reference Group
Warwick Baines  Sub Dean L&T, Faculty of Business
Janelle Wheat  Sub Dean L&T, Faculty of Science
Barney Dalgarno  Sub Dean L&T, Faculty of Education
Joy Wallace  Associate Dean L&T, Faculty of Arts

Catering
CSU Events, Bathurst
Welcome

Transforming Assessment: new landscapes, new pedagogies, new students

Assessment is at the heart of learning and teaching. It is how we determine what students have learned. It’s also a key motivator and driver of student learning.

But how does the way we assess impact on students? Do they just acquire knowledge and skills or will we transform the way they think about and practice in the world as professionals and citizens?

New Landscapes
Where are we situated when teaching, learning and assessment occurs? What spaces, (geographical, imagined and virtual) do we inhabit when we assess? How do we put the ‘where’ into assessment? How do we make our on campus and off campus locations porous? Should we separate ‘who I am’ from ‘where am I’ when we assess?

New pedagogy
Is there space in our assessment practice for critical pedagogy? Is there space for disrupting taken-for-granted assumptions, for exploring when power is used responsibly and when it is abused, for challenging students to imagine how things could be otherwise? Can we imagine non-textual literacies and assessment approaches? What makes assessment authentic?

New Students
What kind of students are here and why are they here? Who is missing and why? Can assessment at CSU be a transformative experience for our graduates?

As we view all these disruptions through the lens of assessment we ask ourselves ‘how do we transform the teaching and learning of our students and ourselves as educators’? How are we assessing our students and why are we assessing them in this particular way? How are we assessing ourselves? How mobile or agile are we?’

Welcome to the 6th CSUEd!

Professor Marian Tulloch,
Acting Pro-Vice-Chancellor (Student Learning)
Division of Student Learning
Useful things to know about CSUEd 2013

The CSU Conference program
To save paper, the CSU Conference Program will be available in multiple formats:

- The full program is available in pdf format though the CSUEd 2013 site.
- Core program information will also be available through a mobile website, which may be more accessible to those who would like to use their mobile phone or iPad.

You can access this full version via a hand-held device during the conference, or print out those pages you wish to bring with you to the conference.

The site can be accessed via the following link: http://www.csu.edu.au/csued

A small number of printed copies of the Schedule will be available at the registration desk for loan.

How will CSUEd 2013 be evaluated?
How did we do?
A conference survey will be available
Notification of the opening of the survey and the URL will be made accordingly via email.
Many thanks in advance for your constructive feedback and insights.

Movement and time
While we are allowing some time for movement between sessions, this year the CSUEd Organising Committee carefully considered the allocation of presentations to arrange those with similar themes together.

Each session will be ‘chaired’ by a Facilitator with the aim of developing broad discussion in the audience. We are encouraging audience members and presenters (where possible) to stay in the same session to foster this ongoing dialogue.

Online Meeting
In 2013, we will be making several key sessions available live via the Online Meeting tool.
You will be able to listen to presentations, view PowerPoint slides and post questions or comments through the chat area.

Just “Enter as a Guest” and type in your name so that presenters and other participants know who is in the session.

Just go to http://connect.csu.edu.au/csued2013/ to join in!
## Pre Conference Workshops

**Workplace Learning Network**  
**Tuesday, 19th November 2013**  
**Mansfield Building (C2) Level 3**

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<tr>
<th>Time/Venue</th>
<th>Event</th>
<th>Topic/Abstracts</th>
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</thead>
<tbody>
<tr>
<td><strong>10.30am</strong></td>
<td>Registration – Level 3, C2</td>
<td>Tea, coffee - Level 2, C2</td>
</tr>
<tr>
<td></td>
<td><strong>Time/Event</strong></td>
<td><strong>Topic/Abstracts</strong></td>
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</tbody>
</table>
| **11.00am – 1.00pm** | *Workplace learning at CSU*                | Facilitator – Wendy Bowles  
11.00 – 11.20: ‘Advancing workplace learning at CSU’: Opening Address: Garry Marchant  
11.20 – 11.40pm: Overview of EFPI online resources: Franziska Trede & Andreas Kuswara  
11.40 – 11.50: Discussion  
11.50 – 12.50pm – Workplace Learning: experiences and outcomes - Franziska Trede, Celina McEwen & Andreas Kuswara  
  ● CSU WPL staff practices: how does CSU collect evidence of WPL impact and outcomes?  
  ● CSU Student voices about WPL experiences  
  ● The use of technology in WPL: staff practices and interpretations  
12.50 – 1.00pm Wrap up, concluding remarks |
| **2.00pm – 4.00pm** | *Managing placements at CSU*               | 5 – 10 minutes presentations, chaired by Maree-Donna Simpson  
  ● Documenting compliance  
  ● Risk Management  
  ● The Role of In Place  
  ● Inherent Requirements  
  ● Social Inclusion (informed consent and privacy) |
| **4.00pm – 6.30pm** | *Annual WPLN gathering*                    | Annual WPLN Gathering over drinks & nibbles  
  ● Report on activities 2013 - Wendy Bowles & Franziska Trede  
  ● Plans for 2014  
    ○ Workplace Learning Consultative Committee  
    ○ WPLN Updates  
    ○ Campus visits - themes  
    ○ WPL issues to progress? |
# CSUEd 2013 Conference Schedule

## DAY 1  Wednesday, 20th November 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8.45am</td>
<td><strong>Registration</strong> – Mansfield Building, Level 3, C2</td>
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<tr>
<td>9.20am</td>
<td>Welcome &amp; Housekeeping – Professor Marian Tulloch</td>
<td>Lecture Theatre - Room 347 Level 3, C2</td>
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<tr>
<td>9.35am</td>
<td>Welcome to Country – Aunty Gloria <em>Dindima</em> Rogers</td>
<td>Lecture Theatre - Room 347</td>
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<tr>
<td>9.45am</td>
<td>Conference Opening – Professor Garry Marchant</td>
<td>Lecture Theatre - Room 347</td>
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<tr>
<td>10.00am</td>
<td>New students, new assessment, new initiatives for Indigenous communities - Dr Barbara Hill introducing Associate Professor Marilyn Pietsch and Professor Tara Brabazon</td>
<td>Lecture Theatre - Room 347</td>
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<tr>
<td>10.45am</td>
<td><strong>Morning Tea</strong> – Level 2, C2</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Theme 1 Students Supporting Student Assessment Facilitator: Janelle Wheat Room: 303</th>
<th>Theme 2 Landscapes Technology-enabled assessment Facilitator: Bec Acheson Room: 315</th>
<th>Theme 3 Authentic Assessment Preparing for practice Facilitator: Warwick Baines Room: 218</th>
<th>Theme 4 Course Design Curriculum Renewal Facilitator: Harriet Ridolfo Room: 241</th>
<th>Theme 5 PBE Reflective Practice Facilitator: Franziska Trede Room: 242</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.50am</td>
<td>The impact of scaffolding and early upfront assessment on first year student experiences in the Faculty of Business: A report on the outcomes of the STAR plan Katherine Attree</td>
<td>Examples of Assessment of student learning using Online Meeting Milena Dunn</td>
<td>Authentic Assessment in Estate Planning: Welcome to Your Office! Michael Perkins, Ben Bohmfalk</td>
<td>Practical Workshop</td>
<td>Nurturing reflexive practitioners through assessment? Catherine Allan and Lenni Morkel-Kingsbury</td>
</tr>
<tr>
<td>12.20pm</td>
<td>How a Collaborative, Coordinated Approach identified how to support Students to Succeed Hannah Wilkinson, Joy Reid, Peter Butler, Matt Prescott, Paul Worsfold</td>
<td>Smart Phones to Smart Students Tim Klapdor</td>
<td>Co-intentional Education: Designing an integrated curriculum that provides authentic, student-centred learning projects for enhancing professional practice Gerry Boland</td>
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<tr>
<th>Time</th>
<th>Lunch – Level 2, C2</th>
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### Keynote Presentation – Dr Clair Hughes
‘Generating credible evidence of student achievement of 21C learning outcomes: how Australian academics are meeting the challenge’
Lecture Theatre - Room 347 Level 3, C2

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<thead>
<tr>
<th>Time</th>
<th>Theme 1 Students Feedback/Feed forward</th>
<th>Theme 2 Landscapes Real and virtual landscapes</th>
<th>Theme 3 Authentic Assessment The Students’ View</th>
<th>Theme 4 Course Design Graduate Learning Outcomes and the Smart Learning Process</th>
<th>Theme 5 PBE WPL as Transformation</th>
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</thead>
</table>
| 1.30 - 2.25pm | Facilitator: Joy Wallace
Room: 303                                      | Facilitator: James Brann
Room: 315                                        | Facilitator: Lynn Flynn
Room: 218                                         | Facilitator: Joy Reid
Room: 241                                          | Facilitator: Marian Tulloch
Room: 242                                          |
| **2.30 - 3.00pm** | Feedback Feed forward: Assisting students to learn from assessment feedback
This workshop integrates three presentations about providing helpful and timely feedback to students. It will enable participants to share experiences and strategies for providing effective constructive feedback. | Vision 20/20 - Pecha Kucha
Environmental education: Landscape as story
Heather Campbell | Provocation
Conceptualising their future: how understanding student motivations and expectations for study and future careers might impact on our teaching and assessment approaches
Amalie Finlayson, Isabel Fox | 'Unlocking Assessment Practices with the ‘ALLaN Skills’
Ged Bourke, Hannah Wilkinson | The value of workplace learning as a pedagogy of transition
Franziska Trede, Celina McEwen |
| **3.00 - 3.25pm** | Assessment for Learning: Feed forward with feedback
Debbie Wheeler and Joyce Voerman | Virtual landscapes: Second Life, tutorial presentations and the quest for creating authentic learning experiences for DE students
Robert Pymm, Rachel Crease, Lyn Hay | Developing Criterion & Standards Based Assessment Tasks using Smart Tools
Alan Bain | Problem Based Learning as Facilitator of Work Place Learning
Sid Parissi |
<table>
<thead>
<tr>
<th>Theme 1 Students</th>
<th>Theme 2 Landscapes</th>
<th>Theme 3 Authentic Assessment</th>
<th>Theme 4 Course Design</th>
<th>Theme 5 PBE</th>
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<tr>
<td>Student diversity</td>
<td>Journeys in Contested spaces</td>
<td>In the online environment</td>
<td>Building blocks</td>
<td>WPL: Realities and challenges</td>
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<td>Facilitator: Wilma Pfitzner</td>
<td>Facilitator: Barbara Hill</td>
<td>Facilitator: Katherine Klapdor</td>
<td>Facilitator: Peter Pocock</td>
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<td>Room: 315</td>
<td>Room: 218</td>
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<td>4.00 - 4.30pm</td>
<td>Taking the Ass out of</td>
<td>Aligning student-led forum</td>
<td>Vision 20/20 - Pecha Kucha</td>
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<td></td>
<td>Assessment</td>
<td>discussions with authentic</td>
<td>Are you curious?</td>
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<td>John Harper, Greg Doran,</td>
<td>assessments</td>
<td>Katherine Herbert</td>
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<td>Joy Reid, Hannah Wilkinson</td>
<td>Ben Bohmfalk, Anne Ardagh</td>
<td>Learning outcomes</td>
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<td>conceptualising</td>
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<td>Threshold Concepts</td>
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<td>Sandra Maathuis-Smith</td>
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<td>Lost in translation: the</td>
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<td>importance of language in</td>
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<td>assessment tasks</td>
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<td>Liz Smith</td>
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<td>4.30 - 4.55pm</td>
<td>Mobility Travel Experiences:</td>
<td>Meeting student’s expectations</td>
<td>Do our pass students satisfy our</td>
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<td>Impact on Students Learning</td>
<td>of and approaches to learning</td>
<td>course objectives?</td>
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<td></td>
<td>Anthony Chan, Ali Syed</td>
<td>in the 21st century: an</td>
<td>Will Adlong; Katherine Attree</td>
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<td></td>
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<td>investigation</td>
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<td>Ruth Bacchus, Lynnette Flynn</td>
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<td>“Fresh ideas and lots of wasted</td>
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<td>time”: The challenges of</td>
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<td>supervising students in the</td>
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<td>workplace</td>
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<td></td>
<td>David Maxwell, Celina McEwen</td>
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<tr>
<td>5.00 - 5.30pm</td>
<td>Professor Sandra Wills P-V-C (Student Learning) – MOOCs and Assessment</td>
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<td>Lecture Theatre - Room 347 C2, Level 3</td>
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<td>6.00pm</td>
<td>Poster Presentation &amp; Display</td>
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<td>Drinks &amp; Nibbles – James Hardie Dining Room - CPD</td>
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<td>7.00pm</td>
<td>Conference Dinner – James Hardie Dining Room - CPD</td>
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DAY 2 Thursday, 21
11th
November 2013

<table>
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<th>Time</th>
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<tr>
<td>8.30am</td>
<td>Welcome to Day 2 – Professor Marian Tulloch</td>
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<tr>
<td>8.35 - 9.25am</td>
<td>Keynote Presentation – Dr Cathy Gunn - ‘Assessment opportunities in the age of elearning’</td>
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<tr>
<td>Lecture Theatre - Room 347 Level 3, C2</td>
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<tr>
<td>9.30 - 10.30am</td>
<td>2013 Think Pieces: Transformation of Assessment – Plenary chaired by Associate Professor Philip Uys</td>
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<td></td>
<td>Alan Bain, James Brann, Tim Klapdor, Garry Marchant, Judy O’Connell, Harriet Ridolfo, Franziska Trede, Philip Uys, Andrew Vann</td>
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<tr>
<td></td>
<td>Lecture Theatre - Room 347</td>
</tr>
<tr>
<td>10.30am - 10.55am</td>
<td>Morning Tea – Level 2</td>
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<tr>
<td>11.00 - 11.30am</td>
<td>Theme 1 Students Empowering students</td>
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<tr>
<td>Facilitator: Linda Ward</td>
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<tr>
<td>Room: 303</td>
<td>Students want to do more than just their assessments the key is to ask them. (Empowering students through participatory approaches)</td>
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<tr>
<td>Isabel Fox</td>
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<tr>
<td>11.30 - 11.55am</td>
<td>Theme 2 Landscapes Digital Landscapes and Literacies</td>
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<tr>
<td>Facilitator: Stephen Relf</td>
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<tr>
<td>Room: 315</td>
<td>Digital literacy – there’s a grease monkey script for that!</td>
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<tr>
<td>Judy O’Connell</td>
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<tr>
<td>12.00 - 12.15pm</td>
<td>Theme 3 Authentic Assessment Workplace-based problems</td>
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<td>Facilitator: Harriet Ridolfo</td>
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<tr>
<td>Room: 218</td>
<td>Working through the pluses and pitfalls of a client based assessment</td>
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<tr>
<td>Kay Plummer</td>
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<tr>
<td>12.15 – 1.00pm Lunch – Level 2</td>
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<tr>
<td>12.00 - 12.15pm</td>
<td>Theme 4 Course Design Designing Criterion Referenced Exams</td>
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<td>Facilitator: Kirsty Smith</td>
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<tr>
<td>Room: 207</td>
<td>Exams and Criterion-Referenced Standards-Based Assessment</td>
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<tr>
<td>Kerri Hicks, Lenni Morkel-Kingsbury</td>
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<tr>
<td>12.15 – 1.00pm Lunch – Level 2</td>
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<tr>
<td>12.00 - 12.15pm</td>
<td>Theme 5 PBE Assessment and outcomes in PBE</td>
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<td>Facilitator: William Adlong</td>
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<tr>
<td>Room: 242</td>
<td>Quantum Leap! - From Lectures to Blended and Active Learning</td>
</tr>
<tr>
<td>Anne Llewellynn, Lynnette Flynn</td>
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<tr>
<td>12.00 - 12.15pm</td>
<td>Conference Close – Professor Sandra Wills</td>
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<tr>
<td>Lecture Theatre - Room 347</td>
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Conference ends
## Post Conference Workshops

**Thursday, 21st November 2013**

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<tr>
<th>Time/Venue</th>
<th>Event/Presenters</th>
<th>Topic/Abstracts</th>
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<tbody>
<tr>
<td>1.00 - 2.30pm</td>
<td><strong>The Assessment Task Design (ATD) framework: a tool for understanding and enhancing assessment practice</strong>&lt;br&gt;Dr Clair Hughes</td>
<td>This workshop builds on the ATD framework introduced in Wednesday’s keynote. After a brief explanation of the framework’s origins and components, participants will be engaged in small group activities to explore its potential for a range of applications in their own educational contexts. Possibilities include:&lt;br&gt;- Making assessment demands explicit;&lt;br&gt;- Deterring plagiarism;&lt;br&gt;- Negotiating tasks with students;&lt;br&gt;- Designing assessment tasks and plans appropriate for a range of learning outcomes; and&lt;br&gt;- Progressively increasing assessment demand over the years of a program&lt;br&gt;Participants are invited to bring assessment tasks or plans from their own courses, units or subjects to work on during this interactive workshop</td>
</tr>
<tr>
<td>1.00 - 2.30pm</td>
<td><strong>Empowering Online Assessment</strong>&lt;br&gt;Dr Cathy Gunn</td>
<td>Online assessment is playing a major part in the transformation of university teaching in the 21st Century. Supporting teaching staff through the transition to working online is key to the successful implementation of institutional e-Learning and assessment strategies. Empowering them to use the raft of available tools in pedagogically sound ways is more than an up-skilling exercise. It is an opportunity for organizational learning. This discussion workshop focuses on:&lt;br&gt;- What defines 21st Century learners and learning environments&lt;br&gt;- How online assessment creates positive opportunities to transform university education&lt;br&gt;- What forms of support help staff to manage the transition to working online&lt;br&gt;- The role our institutions must play to facilitate the transition</td>
</tr>
<tr>
<td>2.50 - 3.50pm</td>
<td><strong>Efficient paperless marking using Word Add-in NORFOLK 2.0</strong>&lt;br&gt;Sam Parker</td>
<td>Room: 303</td>
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</table>
'Generating credible evidence of student achievement of 21C learning outcomes: how Australian academics are meeting the challenge'

Initiatives in Australia and in other parts of the world have in recent years focused on the articulation of what graduates should know and be able to do on completion of a university program of study. The resultant Threshold Learning Outcomes (Australia), Subject Benchmark Statements (UK) and competences (Tuning projects in Europe, Latin America, USA, Russia, South Africa) have called into question the adequacy of traditional assessment practices in generating credible evidence of graduate learning outcomes of the 21st Century. Consequent investigations into current assessment practices (e.g. The ALTC AAGLO projects: Barrie, Hughes and Crisp, 2013) have reported that traditional approaches tend to privilege particular learning outcomes and ‘under-privilege’ others. Findings have also identified examples of effective practice in addressing this imbalance. While in some instances this has involved discarding traditional tasks in favour of new ones, it has more commonly resulted from innovation on traditional practice through task modification.

This presentation will provide an overview of current trends in Australian assessment practices in relation to the extent to which they address particular groups of learning outcomes; draw on an Assessment Task Design (ATD) framework (Hughes 2009) to explain and illustrate systematic approaches to task modification; and conclude with recommendations for the enhancement of assessment at both program and institutional levels.

Assessment: The Student Experience - Peter Butler
What do many students experience when they attempt to respond to assessment tasks at Charles Sturt University? How does the way in which tasks are set help, paralyse, or hinder students as they endeavour to show what they’ve learned in their subject, or how they can apply their knowledge to new problems? By making reference to a range of actual assessment tasks the presenter, Dr Peter Butler, will expose participants to the challenges that many of our students face when they attempt to respond to the tasks that have been set for them. Within the context of our rapidly changing student cohort, Peter will highlight the importance of explicitly teaching students the underlying skills necessary to complete their assignments, and of providing instructions that are clear, concise, and unambiguous.

The impact of scaffolding and early upfront assessment on first year student experiences in the Faculty of Business: A report on the outcomes of the STAR plan - Katherine Attree
This presentation discusses some preliminary findings of a research project currently being conducted by the Student Transition and Retention (STAR) Leads in the Faculty of Business. This aspect of the research focuses on assessment and in particular the impacts of an early upfront assessment and scaffolding of assessment tasks on student learning, behaviour, motivation and success. It covers areas such as how students approach learning and what role assessment tasks play in their study. Discussion points for participants will centre around how we can design assessments that facilitate learning, enhance motivation and improve their success.

How a Collaborative, Coordinated Approach Identified how to Support Students to Succeed - Hannah Wilkinson, Joy Reid, Peter Butler, Matt Prescott and Paul Worsfold
Students enrolling at Australian Universities, including CSU, are from increasingly diverse backgrounds. Many of these students arrive without the literacy, learning and numeracy skills (ALLaN Skills) they will need to succeed in their studies and on into their careers. This presentation will describe a new, innovative approach to
developing students’ ALLaN skills, including auditing subjects to identify the ALLaN skills required to fully participate in the learning, introducing early low-stake assessment items to assess group and individual skills gaps, whole and discrete skills development sessions, additional tutorials and a listening ear. The results have been a wider understanding of our students, including the ALLaN skills they brought with them and those they needed to develop to achieve course and subject learning outcomes and overall academic success. Teaching the foundational academic skills via the discipline content normalised the skills development process and supported partnerships between academics, learning skills professionals, educational designers and the students.

11.20am – 12.45pm
Theme: Landscapes - Technology-enabled assessment
Facilitator: Bec Acheson
Room: 315

Assessment of collaborative activity and reflective tasks in Interact2 - Greg Hardham
Interact2, with Blackboard Learn as its core, will become available progressively from 2014, and will be used for all teaching and learning at CSU from 2015. It will contain a richer set of learning and teaching functionality than Interact. What opportunities will Interact2 provide for developments in assessment strategies and practices? What avenues for feedback will there be? Amongst other enhancements, Interact2 will facilitate the formation and management of collaborative student groups and activity within them. This introductory session will focus on assessment of collaborative activity and individual reflective tasks in Interact2.

Examples of Assessment of student learning using Online Meeting - Milena Dunn with examples from Lucy Webster, Ester Khosha, Doug James, Jessica Biles, Martin Hall, Ella Zaplin, Sharynne McLeod and Harriet Ridolfo
Shows how to use Online Meeting to: increase student engagement and achieve graduate learning outcomes using examples from Lucy Webster's BMS337 and BMS229, Ester Khosha's BMS342 and her students, Doug James's MHP302, Jessica Biles, Martin Hall's EED417, Ella Zaplin's, Sharynne McLeod's Literature Review, Harriet Ridolfo.

Smart Phones to Smart Student - Tim Klapdor
Mobile Technology is the perfect technology to deploy for authentic performance assessment. Its ubiquity and versatility provides a viable tool for use across student cohorts and discipline areas. This presentation will provide an overview of the possibilities on offer and how the technology can be used across CSU to improve the authenticity and effectiveness of assessment.

11.20am – 12.45pm
Theme: Authentic Assessment - Preparing for practice
Facilitator: Warwick Baines
Room: 218

Integrated curriculum! Integrated assessment? - Brad Edlington
The renewed Associate Degree in Policing Practice is scheduled for implementation in early 2014. A key feature of the new curriculum is the degree to which it is integrated where the subjects are significantly backgrounded and where students engage with modules derived from key elements of the subjects. Increased authenticity of learning emerges as authentic learning products that do not fall squarely within individual subjects take a more prominent role in student learning experiences. So does a strongly integrated curriculum automatically require that assessment also be highly integrated? The assessment model in the renewed ADPP compliments and in fact leverages the existing integration of learning experiences and course structures by relying on integrated theory exams and practical assessments as well as reliance on ePortfolios to capture and assess integrated and strongly authentic learning products.

Authentic Assessment in Estate Planning: Welcome to Your Office! - Michael Perkins and Ben Bohmfalk
Authentic learning involves engaging students in an "inventive and realistic task that provides opportunities for complex collaborative activities" (Herrington, Reeves & Oliver, 2010). Estate planning, a subject within the Faculty of Business, has just been redesigned to incorporate a series of increasingly complex authentic scenarios incorporated as both formative and summative assessment tasks. These scenarios allow students to be scaffolded into realistic professional practice, rather than merely being exposed to the knowledge that
underpins that practice. The work environment was modelled on the subject author’s law firm so authenticity could be assured. The presentation will demonstrate the features of the subject redesign, including the use of Adobe Captivate to immerse students in a realistic workplace environment, while also situating it within a wider continual improvement process.

Co-intentional Education: Designing an integrated curriculum that provides authentic, student-centred learning projects for enhancing professional practice - Gerard Boland

This paper reports on research outcomes from an EFPI Teaching Fellowship concerning how specific curriculum innovations can inform and enhance the preparation of graduates for professional practice. This exploration draws upon an undergraduate course case-study investigation which had three key intentions: firstly, to identify cross-year/cross-subject curriculum innovations within the Bachelor of Communication (Theatre/Media); secondly, to explore if and how these innovations have enhanced the students’ learning experience; and thirdly, to examine any measurable impacts these innovations may have had upon graduate employment outcomes. Results from an online survey of graduates are presented to establish graduate perceptions of the efficacy of the course in terms of institutional and national standards. Whilst specific aspects unique to the Theatre/Media Program are highlighted, generic features are also explained which can inform and enhance curriculum developments within other disciplines. Designing simultaneous educational projects that are informed by criticalist Freirean epistemological perspectives encourages deep learning amongst individuals, as well as collaborative peer-learning across different subjects and years; this approach offers authentic and diverse sites of practice for enriching the student learning experience.

11.20am – 12.45pm
Theme: Course Design - Curriculum Renewal
Facilitator: Harriet Ridolfo Room: 241

Something Beginning With A: Placing assessment at the front end of subject design - Brett Van Heekeren and Lynnette Flynn

In 2012 the Bachelor of Communication degree in SCCI underwent an external review resulting in not only a change in course structure but also a change in course development culture. A systematic and collaborative approach to both course development and subject development has been adopted and is now transforming the way that learning is being designed. The process places assessment at the centre of the design activity and in doing so has opened up a broad range of opportunities for integrated learning for interdisciplinarity and for learning evaluation. This systematic approach is founded in Biggs (1999) model of constructive alignment and is driven by a series of templates that act as inspirators for collaborative discussion and documentation. This presentation discusses the development of this collaborative process, the innovative assessment outcomes and some of the initial insights from the early stages of its activation.
The value of reflection in early workplace learning placements in animal husbandry - Sarah Pollard-Williams and Celina McEwen

The Bachelor of Veterinary Science at Charles Sturt University has a range of workplace learning (WPL) components mandated by the accreditation committee for the course. One of the key early year experiences involves 12 weeks of animal husbandry WPL on farms. While students are given a series of competencies to achieve, challenges have arisen in terms of sourcing of placements (generally self-sourced by students), student engagement with the placements, and the position of the placements as a course requirement that sit outside a formal subject. As part of an Education For Practice Institute Teaching Fellowship, changes to the focus and assessment of this early WPL activity are being implemented. Clearer guidance pre-placement has been initiated, accompanied by post placement discussion groups, and modification of the written report to foster greater levels of reflection. This paper will present the process and early findings of introducing a basic guided reflection tool as part of students’ WPL experience in animal husbandry. An evaluation of students’ discussion groups, and reports, show that through guided reflection students are able to articulate their learning more effectively, and raise issues that challenge some of the workplace practice encountered. While many students are focused on assessment grades, the role of a group debrief promotes collaborative learning, and exposes students to a range of workplace processes as they share their stories with their peers. Finally, consideration will be given to the vertical and horizontal integration of these key placements within the veterinary science course.

Practical Workshop (55mins)
Nurturing reflexive practitioners through assessment? - Catherine Allan and Lenni Morkel-Kingsbury

Current, conventional management of natural resource/environments relies on linear reductionist command and control approaches, but there is growing recognition of the complexity of social-ecological systems. New management paradigms and operational approaches are emerging, including Resilience Thinking, Adaptive Management and Social learning. These are theoretically exciting responses, but in practice these titles and concepts are frequently reduced to being new names for conventional practice. Transcending tenacious behaviour requires people capable of thinking and acting in new, systemic and reflexive ways, but these skills are poorly nurtured within many of the tertiary institutions that train future natural resource/environmental managers. Improvement requires considering not only what learning is facilitated, but also how the facilitation of learning is approached; this necessarily includes what is assessed and how that assessment is approached. On the assumption that systemic and reflexive thinkers can be nurtured through appropriate assessment I have been developing a range of reflexive assessments since 2004. In this workshop I would like to share what I have learned, then facilitate participatory activities focused on discussing and developing reflexive assessment approaches and instruments.

Feedback Feed forward: Assisting students to learn from assessment feedback

This workshop integrates three presentations about providing helpful and timely feedback to students. It will enable participants to share experiences and strategies for providing effective constructive feedback.

Assessment for Learning: Feed forward with feedback - Debbie Wheeler and Joyce Voerman

This presentation investigates and explores the theory and practice of constructive feedback as a teaching tool. Constructive feedback is an essential element of quality teaching, learning, and assessment processes, and is especially important in the development of the non-traditional students now enrolled at CSU. At the point of receiving an assessment grade, a student is arguably most receptive to focused teaching and learning input. Feedback accompanying this grade can be a unique opportunity for individualised, targeted, performance-related instruction.
Integrated Technology Environments for Digital Assessment at Charles Sturt University - Philip Uys and Sam Parker

This presentation will explore digital marking in mobile and online environments. The presentation will emphasise the alignment and integration of key elements in the assessment cycle within the framework of constructive alignment. It will describe the design of effective workflows for digital assessment that is supported by educational technologies. The success factors for electronic submission, electronic return as well as electronic marking will be explored.

3.00pm – 3.25pm

Theme: Landscapes - Real and virtual landscapes
Facilitator: James Brann Room: 315

Vision 20/20 – Pecha Kucha

Environmental education: Landscape as story - Heather Campbell

Divergent and creative environments which encourage participation and motivation - Sandra Maathuis-Smith

What is “authentic assessment?” There are differences of opinion about what constitutes authenticity: some authors emphasise the task and context and others refer to performance assessment. I would like to argue that with criterion-based assessment it is the performance and task that is assessable. Divergent thinking is the ability to generate many different original ideas in response to a given problem. “How do we make (insert your subject here) sexy, engaging and motivational?” I propose that a creative and imaginative context can be created as part of the solution.

Going Mobile - Wilma Pfitzner and Richard Brimson

Exploring approaches to delivering material to students on any platform they choose. A small pilot in the Master of Medical Ultrasound using RoboHelp software

Presentation

Virtual landscapes: Second Life, tutorial presentations and the quest for creating authentic learning experiences for DE students - Bob Pym, Rachel Crease and Lyn Hay

For the last few years, the School of Information Studies has supported a CSU presence in the virtual world, Second Life. Here students participate in tutorials, guest lectures and presentations. Using the virtual world to create meeting spaces and replicate classrooms, we have enabled distance students to engage directly with each other, undertake assignment tasks such as presentations to the group and participate in a learning community. Second Life is just one tool for enabling distance students to interact with each other but one which offers not only a useful learning experience but also the opportunity to dress up and have fun! This paper will outline student responses to delivering presentations in Second Life, reflect on their attitude to its use and consider whether this approach to engaging distance students offers real value to their learning experience.
Provocation Workshop (55mins)

Conceptualising their future: how understanding student motivations and expectations for study and future careers might impact on our teaching and assessment approaches - Amalie Finlayson and Isabel Fox

Despite recent declines in media sector employment and significant job losses in journalism in particular, tertiary enrolments in communication remain strong, with both the media industry and students favouring communication degrees over more general qualifications. The researchers have recently conducted a survey to understand the why students are still enrolling in journalism, where they want or expect their education to take them in a future career and what knowledge of the industry they have before they embark on their educational journey. While the two-part project was designed to map attitudinal change in a range of communication students, the broader impact of the process led the researchers to begin questioning how valuable really understanding our students may be to learning and teaching practice. What do students think they want? What do we think they need? If there is a divergence where should we meet? This provocation is designed to raise more questions than any of us may be able to answer immediately, but should provide valuable and insightful discussion and exploration on the relationship between knowledge about students and its possible impact on course content and pedagogy.

2.30pm – 3.25pm
Theme: Authentic Assessment – The student’s view
Facilitator: Lynn Flynn  Room: 218

‘Unlocking Assessment Practices with the ‘ALLaN Skills’ - Ged Bourke and Hannah Wilkinson
Assessment is at the heart of learning and teaching. It is how we determine what students have learned. But is it always clear to students and academics what Academic Literacy, Learning and Numeracy (ALLaN) Skills students might or will be required to utilise during assessment? Identifying the ALLaN Skills critical to student success can unlock the learning processes. To date the only reference to these skills has been the aspiration that CSU graduates be “effective communicators”. The inclusion of ALLaN Skills in the CSU Graduate Learning Outcomes (GLOs) is an important step for CSU; one that recognises the role of these skills in promoting student learning, progression and success and as a collection of skills that assists students to meet the demands of the workplace and their profession upon graduation. The development of the ALLaN GLOs has been led by the Building University Study Success (BUSS) Project Team with the aim of identifying the ALLaN Skills students will be required to progressively develop and demonstrate throughout their studies if they are to achieve academic success. This research and development project has provided expert input into collaborative design processes, resulting in the inclusion and trialling of ALLaN GLOs in course, subject design and developmental partnerships through the Smart Learning Project. Future plans involve securing their position in the CSU Learning and Teaching Policy and the development of supportive resources and practices for Academic Staff. This presentation will demonstrate the value of embedding ALLaN Skills explicitly throughout learning, teaching and assessment.

Developing Criterion & Standards Based Assessment Tasks using Smart Tools - Alan Bain
This presentation describes the way in which the innovative ‘Smart Tools’ Software can assist in the implementation of CSU’s new assessment policy through the development of Criterion and Standards Based Assessment Tasks. Smart Tools is one component of the Smart Learning Model of organisational change, a project supported by the Office of the DVC- Academic, to be implemented in an Early Adoption Phase in 2014 across all four faculties.
The value of workplace learning as a pedagogy of transition - Franziska Trede and Celina McEwen

Abstract: At CSU, workplace learning (WPL) enjoys prime attention in undergraduate courses as a way of preparing students for and helping them transition into work. But traditionally WPL is added to the curriculum in the latter years of courses, which neglects WPL’s potential to engage new students from diverse backgrounds and help them transition into university and stay enrolled. We present findings from two CSU-wide studies conducted by EFPI: 1) a study that examined the value of early experiences of WPL in a course; and 2) a study that examined students’ overall experiences of WPL. Through the use of surveys and follow-up semi-structured interviews, data was collected about the range of WPL models and pedagogies as well as student perceptions of WPL experiences. Findings indicated overwhelming support for early WPL experiences because it helped them understand their future profession better. Although some data revealed negative experiences in WPL, students considered it as one of the key highlights that kept them enrolled and motivated. Findings also indicated that WPL was used as final preparation for work rather than as practice-based pedagogy embedded throughout the curriculum. Implications include a more deliberate integration of WPL pedagogy from the first year, not only as a way for students to overcome obstacles of transitioning into universities, but also to strengthen learning from practice. Further, it will be argued that it is paramount for academics involved in WPL to pay close attention to ways of enhancing student experiences through better preparation, monitoring and assessment of WPL placements.

Problem Based Learning as Facilitator of Work Place Learning - Sid Parissi

To implement effective Work Place Learning other matters arise besides simply including work experience into courses: the context of the pedagogy is important. I propose that an exploration of power relations within the educational experience is necessary when considering the objectives of WPL. This presentation will explore how student-centered Problem Based Learning can make WPL more effective. Pedagogic power can be liberating or authoritarian: liberating is where the structures of a course/subject allow the student to deepen and broaden their learning capacities; authoritarian forms are more strongly expressed by the situation of ‘teacher’ and ‘taught’, where students make few decisions about their learning experiences and shallow learning occurs. WPL provides experiences of professional life for the student to learn from – moving the individual from ‘student’ closer to a ‘professional’. Consideration of the processes of learning is essential to facilitate the student’s ability to process WPL experiences into deeper learning modes. It is critical to begin by shifting the power inherent in the lecturer supplying the knowledge to a situation where the student creates that knowledge and where the processing of facts into meanings and understandings occurs as a prelude to developing the wisdom needed for the professional application of knowledge. Approaches used in Problem Based Learning can help in this regard – a case study will be presented as to how learning structures and assessment forms can transform the authoritarian instructional situation to a more liberating one where the student is facilitated towards being an adult learner. The presentation will cover the structure of PBL and the student’s place in it re the functions that the lecturer fulfils. How the life-long learning skills of deep learning, self-directed learning, and team/collaborative learning are fostered. An example of the PBL tutorials and how they are linked to a WPL situation and how they are assessed by an exam as a PBL case in miniature.

Taking the Ass out of Assessment - John Harper, Greg Doran, Joy Reid and Hannah Wilkinson

In first year if students marginally fail a subject i.e. get between 45% and 49% overall they are given the opportunity to sit an additional exam (AE) during the exam period of the next session. In the past students would be given the opportunity to sit the AE in the first couple of weeks of the next session but for some administrative ass (donkey) of a reason this was changed. The result being that those students usually fail the AE in the next session. To try and help students we have offered them Additional Assessments (AAs), rather than AE’s, in Chemistry (CHM108) and Botany (PSC102) early in the next session. The results indicate that students are more likely to pass if given AA’s and tutorial support to cover the areas they are weak in than if given AE’s.
Mobility Travel Experiences: Impact on Students Learning - Anthony Chan and Ali Syed

The globalisation of business and our economy has created a need to better prepare our students with the necessary knowledge, skills and perspectives to enable them to develop, conduct and manage portions or entire international business operations. Short-term programmes between 1998 and 2008 have increased 31% from 23,000 to 53,000 in the USA (Olson & Lalley, 2012). Whether it is a group of software programmers in Asia, business analysts in Singapore or a technical support centre in USA, undergraduates can benefit from these new global competencies. Well organised functional short-term mobility trips changes the knowledge and attitudes of students (Lumkes Jr., Hallett, & Vallade, 2012). This presentation sums up experiences of two groups of regional and international CSU students who participated in trips to Philippines (2012) and Malaysia (2013). Maximising global understanding requires skilful facilitation, culturally respectful engagement and learning activities consistent with their area of learning. There are many new skill areas of learning as a community of teachers that is moving to become facilitators of learning who would then access this level of learning.

4.00pm – 4.55pm
Theme: Landscapes – Journeys in Contested spaces
Facilitator: Barbara Hill Room: 315

Provocation Workshop (55mins)

Are we there yet? How to arrive from the journey of teaching in contested spaces with sanity - Barbara Hill, Jo Fawkes, Susan Mlcek, Ruth Bailey, Chontel Gibson, Marian Tulloch, Paul Clarke and Fredrik Velander.
Charles Sturt University through the Indigenous Education Strategy (IES) and via its University Strategy (2013-2015) which forefronts the Wiradjuri phrase yindyamarra winhanga-nha – ‘the wisdom of respectfully knowing how to live in a world worth living in’ has made a great commitment to cultural competence within the sector. For example, the Cultural Competence Pedagogical Framework incorporated in the IES, includes the examination of power and privilege; of not only disciplines and professions but also of individuals. One of the results of the recent Critical Whiteness and Examinations of Power and Privilege seminar was an active decision to broaden the discussion on this topic to involve more CSU staff in a ‘provocation’ at CSU ED 2013. As Ruth Bailey (2013), one of the seminar participants, states, "Whiteness studies open possibilities for human beings to develop ways to understand the challenges of dominance and submission in human relationships, and matters of territory, ways to be free whilst belonging to others". Critical to this statement is Megan Boler’s (2008) idea of a pedagogy of discomfort; the witnessing and the politics of fear and anger. As we teach into contested spaces with the inclusion of Indigenous Australian content, cross cultural dimensions, discussion on race and racism, discussion on identity and cultural identity, what are the implications for staff around student reactions and how do these affect how we assess students? What strategies and assessment do we need to develop and think about for a more peaceful and informed world? How do we encourage our students’ citizenship and indeed our own so that we can know what is meant by ‘the wisdom of respectfully knowing how to live in a world worth living’?

4.00pm – 4.55pm
Theme: Authentic Assessment – in the online environment
Facilitator: Katherine Klapdor Room: 218

Aligning student-led forum discussions with authentic assessments - Ben Bohmfalk and Anne Ardagh
The presenters will share a simple yet highly effective strategy that has been used within the Faculty of Business to engage students in meaningful forum discussions aligned with authentic assessments. Placing the assessments at the centre of the subject design required changes to the expectations for student interaction to provide more opportunities for practice and feedback prior to assessment. At the start of session, students nominate to co-facilitate a forum discussion in which they give legal advice based on authentic scenarios that prepare them for major assessment tasks. Each discussion lasts for one week, with ten discussions taking place during the session. Students are provided with two rubrics at the start of semester: one outlining criteria for successful forum facilitation, and the other outlining criteria for successful participation in the remaining forums. Students use these rubrics not only as a guide, but also as a self-assessment tool which is submitted at the end of the session. The presentation will focus on a distance-education undergraduate subject in Administrative Law recently redesigned for the Online Course Innovation Project. Preliminary data will be presented to analyse the effectiveness of this approach.
Meeting student’s expectations of and approaches to learning in the 21st century: an investigation - Ruth Bacchus and Lynnette Flynn

Our presentation discusses the results of a survey conducted at the end of the 2013 teaching session. This survey was implemented to assess how the change to a blended learning design shaped students’ learning experiences in Professional Writing, an on-campus, first year, large-cohort subject. Previously this subject’s learning design consisted of face-to-face lectures and tutorials; for the 2013 session the blended learning design implemented included online video presentations and face-to-face tutorials. At the end of the session we asked students a set of questions designed to see whether the online presentations were useful in assisting learning, convenient and/or engaging. The sample may not be representative; however the responses were revealing and will help guide further investigations in this area. As the 2013 Grattan Institute report, ‘The online evolution: when technology meets tradition in higher education’ asks “Will traditional lectures be replaced with ‘flipped classrooms’, in which students view video lectures before coming to class to work on specific problems with the lecturer or tutor?”. This presentation will discuss the student responses and what they tell us in terms of broad themes: how do students approach learning; how may the scaffolding of learning experiences assist assessment and student achievement; and what this suggests for future practice.

4.30pm – 4.55pm
Theme: Course Design – Building blocks
Facilitator: Peter Pocock  Room: 241

Vision 20/20 – Pecha Kucha

Are you curious? - Katherine Herbert
Abstract: Have you seen the latest CSU advertising campaign, ‘Curious’? In a world where information is literally at the tip of your fingertips, is curiosity still an attribute of the 21st Century student? I say yes. In this presentation, I look at the role of assessment as the light that sparks the natural curiosity of students. Where questions do not go unanswered and in fact, asking more questions is encouraged. Discovery and learning is what curiosity is all about after all.

Learning outcomes conceptualising Threshold Concepts - Sandra Maathuis-Smith
Learning outcomes have traditionally been statements which make clear to students what is going to be rewarded in the assessment tasks. While clarity about outcomes is essential, formal statements of intended learning outcomes may fail to communicate the essence of the individual disciplines and professional areas. ‘Threshold Concepts’ may be considered to be “akin to passing through a portal” or “conceptual gateway” that opens up “previously inaccessible way[s] of thinking about something” (Meyer and Land, 2006). A focus on threshold concepts creates a more holistic view of the knowledge and values involved and enables teachers to make refined decisions about what is fundamental to a grasp of the subject they are teaching thus facilitating a ‘less is more’ approach to curriculum design. With the move to criterion based assessment I would like to introduce threshold concepts as one way of thinking about what it important.

Lost in translation: the importance of language in assessment tasks - Liz Smith
This presentation draws upon the recent National OLT Project - Effective Teaching and Support of Students from Low Socio-Economic Status Backgrounds and highlights the critical role that language plays in assessment design and student success.

Presentation

Do our pass students satisfy our course objectives? - William Adlong and Kath Attree
Course and subject coordinators face the complex task of designing programs that meet the standards of AQF and ensure students achieve our graduate learning outcomes (GLOs). But, do our pass students actually meet the minimal standards for our subject and course objectives, or do they only demonstrate some achievement towards those standards? As the new assessment and moderation policy brings focus on the articulation of performance standards for each grade, the question arises whether the pass performance standard does in fact satisfy the criteria and objectives of not just the subject but these broader indicators. If not, what should be done about it? This session aims to promote discussion between participants around how this issue can be addressed at the subject convenor, subject team, school and faculty level. The session will also alert those writing assessments and criteria to the care needed with the specification of the pass standard. The session
considers whether the alignment built between AQF standards, GLOs, Course Objectives, Subject Objectives and assessment criteria, could be broken at some of the levels of performance standards.

4pm – 4.55pm
Theme: PBE – WPL: Realities and challenges
Facilitator: Stephen Relf  Room: 242

Investigating Technology-enabled WorkPlace Learning and Peer Mentoring in undergraduates - Luke Barclay and Franziska Trede

Digital technology and collaboration have been identified as key dimensions of student learning. However, the interrelationship between these digital and collaborative aspects is still underexplored within higher education and especially in the preparation of students for professional practice. It is through appropriate support and challenge that students optimise their learning. Two current areas of such support are the use of technology in WPL and the implementation of peer mentoring in WPL environments. As part of a 2013 Education For Practice Institute Fellowship, focus groups were conducted with the 2nd and 3rd year cohorts of the Bachelor of Medical Radiation Science on the Wagga Wagga Campus. The purpose of the focus groups was to explore students’ insights and attitudes to peer mentoring and use of technology in their preparation for, and during WPL placements. Findings revealed that technology use in WPL in a highly technical work environment was slow. Students were keen to embrace technology but have not yet found a niche for where it fits. The use of peer mentorship appeared to be occurring informally and was part of the student coping mechanism when confronted with the challenges of the WPL environment. There is a need to provide support and training to senior students to mentor junior peers. These findings and other themes will be investigated in this presentation.

“Fresh ideas and lots of wasted time”: The challenges of supervising students in the workplace - David Maxwell and Celina McEwen

Within the advertising sector, HR staff are responsible for placing students on work placements with employees who will take on the role of workplace student supervisor (WSS). Often, because of a lack of understanding of what workplace learning (WPL) and supervision entails, HR staff will appoint lower level staff to take on this role. This is problematic as junior staff often lack basic understanding and training in supervision, which has the potential to lead to challenging situations for both the student and the WSS. With this paper preliminary findings will be presented from a study conducted jointly by the Education For Practice Institute (EFPI) and the School of Communication and Creative Industries (SCCI) that sought to identify current practices in the advertising sector ranging from placing, to supervising and budding with students. Using an online questionnaire, data was collected about participants’ supervision experiences and challenges in supervising CSU students, the kind of activities undertaken during supervision, what supervision meant for them and their organisation and the kind of support required to help them in this role. Early findings show that improvements can be made in the ways in which universities work with host organisations as well as prepare students for their WPL placements. This paper will conclude with a discussion about ways of improving student supervision practices for advertising sector WSS and the roles and responsibilities of the host organisation, the student and the university in supervising students in the workplace. Bios: David Maxwell — Lecturer Advertising Media, Commercial Radio, Advertising Fieldwork Supervisor  David is a highly successful senior executive with extensive experience in sales, marketing and business development encompassing a wide range of industries, from fast moving consumer goods, media and new technologies to financial services. David has been teaching for over 14 years as well as maintaining senior marketing and advertising positions. He continues to maintain relevance through his consulting services .He holds a Graduate Certificate in University Learning and Teaching. Celina McEwen is a Research Fellow and National Program Coordinator with the Education For Practice Institute (EFPI) and a Research Member with the Research Institute for Professional Practice, Learning and Education (RIPPLE). As a Research Fellow, Celina carries out a range of research, writing and networking activities.
Thursday, 21st November 2013

Keynote Presentation
Dr Cathy Gunn
8.35am – 9.25am
Lecture Theatre – Room 347, C2

‘Assessment opportunities in the age of elearning’
The range of options for assessment has increased significantly with the evolution of elearning tools and associated pedagogies. Online exams, portfolios, practice tests, group projects, simulations, intelligent tutors, learning analytics, student generated resources and automated marking assistants have all become features of the elearning landscape. The question is, are institutions ready to embrace these innovations, and how do they empower staff to explore the rapidly shifting landscape of e-assessment? Teachers can apply new concepts and technology skills to learning design, but institutional readiness is equally important. This talk explores some of the latest innovations in assessment and the necessary conditions for their adoption and implementation.

11.00am – 11.55am
Theme: Students – Empowering students
Facilitator: Linda Ward Room: 303

Students want to do more than just their assessments; the key is to ask them! [Empowering students through participatory approaches] - Isabel Fox
Inspired by Liisa Uusimaki at CSUed 2012 and her success in engaging students through asking them to complete tasks outside their assessment structure, sessional academic Isabel Fox attempted to repeat this with her own students. Building on her background in Participatory Learning and Action (PLA) processes learnt within the context of building long-term, sustainable and empowering governance and environmental management structures in small communities in developing countries in the Pacific, Isabel wanted to take the potential for empowerment of this approach and use it to encourage and aid first year students in their sometimes rocky transition between school and university. After seeking permission from both the subject coordinator and her classes to run things differently than initially outlined, a simple incorporation of this philosophy into classroom practice was the expansion of a set assessment task. Originally designated as a five minute presentation on one of three topics, students asked to expand this format to call on theories and case studies from their own fields of media interest. The results were astounding, with students taking control of the classroom, presenting intelligent, academically engaged and contemporarily relevant materials across a host of critical theories, many of which went beyond the expectations of first year, first semester. The presentations in each class became a series of interconnected, evolving and reflexive peer-to-peer learning experiences that added extra layers of discussion and exploration of theoretical underpinnings, complexity and relevance to the classroom and enhanced student enjoyment, engagement and learning.

Students becoming assessors of their own learning through career development - Paul Worsfold
Firstly, this presentation will ask, ‘Is this our aim?’ To develop students’ capacities to be assessors of their own learning; for students to take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating their learning outcomes (Knowles, 1975, cited in Lee, Mann, & Frank, 2010, p. 426; Boud & Falchikov, 2006). Secondly, this presentation will discuss ‘learning-oriented assessment’ as a means to foster future learning post-graduation, and will include: (1) identifying the general nature of learning which occurs post-graduation; (2) the role of career development learning within an assessment system; (3) career development learning’s contribution to formative assessment; and, finally, (4) students becoming assessors of their own learning owing to their unique career development learning needs.
Digital literacy – there’s a grease monkey script for that! - Judy O’Connell
Courses and subjects that embed core digital skills, as well as subject-specific use of technology, enable students to gain the skills and confidence they need to use digital technology not only to support their learning but also in the workplace. The learning experiences we offer our students can incorporate simple yet powerful strategies and techniques to enhance how we work, play and learn in online and digital environments. You know this, and you enjoy using images as part of these experiences, including in your assessment tasks. But ‘working’ with images as visual representations of ideas requires that educators understand image sharing, image attribution, creative commons, and FlickrCC. Perhaps you or your students are creating slide-decks, writing blog posts, or engaging in other forms of story-telling narratives. This takes time – that is until you discover my favourite Grease monkey script for Firefox. You’ll never look back!

Teaching in the cloud - Trina Phuah
The use of cloud-based technology has the potential to develop and expand the digital literacy skills of students. The cloud also offers students convenience and protection against data loss. Online documents created with Google Drive enable collaboration and interaction - in real-time and over any distance. This presentation will share how these cloud-based, collaborative documents and an online survey tool have been used to support teaching, learning and assessment in the occupational therapy program. Participants will learn how to create cloud-based documents, and discover how to share and use them to develop collaborative content. An example will also be provided to demonstrate the use of an online survey interface to create a cloud-based assessment quiz. The audience will be invited to contribute ideas and discuss the potential applications for the use of this technology at Charles Sturt University.

11.00am – 11.55am
Theme: Authentic Assessment – Workplace-based problems
Facilitator: Harriet Ridolfo
Room: 218

Working through the pluses and pitfalls of a client based assessment - Kay Plummer
In ACC311 Strategic and Sustainable Accounting, students are required to prepare accounting information for a client. The information must be able to support the client’s strategic decision making. As a result students need to be able to link their learning in the management accounting techniques across the three years of the undergraduate degree to strategic decision making which is included in this final year subject. Students have found this assessment helps them understand client interactions and apply their knowledge to real world situations. Some of the pitfalls that arose include student access to potential clients, students wanting to prepare too much information and students finding it difficult to move from the theoretical to the practical.

Changing the influence of formal learning on health service managers’ practice - David. Ritchie and Margaret Yen
The Health Services Management program has been reviewed several times in recent years to introduce changes to syllabus and curriculum. We have articulated a teaching and learning philosophy that underpins our expectations of learner engagement. Central to that has been recognition of the experience our students, mainly clinical health care professionals, have in seeking to develop their managerial knowledge and abilities. Understanding our student demographics has altered the manner in which we present learning resources, learning activities and learning supports. Our most recent changes have introduced a standard progression with paired subjects, and scaffolding between subject progressions, with the parallel introduction of reflective writing as an assessable component in at least one subject per session. The use of webfolio in PebblePad has been introduced and will become mandatory in several subjects from 2014. This precedes the development of a webfolio and reflective practice at course level to capture evidence of transfer of learning. Learners, who are all working in the health care industry, are encouraged to identify appropriate workplace based-problems to use as a basis for their assignments. Students are increasingly encouraged to view assignments as part of a change management process, and so are encouraged to discuss their assignments with their supervisors and colleagues with the intention that assignments be used to introduce real changes. Findings from a research project currently being written up will be reported.
11.00am – 11.55am  
**Theme: Curriculum Design – Designing Criterion Referenced Exams**  
Facilitator: Kirsty Smith  
Room: 207

**Practical Workshop (55mins)**

Exams and criterion-referenced standards-based assessment - Kerri Hicks and Lenni Morkel-Kingsbury

Exams are used across many disciplines at CSU and require a specific focus when using criterion-referenced standards-based assessment (CRSBA). This workshop will discuss why CRSBA exams require some alternative approaches and will outline a number of alternative approaches to using CRSBA with exams and ask you to apply one of these to develop criteria and standards for your exam.

This is an interactive workshop, so please bring with you an example exam paper, any existing marking criteria and performance standards or rubric, the subject learning objectives/outcomes and a laptop to work on.

11.00am – 11.30am  
**Theme: PBE – Assessment and outcomes in PBE**  
Facilitator: William Adlong  
Room: 242

**Quantum Leap! - From Lectures to Blended and Active Learning - Anne Llewellynn and Lynnette Flynn**

This presentation addresses design considerations which have been undertaken in the development of a subject in the final year of the Bachelor of Communication (Advertising) course which was delivered both face to face and DE. Our aim was to promote active learning through active teaching. ‘Lectures’ were preloaded as short CSU Replay presentations embedded in 10 weekly Interact Modules. Modules required learner engagement to explore the topics, refer to the text plus additional readings online and in eReserve and to complete the weekly tasks that built towards the assessments. We set out to transparently link the learning outcomes and assessment tasks step by step with the Modules. Workshops then focused on involvement with students and provision of early and spontaneous formative feedback. Clear criteria and standards for grading assessments provided students with the opportunity to self-assess. We needed to better understand how today’s students engaged with learning and whether this active learning model could be effective in driving assessment focus. We also incorporated an andragogical approach to these adults’ learning (Knowles, 1970). Essential to the success of this was the constructive alignment of assessment tasks with the subject objectives (Biggs & Tang, 2007) and the clear communication of the subject requirements to the students. Outcomes of this learning approach included higher levels of student engagement with the subject content and increased student responsibility for their own learning. These will be discussed more fully in the presentation.

**Vision 20/20 – Pecha Kucha**

**Assessment in PBL – Kerstin McPherson**

**The use of ePortfolio as a LMS/CMS – Chris Bushell**

**How do graduands self-report their preparedness for physiotherapy practice? - Kay Skinner**

Design: Survey of graduands at time of their final undergraduate assessment. Participants: Prospective physiotherapy graduands from the final intake completing a traditional physiotherapy program at a regional university. Outcome measures: Self-reported level of preparedness for physiotherapy practice in eight key domains of practice: interpersonal skills; confidence and coping; collaboration; patient management and practical skills; understanding science; prevention; holistic care; and self-directed learning. Results: 37% of potential graduands participated. They felt adequately prepared for physiotherapy practice in seven of the eight domains, with only neutral feelings about preparedness in the interpersonal skills domain. Conclusion: Graduands from this traditional physiotherapy program felt adequately prepared for physiotherapy practice in the majority of domains. They were less confident in the domain of interpersonal skills. The physiotherapy program is transitioning to a problem-based learning (PBL) program. Previous research in medical programs has shown greater preparedness in interpersonal skills for students completing a PBL program than a traditional program. Further survey of future graduands will help to establish whether the new physiotherapy PBL program continues to provide adequate preparedness, and specifically, shows any improvement in the domain
of interpersonal skills. Key practice points: • Graduands from this traditional physiotherapy program generally feel adequately prepared for practice. • The domain with less than adequate preparedness was interpersonal skills. This may be addressed in the new program. • Graduands’ development of interpersonal skills may need formal support during their transition into work.

Posters Abstracts

Towards better assessment of the role of ICTs in the context of learning and teaching: Some initial findings - Waseem Afzal, Toby Mobbs and Som Naidu - Swinburne University of Technology (Learning Transformations)

Information and Communication Technologies (ICTs) are increasingly becoming important in higher education. With rapid developments in infrastructure and technologies new possibilities have emerged encompassing new economic models (electronic markets), social communities (virtual social networking), and education delivery systems (online, distance and blended education). In distance (DE) and blended education (BE) the role of ICTs is important and sensitive; important in the sense that ICTs are heavily relied on not only in delivering content but also for developing a rich learning experience for students. A lack of correspondence between ICTs, teaching, and student’s development can negatively influence the overall learning experience of a student. This complex role of ICTs necessitates a close examination of their role in teaching and learning— which is the objective of current research. With the preceding objective in mind we collected data from three focus groups: these focus groups explored and discussed (1) nature of DE and BE environment, (2) role of ICTs in learning and (3) in teaching. Initial results indicate that (a) kinds of ICTs in use at CSU represent more of DE rather than BE environment but with a feeling that there is a continuous move in that direction, (b) there is an increasing need to become a part of learning community and to have a very personalized relationship with teachers through the use of the most relevant ICTs, (c) a conviction exists implying that ICTs can effectively mediate the relationship between teacher and learner and thus can become influential in creating what repeatedly emerged as an “engaging experience,” (d) it will be necessary to look at the efficacy of whole learning management system (LMS) in supporting teaching and learning rather than certain ICTs, and finally (e) ability of ICTs to influence teaching and learning is inherent not only in underlying technological design but greatly dependent on motivational, demographic, and infrastructural (e.g., Internet bandwidth) factors.

Predictive Strength of Critical-Thinking Among Undergraduate Oral Health Student - Ali Ahmed, Pfitzner Wilma and Tane Helen

The application of critical thinking is a significant skill to develop in students studying health discipline programs. A teaching modality which made claim that critical thinking was more likely to be cultivated was the clinical case-based learning approach. Oral health students at CSU must acquire the ability to grapple with issues that are thought-provoking and sometimes conflicting, so they must be able to apply new learning methodologies and capabilities. These skills will be needed for their life-long practice as oral health practitioners. The purpose of this study was to encourage Oral Health 2nd and 3rd year undergraduate students to think critically and then evaluate their reflection using PebblePad software to assess their likelihood of using specific components of critical thinking. The methodology was based on using PebblePad software to present clinical cases. This highlights the principles proposed by the Commission on Change and Innovation in Dental Education. The clinical cases used in this study were introduced online to 3rd year students and students were asked to follow the management of these cases, with post classroom discussion after a period of time. The same cases were presented to 2nd year students but they were asked to only appraise the cases, but this approach can be considered as a worthwhile introduction to critical thinking. As a result, advancing the awareness in health disciplines of the importance of acquiring well developed evidence-based educational skills requires alignment of instruction with course targets and aims, formatively evaluating teaching, and providing learning for understanding. Furthermore, significant positive written evaluation was obtained from the 3rd year students with emphasis on using the same methods in the future. As an initial conclusion, this case-based methodology develops active learning and critical thinking. Attributes in critical thinking, lifelong learning and reflective practice are critical CSU graduate attributes. They also form a major part of the ADC domains for registration in oral health therapy.
"Online Course Innovation (OCI) & Assessment Design" - Katherine Herbert
The online environment does not dismiss the core values of learning and teaching, nor does it dismiss the role of a well designed assessment task. In fact, if used well, online assessments can extend what is possible in traditional environments, enabling new possibilities to transform assessment tasks into enriching and engaging learning experiences within themselves. This poster explores how the OCI project is allowing us to explore and influence new assessment design within the Faculty of Business.

Maximising the Quality of, and Response Rates to, the SES - Donata Muntean and Ana Torres
CSU is introducing a new survey instrument: the Student Experience Survey (SES) with questions that have been designed to better measure a broader range of issues than did the online evaluation surveys (OES) used previously. The Subject Experience Survey has been designed with two scales: the General and the Workplace Learning Scale. It has also been designed to align with CSU’s Smart Learning initiative. One of the main purposes of online evaluation surveys is to inform lecturers about their students’ learning experiences. The SES will provide academics with an opportunity to reflect upon their teaching style, method of subject delivery, and the quality, relevance, and currency of the subject content taught. Survey feedback can highlight areas of quality, or problems, with a subject. This gives lecturers the opportunity to implement changes to benefit future cohorts. In the past, response rates to the OES have been low. Low response rates affect the quality of the data collected and may stifle necessary program development. Poor quality feedback and low response rates compromise the pedagogical purpose of the SES. We aim to maximise the effectiveness of the SES by taking into consideration the two pedagogical purposes that legitimise its existence: assessing teaching quality; and improving student learning. Our poster showcases the first stage of our project: familiarising students with the SES and educating them on the importance of providing objective feedback. We invite academics to think about different ways of encouraging students to complete the SES since, to maximise the effectiveness of the SES, it is paramount that students fully understand not only the purposes served by the questionnaire but also the nature of each one of the questions contained therein.

Moving from research to teaching - Shokoofeh Shamsi and Deborah Clarke
With a strong focus on research outcomes, universities frequently employ lecturers with a strong research background, many of whom are full time researchers before assuming a teaching position for the first time. This however poses some challenges to these groups of employees. Many of us are good presenters with no problem in engaging a large audience, even in such platforms as international conferences, but when it comes to a small class at university it becomes difficult to engage a group of students who clearly are among the more academically gifted in society. Many articles have discussed various strategies to increase the engagement of learners in the learning environment by looking at the characteristics of the learners while overlooking the parameters that relate to the mindset of the teacher and his/her background. In this presentation we will discuss some of the challenges facing people moving from research background in science to a teaching position and how they can improve the engagement of and interaction with students in the classroom.

Enacting the curation of workplace learning exemplars within Charles Sturt University - Maree Donna Simpson, Alison Gates and Teresa Swirski
The ‘slow innovation’ framework which underpins this poster presentation is a way of reframing how we approach the complex challenges and pressures associated with workplace learning. The premise of the framework also suggests an important curatorial function; that is, in not only recognising valuable workplace learning practices, but ‘taking care’ of them as well. Curating is as crucial to workplace learning as it can be to scholars of ‘lost languages’ and lost cultural ‘ways of knowing’. There is a concern that some pockets of rich knowledge and practices may become lost amidst the rapid changes occurring within higher education. This poster will discuss plans, funded by an OLT grant, for identifying and implementing this curation at CSU.

SMART LEARNING - Smart Learning Team
An info-graphic-style poster communicating information on the innovative Smart Learning Model, an organisational change project being developed and implemented through the Office of the DVC-Academic. This model includes a software component designed to provide a collaborative space for course design, implementation and evaluation. A member of the Smart Learning Team would be present near the poster to discuss Smart Learning and its current status and future development if appropriate for this presentation type.

First Nations (SE Ontario) Control of Assessments as/of/for Learning - umar keoni umangay
This poster will illustrate an action research project in an Ontario First Nations community. By means of info-graphics, the images and texts will trouble and provoke the cultural biases of Western/ settler based assessment practices. The project involved an iterative, dynamic process of inquiry, planning, action, and reflection among students, teachers, university researcher and community agencies to deconstruct, and re-
emerge an assessment strategy based on an indigenous epistemology and value system linked to traditions and spirituality. The goal was to proactively transform the social landscape of assessment into an engaging, positive, inclusive, and active environment of shared development of assessment practices through oral storytelling, artistic / metaphoric representation of learning, and assessment criteria based on Four Directions teachings and the holistic notion of the indigenous learner. This poster will include a brief review of research on First Nations assessment practices in order to contextualize the research and highlight the important links between indigenous epistemologies, activities, school engagement, and academic outcomes. There will also be a highlight of the students’ voices about assessment, with additional perspectives from the teachers.
Presentation Types

Further detail is on our conference website: http://csued.wildapricot.org

Pecha Kucha: Vision 20/20
20/20 is based on the popular Pecha Kucha format where you show 20 images, each for 20 seconds.

The images advance automatically and you talk along to the images, this is a visual and dynamic way of presenting your vision - your passions - for assessment in higher education at CSUEd2013.

Provocation Workshops (55 minutes)
A Provocation Workshop is designed to be transformative, to challenge and maybe change participants’ perspectives. Hopefully it will be interesting, a bit different and maybe even fun. Ideally it will have a group-output that can be shared with others in the future.

The Provocation is a single or series of short presentations or events (e.g. multimedia presentation, debate, role-play, images, scenarios, video clips, cartoons, etc (be creative) presented by one or more individuals or groups that challenge participants to think and act differently about an assessment issue.

Practical Workshops (55 minutes)
A workshop is a single, short educational program designed to teach or introduce participants to practical skills, techniques, theoretical concepts or ideas that they can then use in their work. Most workshops will have these features in common:

They're participatory, i.e. participants are active, both in that they influence the direction of the workshop and also in that they have a chance to practice the techniques, skills, etc. that are under discussion.

- They're generally small allowing everyone some personal attention and the chance to be heard.
- They're often designed for people who are working together, or working in the same field or on a topic of shared interest.
- They're led by people who have real experience in the subject under discussion.

Traditional Presentation guidelines (25 minutes)
Oral presentations (except plenary and keynote) have a 25 minute allocation. You may prepare a visual presentation of roughly 15 slides (e.g. PowerPoint / Prezi / Keynote / Photostory) that can last for between 12-15 minutes.

Discussion and feedback are a central part of every session. Allow 10 minutes for questions and discussion after your talk.
Bathurst Campus & Building Maps

Bathurst is a large campus – and if you haven’t been there before, you may need a map! You are heading for the Mansfield Building (C2), see the map excerpt below.

The Conference dinner venue is on campus at James Hardie Dining Room, which is located at the CPD on campus

Follow the signs:
Notes