Conference Program
Schedule and Abstracts

5 – 7 November 2012
Convention Centre
Wagga Wagga Campus, CSU
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Acknowledgements

Welcome to Country
Aunty Flo Grant, Senior Wiradjuri Elder

Keynote Speakers

Professor Gráinne Conole, Director, Beyond Distance Research Alliance, University of Leicester, United Kingdom.

Professor Mark Brown, Director, National Centre for Learning and Teaching, Massey University, New Zealand.

CSUED2012 Working Party

Merilyn Childs Acting Director, Flexible Learning Institute (FLI)
Carole Hunter Strategic Projects Co-ordinator (FLI)
Brad Edlington Strategic Projects Co-ordinator, Innovations (FLI)
Lesley Reid Teaching & Staff Development Officer, QEES (DLTS)
Maree Potter Administrative Officer (FLI)

CSUED2012 Advisory Group

Marian Tulloch Executive Director, Division of Learning and Teaching Services
(Chair)
Andrea Crampton Sub Dean L&T, Faculty of Science
Barney Dalgarno Sub Dean L&T, Faculty of Education
Derek Sequeira Coordinator, Evaluation Services, QEES (DLTS)
Franziska Trede Acting Director, Education for Practice Institute
Joy Wallace Sub Dean L&T, Faculty of Arts
Warwick Baines Sub Dean L&T, Faculty of Business
Liz Smith Director, Academic Support
Mike Keppell Former Director, Flexible Learning Institute
Som Naidu Director, Quality Enhancement & Evaluation Services (DLTS)
Valerie Ingham Lecturer, Australian Graduate School of Policing
Wendy Nolan Senior Lecturer, Centre for Indigenous Studies

Mobile CSUED2012 Site Development

Bobbie Tulloh Division of Information Technology

Word processing and formatting

Carol Davis Private Contractor

Catering and Room Organisation

CSU Events

Dinner Entertainment

Ryan Hillam
Higher Education for a Digital Age: Building connections to enhance learning and teaching – welcome!

This is the fifth CSUED that I have attended, and the third that I have convened. I have always been impressed with the opportunity CSUEDs provide for the CSU community to come together to share ideas, research and scholarship. Since last year’s CSUED2011, which was led by the Education for Practice Institute, the learning and teaching landscape within, and external to, CSU has continued to rapidly change. Open learning, often referred to as “learning anywhere, anytime”, has exponentially unfolded via our hand-held devices and social media. Personal learning, online learning, social media activism, and user-generated content have gained ground. Student-centred and driven learning has provided at times a compelling force for change. Technology has disrupted, at times divided. In some industries, as Todd Sampson recently put it on Gruen Planet “the digital meteorite has already hit” (ABC, 17/10/2012). New forms of learning, enhanced social processes, the changing nature of work and the world have generated new texts, and new opportunities for participation – as well as challenges for inclusion, such as digital literacies. Externally, regulatory requirements, standards, partnerships, professions and pathways continued to frame our work.

Internally at CSU, the CSU Learning Management System came under review, and new approaches to online and mobile workplace learning emerged. Student-centred learning and student-facing systems were prioritised. The Building University Success for Students (BUSS) initiative commenced. The first generation of attempts to align to the CSU Degree principles, to embed an Indigenous focus and Cultural Competence into the curriculum, and to account for courses via the ACPR Parts A and B were enacted. mLearning initiatives and the Remote and Regional Support Team magnified the learning spaces in which CSU students and staff engage. The SmartTools curriculum renewal process and strategy was trialled in 2012 and will be piloted more widely in 2013-2015.

Much has happened. Yet, we have also brought maturity to the processes of change, as we’ve considered what to keep, what to transform, in response to internal and external drivers and our aspirations as a University. CSU enjoys a robust learning and teaching conversation. We make connections in corridors that are physical, virtual and of the imagination. We meet, converse, debate and reflect in Yammer; we attend forums using Skype, Bridgit, Googledocs, Interact, video conferences and through physical meetings in PODS, workshops, and many other and varied means. CSUED2012 fits within, and builds upon this conversation. At this year’s conference we will share with our colleagues our achievements, experimentations, innovations, aspirations – and, at times, our concerns, critical thoughts, institutional worries, frustrations. This: amidst our visions for the future. CSUED2012 is a celebration of our “agility” (to draw on the thoughts of the Vice Chancellor) as connected and collaborating colleagues, in our responses to changing times.

Welcome to the 5th CSUED!
A/Professor Merilyn Childs, Acting Director, Flexible Learning Institute

1 See previous CSUED programs
2 Contact A/Professor Franziska Trede
3 Contact A/Professor Philip Uys
4 Contact Liz Smith
5 Contact Tim Klapdor
6 Contact James Brann
7 Contact A/Professor Alan Bain
Useful things to know about CSUED2012

How will CSUED2012 be evaluated?
To further support the notion of agility, feedback on how the conference unfolds will be sought. Delegates are encouraged to offer their comments and views at any time during the conference, so please look for the poster and wall space provided in the registration area. Where practical, comments will be swiftly acted upon to ensure the best possible conference experience can be enjoyed by all.

Of course, determining not only the overall success of the conference but also what worked and what could be improved is essential. One week following its conclusion, summative feedback from all delegates will be sought via an online survey. 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.

How was the conference program developed?
The CSU community was asked to respond to timescapes as themes. These were:
- Last year, last week, today – successes to build on, challenges to overcome
- Emerging potential from current activities
- Plans and visions into the digital age

Once the abstracts were submitted the CSUED2012 Working Group analysed the key ideas that had been presented and from these, the conference strands were formulated. In this way, the special focus of the CSU community in response to the conference theme and the timescapes were used to shape the final program. Where possible, requests made by presenters to run a workshop, or a 15 minute presentation, were fulfilled. Some changes were made to these requests in order to achieve a balanced final program.

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 CSUED2012 site (http://bit.ly/csued2012program). You can access this full version via a handheld device during the conference, or print out those pages you wish to bring with you to the conference.
- 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. The site will be available from Friday, 2 November 2012, and can be accessed via the following link: http://m.csu.edu.au/conferences/csued

Before the conference, you might like to bookmark or add this link to your home screen.

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

Preparing for CSUED – are you mobile?
Are you mobile ready to fully participate in CSUED2012?

Besides the CSUED2012 mobile site, a number of presenters will ask participants to participate actively via their mobile devices. In these sessions, you will be given a URL, or you can access it more quickly and easily by “scanning” the QR code placed on the presentation screen. To do this, you will need to install a QR reader. A quick google search should locate a range of options. One of the best we’ve tested is I-nigma (http://www.i-nigma.com).
**Yammer**
While you're downloading applications for your mobile device, why not look for the Yammer application?

[https://www.yammer.com/logout_landing](https://www.yammer.com/logout_landing)

Joining or accessing Yammer during the conference means you can find out what people are saying about CSUED presentations, or about higher education in the digital age more generally – or even have a say yourself!

**Melbourne Cup, 3pm 6th November**
The CSUED2012 program has been planned to ensure that session times on Tuesday 6th November provide a small window of opportunity for those who wish to enjoy the Melbourne Cup at 3pm to do so without disrupting the flow of the Conference.

**Movement and time**
The CSUED2012 Program has followed a time honoured tradition to allow 5 minutes between sessions to allow for movement. Some of the rooms require a walk between buildings – your help in moving promptly will be greatly appreciated by presenters! Each session has a facilitator, and they will begin each session on time to make sure presenters have adequate time to present.
<table>
<thead>
<tr>
<th>Time/Venue</th>
<th>Event/Presenters</th>
<th>Topic/Abstracts</th>
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</thead>
<tbody>
<tr>
<td>10am - 12:30pm</td>
<td>Prof Mark Brown</td>
<td><em>Distance learner colloquium: Exploring the enigma</em></td>
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<tr>
<td>Convention Centre – Bangayarra Room</td>
<td></td>
<td>This Colloquium will provide an opportunity for participants to explore largely unchartered territory. It offers valuable insights into the real-life challenges facing first-time distance learners and the difficulties for tertiary institutions in meeting students’ needs in today’s digitally connected and socially wired world. The Colloquium is framed in the wider context of growing concerns about attrition and completion rates of distance learners and is informed by a joint Massey University and Charles Sturt University research project designed to investigate the experiences of first-time distance learners from their own perspectives. It will be hosted by the project leader, Professor Mark Brown who has 20 years of leadership experience in distance education.</td>
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<tr>
<td>11:15am - 12:30pm</td>
<td>Mark Westerman &amp; Dawn Calvert</td>
<td><em>WPL Management - InPlace</em></td>
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<tr>
<td>Convention Centre – Indyamarra Room</td>
<td></td>
<td>This workshop starts with a brief presentation/update followed by discussions where users from a range of schools provide an overview of how InPlace works for them. Sharron Sharrock and Leanne Rowley present practical issues that can be used by others and share their experiences that will lead to an open discussion. The aim of this workshop is to develop a CSU wide perspective of InPlace and its potential to enhance WPL management.</td>
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<tr>
<td>12:30pm – 1:30pm</td>
<td>Lunch</td>
<td>Foyer, Convention Centre</td>
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<tr>
<td>Time</td>
<td>Venue</td>
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<tr>
<td>1:30pm - 5:30pm</td>
<td>Convention Centre – Gulballanna Room</td>
<td>Wendy Nolan &amp; Barbara Hill</td>
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<tr>
<td>1:30pm – 4:30pm</td>
<td>Convention Centre – Bangayarra Room</td>
<td>Prof Gráinne Conole</td>
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<tr>
<td>1:30pm - 3:30pm</td>
<td>Convention Centre – Indyamarra Room</td>
<td>Chair - Wendy Bowles, Teresa Swirski, Celina McEwen, Megan Smith, Jenny Kent &amp; Marilyn Pietsch</td>
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<td>3:30pm - 5:30pm</td>
<td>Convention Centre – Indyamarra Room</td>
<td>Chair - Wendy Bowles</td>
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## Conference Program

**DAY 1 TUESDAY, 6TH NOVEMBER 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Registration – Indyamarra Room, Convention Centre</th>
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<tr>
<td>8:30am</td>
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<thead>
<tr>
<th>Time</th>
<th>Welcome to country – Aunty Flo Grant</th>
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<tr>
<td>9:00am</td>
<td>Bangayarra Room, Convention Centre</td>
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<thead>
<tr>
<th>Time</th>
<th>Opening – Professor Andrew Vann, Vice-Chancellor</th>
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<tbody>
<tr>
<td>9:20am</td>
<td>Bangayarra Room, Convention Centre</td>
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<thead>
<tr>
<th>Time</th>
<th>Keynote: Professor Gráinne Conole, Director Beyond Distance Research Alliance, University of Leicester, United Kingdom, Digital literacies for a modern learning context</th>
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<tbody>
<tr>
<td>9:35am</td>
<td>Bangayarra Room, Convention Centre</td>
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**10:30am – 11am Morning tea – Indyamarra Room, Convention Centre**

<table>
<thead>
<tr>
<th>Time</th>
<th>Plenary Forum, Bangayarra Room, Convention Centre</th>
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<tbody>
<tr>
<td>11:05am-11:50am</td>
<td>What challenges and opportunities are created by ‘open learning’ in higher education and at CSU? Panel Chair: A/Prof Barney Dalgarno, Sub-Dean Learning &amp; Teaching, Faculty of Education Panel Members: Professor Gráinne Conole (Keynote speaker), Professor Andrew Vann (V-C, CSU), Professor Mike Keppell (Visiting Professor, Flexible Learning Institute), Claire Brooks (Educational Designer)</td>
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### Time

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<thead>
<tr>
<th>Time</th>
<th>Learning in a Digital Age Convention Centre Bangayarra Room</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Students’ experiences and perceptions of participation and engagement in learning and teaching in higher education Rachael Fox &amp; Jude Guillifer</td>
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<thead>
<tr>
<th>Time</th>
<th>Becoming a Professional in a Digital Age Graham Building Lecture Theatre 1</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Harnessing the creativity of educators and educands to realise new learning outcomes in professional and practice-based education Gerard Boland</td>
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<thead>
<tr>
<th>Time</th>
<th>Enhancing Learning and Teaching in a Digital Age Graham Building Lecture Theatre 2</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Privacy: Friend or foe? Miriam Dayhew</td>
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<thead>
<tr>
<th>Time</th>
<th>Technology-Enabled Learning &amp; Teaching Graham Building Green Room</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>A Second Life virtual classroom for teaching professional placement preparation Barney Dalgarno</td>
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<tr>
<th>Time</th>
<th>New formats: Vision 20/20 and Digital Theatre Convention Centre Gulballanna Room</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Vision 20/20: A Pecha Kucha inspired event Becoming an academic Jacquie Tinkler</td>
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<tr>
<th>Time</th>
<th>Facilitator: Joy Reid</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Students’ experiences and perceptions of participation and engagement in learning and teaching in higher education Rachael Fox &amp; Jude Guillifer</td>
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<tr>
<th>Time</th>
<th>Facilitator: Betsy Lyon</th>
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<tr>
<td>11:55am-12:25pm</td>
<td>Becoming a Professional in a Digital Age Graham Building Lecture Theatre 1</td>
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<tr>
<th>Time</th>
<th>Facilitator: Kathryn Dalton</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Enhancing Learning and Teaching in a Digital Age Graham Building Lecture Theatre 2</td>
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<tr>
<th>Time</th>
<th>Facilitator: Brad Edlington</th>
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<tbody>
<tr>
<td>11:55am-12:25pm</td>
<td>Technology-Enabled Learning &amp; Teaching Graham Building Green Room</td>
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<tr>
<th>Time</th>
<th>Facilitator: Carole Hunter</th>
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<tr>
<td>11:55am-12:25pm</td>
<td>New formats: Vision 20/20 and Digital Theatre Convention Centre Gulballanna Room</td>
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### New formats: Vision 20/20 and Digital Theatre

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator: Carole Hunter</th>
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<tbody>
<tr>
<td>12:30pm - 1.10pm Lunch – Indyamarra Room</td>
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<tr>
<th>Time</th>
<th>Mobile learning hands on (Convention Centre - Foyer)</th>
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<tr>
<td>12:30pm - 1.10pm Lunch – Indyamarra Room</td>
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Mobile learning hands on (Convention Centre - Foyer)
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<thead>
<tr>
<th>Time</th>
<th>Enhancing Learning in a Digital Age</th>
<th>Becoming a Professional in a Digital Age</th>
<th>Enhancing Learning and Teaching in a Digital Age</th>
<th>Technology-Enabled Learning &amp; Teaching</th>
<th>New formats: Vision 20/20 and Digital Theatre</th>
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<tbody>
<tr>
<td>1:15pm - 1:45pm</td>
<td>Convention Centre Bangayarra Room</td>
<td>Graham Building Lecture Theatre 1</td>
<td>Graham Building Lecture Theatre 2</td>
<td>Green Room</td>
<td>Convention Centre Gulballanna Room</td>
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<tr>
<td></td>
<td>Communication strategies and experiences of social isolation amongst distance students Angela Ragusa &amp; Andrea Crampton</td>
<td>Improving completion rates for practice-based doctorates: Supervisory and student perspectives Oliver Burmeister</td>
<td>Revisiting Luddism: The Emperor’s New Clothes and the online environment Bill Anscombe &amp; Frederick Velander</td>
<td>Mobile learning in higher education: Challenges and strategies Philip Uys</td>
<td>Vision 20/20 (cont)</td>
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<td></td>
<td>Communication assessment to first year students: Making the tacit explicit Susan Milcek</td>
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<td>What on earth is a non-traditional student? Liam Downing &amp; Georgina Sanger</td>
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<tr>
<td>1:50pm - 2:20pm</td>
<td>All aboard: The CSU BUSS project Toni Downes, Liz Smith, Louise Hard &amp; Megan Smith</td>
<td>Learning communities for doctoral education Stephen Loftus</td>
<td>What we have learnt about students in regional and remote communities? James Brann, Dianne Middleton &amp; Sharon Patterson</td>
<td>MLearn: How to use mobile technology for engaging and successful learning and teaching Tim Klapdor</td>
<td>Salon 520: Innovation + community online, Cathi McMullen &amp; Ian Braithwaite</td>
</tr>
<tr>
<td>2:25pm - 2:55pm</td>
<td>Workplace learning: Creating a real life experience for students Jenny Kent and Donata Muntean</td>
<td>Teaching first year students about plants – a mix of the real and virtual worlds Geoff Burrows</td>
<td>Big things in microbiology teaching: Triggers and folding space John Harper, Peter Anderson, Leigh Schmidtke, Brett Biles, Thiru Vanniasinkam</td>
<td>MLearn: Lessons through exploration Tim Klapdor</td>
<td>Always on, always connected – moving beyond Interact, David Reid</td>
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<tr>
<td>Please finish promptly at 2:55pm</td>
<td>Potentialities of learning authentically, at and through, the workplace Hillary Timma</td>
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<td>Developing an online management practicum. David Ritchie</td>
<td>mLearn iPad trial: SCH academics’ experiences with a new technology for exploring educational options and marking students’ assessments. Justine Parer, Helen van Huet, Kelly Linden, Kristen Andrews, Adam Brett, Libby Clark &amp; Alison Winkworth</td>
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<td>Small steps – big wins: How providing clarity improves the learning (and the teaching!) experience Brett Van Heekeren &amp; Lynnette Flynn</td>
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<tr>
<td>Time</td>
<td>Session</td>
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<td>3:40pm - 4:10pm</td>
<td>Working together: Establishing effective procedures for paperless marking</td>
<td>Convention Centre</td>
<td>Patricia Neal</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>STAR in chemistry – assessing student preparation, performance and challenges in first year chemistry</td>
<td>Convention Centre</td>
<td>Danny Bedgood, Brett Biles &amp; Lisa Thompson</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>What constitutes an effective workplace environment?</td>
<td>Graham Building Lecture Theatre 1</td>
<td>Celina McEwen, Franziska Trede &amp; Dale Sheehan</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>The complexity of assessment practices in workplaces: A focus on assessor's perceptions</td>
<td>Graham Building Lecture Theatre 2</td>
<td>John Rafferty &amp; Sharon Laver</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>The connected university: Opportunities and challenges for educators and students</td>
<td>Graham Building Lecture Theatre 2</td>
<td>Franziska Trede &amp; Megan Smith</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>Roundtable: The impact of new technologies on the time usage of university lecturers</td>
<td>Digital Theatre (#1)</td>
<td>Rodderick Duncan, Kerry Tilbrook &amp; Branka Kripvokapic-Skoko</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>Digital Theatre (1)</td>
<td>Digital Theatre (#1)</td>
<td>Andreas Kuswara, Teresa Swirski &amp; Alison Gates</td>
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<tr>
<td>3:40pm - 4:10pm</td>
<td>New formats: Vision 20/20 and Digital Theatre</td>
<td>Convention Centre Gulballanna Room</td>
<td>Brad Edlington &amp; James Childs-Maidment</td>
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<td>3:40pm - 4:10pm</td>
<td>Why Use Educational Technologies?</td>
<td>Digital Theatre (#1)</td>
<td>Brad Edlington</td>
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<td>3:40pm - 4:10pm</td>
<td>Understanding Mobile</td>
<td>Digital Theatre (#1)</td>
<td>Tim Klapdor</td>
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<td>Time</td>
<td>Event</td>
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<td>Facilitator(s)</td>
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<td>4:15pm - 5:15pm</td>
<td>Enhancing Learning in a Digital Age</td>
<td>Convention Centre</td>
<td>Susan Mlcek</td>
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<td></td>
<td>Becoming a Professional in a Digital Age</td>
<td>Graham Building Lecture Theatre 1</td>
<td>David Prescott</td>
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<td>Enhancing Learning and Teaching in a Digital Age</td>
<td>Graham Building Lecture Theatre 2</td>
<td>Merilyn Childs</td>
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<td>Technology-Enabled Learning &amp; Teaching</td>
<td>Green Room</td>
<td>Harriet Ridolfo</td>
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<td>Brad Edlington &amp; James Childs-Maidment</td>
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<td>Short online science quiz as an indicator of student risk</td>
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<td>Breaking the rules of student engagement</td>
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<td>Using BFL to facilitate cultural competence: Baby steps in a 'tri-athlon'</td>
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<td>Effective use of core evaluation items: A two-pronged approach</td>
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<td>Moving beyond Powerpoint: Using web-based presentation tools in higher education</td>
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<td>Online resources: The rules of student engagement</td>
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<td>Welcome to Wagga Wagga – Professor Heather Cavanagh, Acting Executive Dean, Faculty of Science</td>
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# DAY 2 WEDNESDAY, 7TH NOVEMBER 2012

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<tr>
<td>8:30am</td>
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| 8:35am-9:25am | Keynote: Professor Mark Brown, Director, National Centre for Learning and Teaching, Massey University, New Zealand  
*Backing a winner: A form guide for Higher Education in uncertain times* |
| **Time**      | **Event**                                                                                   |
| 9:30am-10am   | *Using face-to-face workshops to guide development of online resources to reduce anxiety, increase engagement, and improve performance in science subjects*  
Jenny Cox & James Crane  
Sustainable legacies from STAR  
Liam Downing & Georgina Sanger |
| 9:35am-10am   | *Exploring WPL participation and possibilities through technology*  
Theresa Swirski & Andreas Kuswara |
| 9:40am-10am   | *How to engage the disengaged learner – and simultaneously improve practice*  
Liisa Uusimaki |
| 10:05am-10:40am | *Teaching to the evaluation instrument: Heresy or good practice?*  
Derek Sequeira |
| 10:40am-10:55am | Morning tea – Indyamarra Room  
For details, see above, time 3.40-5.10pm.  
Digital Theatre (repeat of Day 1 presentations) |

### Room Assignments:
- **Bangayarra Room**
- **Lecture Theatre 1**
- **Lecture Theatre 2**
- **Green Room**
- **Gulballanna Room**
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<td>11am-11:30am</td>
<td>Making accessibility easy for everyone: How, what and why?</td>
<td>Convention Centre Bangayarra Room</td>
<td>Bec Acheson</td>
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<td>Developing an interprofessional online orientation manual for</td>
<td>Graham Building Lecture Theatre 1</td>
<td>Wendy Hastings</td>
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<td>If you build it they will come: Engaging face-to-face</td>
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<td>Chalk and talk or maybe take a tablet Chris Bushell</td>
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<td>Using elearning where other approaches are much less effective</td>
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<td>Brad Edlington</td>
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<td>11:35am-12:05pm</td>
<td>Transition to academic conduct</td>
<td>Graham Building Lecture Theatre 2</td>
<td>Rachel Crease</td>
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<td>Presenting the Onion - A tool for discussing academic writing</td>
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<td>Enhancing employability skills through diverse learning opportunities</td>
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<td>Law subject fundamentals digital resources Annette McLeod-Boyle,</td>
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<td>Pauline Graf &amp; Jessica Seage</td>
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<td>TAFE to CSU Interact site: collaborative enhancement of transition</td>
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<td>Kara King, Joyce Voerman &amp; Nicole Mitchell</td>
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<td>12:10pm-12:40pm</td>
<td>Plenary. Higher Education for a Digital Age: Using social media</td>
<td>Convention Centre Gulballanna Room</td>
<td>Linda Ward</td>
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<td>Plenary Chair, Associate Professor Philip Uys, Director, Strategic</td>
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<td>Panel Members: Jacqui Tinkler, Lecturer School of Education; Tim</td>
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<td>Klapdor Media Innovation Technology Officer &amp; mLearn Project Manager, LTS</td>
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<td>Hand-over, CSUED2013</td>
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<td>Associate Professor Marian Tulloch, Executive Director, Division of</td>
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<td>12:50pm-1:10pm</td>
<td>Conference Close, Professor Garry Marchant, Deputy Vice Chancellor</td>
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1:15pm Lunch – Indyamarra Room

**Conference ends.** An evaluation will be sent to CSUED2012 registrants via email, a week following the close of the conference. Many thanks to panel members, presenters, facilitators and delegates for a fabulous CSUED2012!
Students’ experiences and perceptions of participation and engagement in learning and teaching in Higher Education

(Convention Centre, Bangayarra Room)
Rachael Fox & Jude Gullifer, School of Psychology, and student members of PSY309

This workshop will present participatory qualitative research carried out between staff and students at CSU. With increasing emphasis on participation of a more diverse community of students, the term is often taken to simply mean registration and attendance. A more meaningful notion of participation and engagement, where students are actively included in their own learning experience, is suggested by the Government as offering a richer experience which has positive implications for the inclusiveness of Higher Education (HE) (Australian Government, 2009). Complementing this focus, the research engaged collaboratively with students as co-researchers, to collectively investigate learning and teaching, while undertaking learning and teaching itself. This allowed for an in-depth investigation into the ways student participation can widen access, in which students were active participants, and which simultaneously offered students reward for collaborating and well developed skills in qualitative inquiry. ‘Qualitative Research Methods’ is a third level Psychology subject which teaches research methods and engages in theory relating to institutional discourse: an ideal context for investigating issues in HE with students. Using the taught content and students’ subjective experiences the project was able to consider students’ perceptions and experiences and explore recommendations for future practice. Members of the subject will present the research, the opportunities it presented for a learning experience, and then facilitate in depth discussion on the issues this research raises for HE.

Harnessing the creativity of educators and educands to realise new learning outcomes in professional & practice-based education

(Graham Building, Lecture Theatre 1)
Gerard Boland, School of Communication & Creative Industries

Creativity within professional and practice-led learning contexts requires willingness on the part of educators to recognise and embrace the notion that they are the key change agents within the human social encounter that we call learning and teaching. In From Communication to Curriculum, Douglas Barnes (1975) demonstrated that new learning outcomes become possible when educators (i) adjust the way that language is used in the classroom; (ii) put the knowledge that students’ already have to work; and, (iii) consciously attempt to alter the normative expectations that students have about their role and the role of the teacher within the learning encounter. This workshop introduces participants to concepts and strategies for reframing the learning encounter in ways that harness the creativity of both the lecturer and students by enabling them to engage practice-based learning scenarios while temporarily side-stepping normative power relationships. This work is based upon the pioneering insights of Dorothy Heathcote’s (1984) conceptualisation of ‘teacher in role’ and the ‘mantle of the expert’ in ways that utilise ‘role conventions’ and ‘role distance’ (Carroll 1980, 1986) to reframe the ways in which teachers and students are able to collaboratively engage the subject content of any discipline. This approach requires new styles of communication between the participants – of introducing tasks and posing questions that promote critical thinking in ways that have a greater capacity to stimulate cognitive, psychomotor, and affective reasoning than is the case with traditional transmission or inquiry pedagogies. Based upon the concepts introduced, participants will develop scenarios that they can use in their own classrooms.

Privacy, friend or foe?

(Graham Building, Lecture Theatre 2)
Miriam Dayhew, University Ombudsman

This workshop will explore the legislative framework of privacy and information protection and further explore merging issues of privacy in social media. The Privacy and Personal Information Protection Act and the Government Information (Public Access) Act will be presented and the implications for sharing and disclosing information by staff and students addressed. The University’s Privacy Management Plan review will be presented and implementation discussed. The emerging issues of privacy and disclosure of personal information through social media will be discussed and explored by participants.
Many pre-service teachers currently undertake their professional experience with insufficient knowledge and confidence to handle unexpected teaching situations. This presentation describes the Office of Learning and Teaching grant funded VirtualPREX project which is exploring pre-service teachers’ experiences of undertaking a role-play teaching exercise in a virtual world. The study explores the opportunity for pre-service teachers to utilise new methods/avenues to supplement their learning and undertake a component of their practical experience in a virtual world. Pre-service teachers’ participation in the role-play potentially will enable them to test and develop a better range of professional skills and acquire confidence in, and more realistic awareness of, their skills before being placed in real life classrooms. Presented in this paper are the findings from a pilot of this study including student reactions to the role-play activity and their perspectives on whether they felt that it was helpful in preparing them for their upcoming professional experience placement.

Tuesday, 6th November
1:15pm – 1:45pm

Communication strategies and experiences of social isolation amongst distance education students
(Convention Centre, Bangayarra Room)
Angela T Ragusa, School of Humanities & Social Sciences & Andrea Crampton, Faculty of Science

Educators of off campus students often struggle to find the most effective means to demonstrate complex concepts in the same scaffolded manner as achieved in face to face interactions. Our research indicates applying a ‘monocle-like’ focus on content, particular in first year classes, may be a contributing factor to high attrition and failure rates. Drawing upon a 5 year study of a large first year distance education class, and in-depth analysis of the literature, we identify the impact perceived social isolation has on first year students and how it can affect engagement with content, peers and teaching staff. We also identify falsehoods in the assumption that today’s students are ‘net savvy’ or technologically literate to the point of being able to identify and address their interaction needs at least as well within an education space as they may do in social networking spaces. More critically, for conference participants we will present several strategies developed over 5 years of practical reflection and process development that reduced students’ perceived social isolation and will provide ample time for the sharing of strategies, practices and experiences to explore possible future research linkages.

Improving completion rates for practice-based doctorates: Supervisory and student perspectives
(Graham Building, Lecture Theatre 1)
Oliver Bermeister, School of Computing & Mathematics/ Flexible Learning Institute

Improving completion and reducing attrition rates in doctoral programs is the focus of this project. Attrition is not only a problem to universities in terms of research not completed, and money not received for completed doctorates, but it is also a situation affecting their duty of care towards postgraduate students, in that it affects student confidence in themselves when they perceive themselves as failures. This project builds on successful transitioning programs identified through a literature review, and the experiences of supervisors and computing doctoral students gathered through interpretive, in-depth interviews. This presentation focuses on the dual aspects of improving successful completion and decreasing attrition, for doctoral programs. The aim is to learn from practice-based doctoral programs in computing, through adapting strategies that work in that context, to other doctoral programs, particularly other professional, industry focused, applied programs. Interpretive interviews with multiple stakeholders were triangulated with an extensive review of literature for all forms of doctorates, including in disciplines outside of and unrelated to computing. Strategies to improve industry co-supervision, to improve student progression through course work to research in professional doctorates and strategies to help university advisors of doctoral students were devised and implemented, for later evaluation. Although the literature shows that in professional doctorates in computer science the completion rates are approximately 43%, lessons learned from interviews with key stakeholders and an extensive literature review have been implemented. The results will be revisited, and refined as needed, over the life of this multi-year project, to ensure that the greater than 70% completion rates achieved in certain non-computing practice-based doctoral programs are also achieved in the Doctor of Information Technology program at Charles Sturt University.
Revisiting Luddism: The Emperor’s New Clothes and the on-line environment
(Graham Building, Lecture Theatre 2)
A W (Bill) Anscombe and Fredrik Velander, School of Humanities & Social Science

Extrapolating from the history of the Luddites, this paper by 99914284 (or 6661GB or 187161900 or 2173758461) and his colleague calls for a sober assessment of the on-line environment that places educational outcomes rather than technology as the central issue. The paper argues that the on-line environment is a means to an end and not the end itself. The on-line environment is potentially ahistorical, inefficient, ineffective, inequitable, prescriptive and restrictive, instrumental, anti-diversity and a-human. Using the analogy of Hans Christian Anderson’s story of the Emperor’s new clothes – the paper argues that academics must critique and drive changes in the on-line environment that contribute to better education and better societies rather than simply adopt the developments in the on-line environment without rigorous scrutiny.

Mobile learning in Higher Education: Challenges and strategies
(Graham Building Green Room)
Philip Uys, Learning & Teaching Services

Mobile learning is fast establishing itself in higher education as an engaging and successful learning and teaching strategy. This presentation will explore the critical challenges that need to be resolved for effective mobile learning in higher education, and the essential elements of implementing a successful mobile learning strategy.

Communicating assessment to first year students: Making the tacit explicit
(Convention Centre, Bangayarra Room)
Susan Mlcek, STAR Academic Lead, Faculty of Arts

This presentation explores the notion that in order for communication to first-year students to be effective, the gatekeeping of certain internalized knowledge(s) by lecturers, has to be reviewed, and willingly shared and released. Universities are being asked to be accommodating of students who come to higher educational studies from a variety of enrolment pathways and entry points; they bring with them some transferrable skills but it takes time to be inculcated into the academic cultural discourse. As first-year students, for example, their association with the conventions, styles, and rules of engagement will often be minimal, but at the very least their expectations will be of ‘formality’. They will probably lack skills in being able to question such feedback of assessment items that notes the following remarks, ‘did not answer the question’, or ‘this is too descriptive’, or ‘this is not written like an essay’. In a current higher education environment that privileges ‘student experience’ or ‘student service’, such feedback is both problematic and contentious. The remarks signal understanding that is embedded in tacit knowledge which has not been revealed to students. Michael Polanyi (1891-1976) offered ideas about the ‘hidden’ nature of stored information that each person holds. All university lecturers have this kind of knowledge; submerged at times, until made explicit through shared and even ‘generous’ activity, whereby informal knowledge is turned into formal understanding. This work identifies those anomalies, and suggests ways to review and adjust the tacit thinking of lecturers into explicit communication, particularly about assessment, to students.

Tuesday, 6th November
1:50pm – 2:20pm

All aboard: The CSU BUSS project
(Convention Centre Bangayarra Room)
Toni Downes, Faculty of Education, Liz Smith, Academic Support, Louise Hard, Faculty of Business, Megan Smith, Faculty of Science

The Building University Study Success (BUSS) project is a university wide initiative aimed at providing all students with the learning and teaching opportunities necessary to enable them to perform successfully in their university studies and subsequent profession. Led by professor Toni Downes, the project team will develop and recommend to Senate, a comprehensive institutional framework for building and monitoring student’s Language, Literacy Numeracy and foundation Science and Mathematics (LLNSM) competencies.

The framework will include the development of policies and procedures and a comprehensive and integrated university wide strategy that identifies, implements and monitors multiple and differentiated processes to enhance learning. This workshop seeks to build connections across CSU to enhance our learning and teaching and inform the work of the project team. The workshop will update participants on the ‘journey’ of the BUSS to date and test some of the project’s current thinking with participants.
Learning communities for doctoral education
(Grham Building, Lecture Theatre 1)
Stephen Loftus, Education for Practice Institute (EFPI)

Doctoral education continues to evolve and change. There is a growing realisation that the conventional one-to-one apprenticeship model of one student with one supervisor has many weaknesses. In response to this there have been calls for a move towards team supervision and the formation of learning communities. The rationale is that a number of students and academics can together provide mutual support and intellectual engagement at a high level with better quality outcomes for all. How can an institution like CSU, which is heavily DE, meet the challenge of providing such learning communities? In this workshop we will explore these issues and possible solutions.

What we have learnt about students in regional and remote communities
(Grham Building, Lecture Theatre 2)
James Brann, Diane Middleton & Sharon Patterson, Regional & Remote Learning Support

“A lightening storm knocked out our internet satellite dish; we’re 200kms from town and will be flooded in for the next several months – I think the fax machine still works though” – CSU Regional and Remote DE Student.

The Bradley Review (Australian Government, 2008) recommended that people from LSES and rural and remote areas into HE be supported by both government and tertiary institutions. Evidence suggests that students may not have the sociocultural capital or academic preparedness required to take advantage of the existing support available to distance education students. In addition there are many different life style demands that can affect their success at university. Family, employment and previous educational experiences are just some of these challenges. The Higher Education Participation rate in Central, Western and South Western NSW is 3.2% - one third lower than the state average and nearly 40% lower than for metropolitan areas. CSU has a strong commitment to improving participation rates within our footprint region and in particular supporting the success of enrolled students, many of whom study by Distance Education. There is a clear correlation between remoteness and attrition with CSU students studying by Distance Education. Current data indicates that CSU students studying by Distance Education from remote locations suffer a first year attrition rate of +30% across all courses, as opposed to a 13% attrition rate for on-campus students. This climbs to a +50% attrition rate after three years of study (2007-2009 data). Progress rates are also of concern for this group of students whose progress rates are 78.5% compared to 89% (2007-2009 data). While statistics tell a story, narratives can show a lot more. Join the Regional and Remote Learning Support team as they share their journeys from a life on the road. This presentation is designed to introduce teaching staff and educational designers to whom their regional and remote cohorts are. Join the team as they discuss how good, flexible learning design can negate the tyranny of distance.

mLearn: How to use mobile technology for engaging and successful learning and teaching
(Grham Building Green Room)
Tim Klapdor, Learning & Teaching Services

This presentation will explore the dynamic relationship between learning design, content, audience and the mobile platform. The session will review the experiences of the mLearn Project, current trends and the affordances of available technologies.

Tuesday, 6th November
2:25pm – 2:55pm

Workplace learning: Creating a real-life experience for students
(Grham Building, Lecture Theatre 1)
Jenny Kent & Donata Muntean, School of Accounting & Finance

The Faculty of Business has recently introduced a number of workplace learning (WPL) subjects into its curriculum. Our presentation showcases the assessment protocol used in the School of Accounting and Finance’s WPL subject, Professional Practice in Accounting (ACC275). One primary objective of the subject is to give students real-life experience in an accounting environment, thereby enhancing their employability skills. In order to achieve this, one of the assessment items requires students to complete a job application. The human resources manager (HRM) of a local accounting firm was approached and asked to provide 3 genuine (non-current) job advertisements that could be used for assessment purposes. The students’ task was to select an appropriate job from the 3, and submit a cover letter, résumé, and statement addressing the selection criteria. The ACC275 lecturer marked the applications and the HRM provided input to ensure that the applications were considered from a professional workplace perspective. For their second task, students attended a job interview. The interview panel consisted of the HRM and the ACC275 lecturer. In our presentation Donata discusses how the assessment assisted the students, and met our objective of enhancing employability skills.
Teaching first year students about plants - a mix of the real and virtual worlds
(Graham Building, Lecture Theatre 2)
Geoff Burrows, School of Agriculture & Wine Sciences

Most practical topics in first year, first semester Botany, a core subject for agriculture students, are covered in a single two-hour practical session. This requires a substantial jump in skills and knowledge in a short time, which can be an impediment to effective learning for many students. In addition, the Botany practical skills are examined in an end of session practical exam. It can be several weeks from a practical to the exam, with few effective ways to revise this hands-on material. To circumvent some of these issues I have developed, with the help of Scott Black and others, a range of interactive tutorials and tests that cover some of the basic aspects of plant structure such as: Leaf morphology, Gynoecium guide, Floral symmetry, Virtual floral formula, Plant family recognition, Supermarket botany. All the applications feature a tutorial and tests based on high quality images of living samples. The tutorials feature one set of images, while the tests use different sets of images so that students apply their knowledge to a different data set. The tests are interactive, giving feedback as to why an answer is correct/incorrect. All these applications are designed to supplement and support the hands-on, living plant material, practical sessions. Feedback indicates that students appreciate: the ability to prepare for and revise after practical sessions, the ability to study at their own pace and time, the feedback given in the tests, and seeing progressive improvements in their skills.

mLearn: Lessons through exploration
(Graham Building Green Room)
Tim Klapdor, Learning & Teaching Services

A year into the mLearn Project we will share what we have learnt and discovered through the work of the project pilots. The presentation will go through case studies of how mobile technology was piloted over the two sessions in 2012 in a learning and teaching context, and discuss the results of the surveys taken as part of the project to highlight the successes and failures.

Potentialities of learning authentically, at and through, the workplace
(Graham Building, Lecture Theatre 1)
Hilary Timma, CSU Training

Distance-based learners undertaking work-based studies can face a variety of challenges, not least being that they are physically isolated from their learning facilitator/assessor and other learners. Yet, there are also many positives to learning, at and through, the workplace. A small-scale study is being conducted with a cohort of mature-aged learners who have recently completed studies in the Certificate IV in Training and Assessment with CSU Training (the registered training organisation of Charles Sturt University) to identify what works best in supporting them at a distance. The value to these learners of authentic work-based learning and assessment, that is learning that is based on real work tasks, activities and projects, rather than simulated tasks, has emerged as a significant factor. Complementing this authentic practice are the socially-generated interactions that these learners engage in at work, to enhance their formal learning. Who do they seek out/who seeks them out in the workplace to guide and support them and how does this come about. How valuable/significant is this support? These mature-aged learners demonstrate an eclectic approach to managing their learning and assessment, as well as to the ways in which they engage with others, including their distance-based learning facilitator, to enhance their learning. By examining how these learners navigate across and within remote and real-time communities of practice, this study seeks to contribute to understanding about how working knowledge is developed and the potential this may have to inform future practice.

Big things in microbiology teaching: Triggers & folding space
(Graham Building, Lecture Theatre 2)
John Harper, School of Agricultural & Wine Sciences, Peter Anderson, School of Biomedical Sciences, Leigh Schmidtke, School of Agricultural & Wine Sciences, Brett Biles, STAR 2 Program, Thiru Vanniasinkam, School of Biomedical Sciences

In recent years microbiology has seen the discovery of a bacterium that is huge in comparison to those that have been previously observed: *Thiomargarita namibiensis*, discovered in ocean sediments off the coast of Namibia, can be a ‘massive’ 0.75 mm in diameter and can be seen with the unaided eye. *Thiomargarita* represents a paradigm shift in what was considered “micro” in the bacterial world. In the teaching of our first year microbiology class of almost 600 students, offered in eight courses, we have been making some big shifts in our teaching strategies. Utilising the student success team (SST) we have designed an early mini-test in the subject to act as a trigger for students that may be at risk of failing the subject. Student peers have been running additional tutorial sessions as part of the Peer Assisted Study Sessions (PASS) program to help students grasp important concepts. Inspired by the book *Dune* by Frank Herbert where the Guild Navigators travelled without moving by folding space we have been trying to give the DE students the feeling that they are here (or we are there) by providing synchronous on-line Wimba lectures. These lectures were archived and the podcasts and vodcasts were a big hit with DE and on-campus students alike. These and other advances have led to a reduction in attrition rate and a stunning rise in student satisfaction when compared to cohorts from previous years.
Developing an online management practicum
(Convention Centre Bangayarra Room)
David Ritchie, School of Biomedical Sciences - FLI Teaching Fellow 2012

Why would any course include an online multi-disciplinary practicum? The Charles Sturt University’s Health Services Management team wanted theirs to.
The Master in Health Services Management program is taught and, following a course review, the possibility of a capstone learning experience that would allow the demonstration of collaborative team-based learning in a complex situation was discussed. One constraint was all the distance-education students were currently employed within the healthcare sector in a variety of capacities. This required consideration of an Online Management Practicum, ideally using a host health care organization with real problems, and utilising a variety of learning resources and supports.

So what are some things we have been thinking about in terms of a suitable practicum for the digital age? What are some of the things that need to put in place to make this happen? A progress report on action taken to date will be presented.

Tuesday, 6th November
3:40pm - 4:10pm

Working together: Establishing effective procedures for paperless marking
(Convention Centre Bangayarra Room)
Patricia Neal, Faculty of Education, Centre for Indigenous Studies

Charles Sturt University is moving toward online, or paperless, marking of student assessments. The Centre for Indigenous Studies has been at the vanguard of this movement with 100% of CIS assessments being marked online. This presentation outlines and showcases the processes, procedures and supporting resources developed and utilized within the CIS over the past five years to ensure the efficient downloading, distribution and uploading of assignments within the required assignment turnaround time. It highlights the need for collaboration and effective communication processes between administration and teaching staff and the benefits of online, or paperless, marking for both staff and students.

What constitutes an effective workplace learning environment?
(Graham Building, Lecture Theatre 1)
Celina McEwen, Franziska Trede & Dale Sheehan, The Education For Practice Institute (EFPI)

The authentic experience of participating in work is invaluable for undergraduates as a preparation for professional practice. With universities’ newly introduced uncapped student loads and growing participation rates, there is an increased demand for work placements. To overcome this challenge, universities are looking at simulation and other digital educational strategies. Workplace experiences cannot, however, be totally replaced by these other means. In fact, it might be said that in the digital age, one of universities’ major roles, besides the provision of open online courses, will be to broker authentic work experiences for students. How authenticity of participation and learning is maintained amidst this growth requires further scrutiny. Indeed, one of the risks associated with this increased demand for placements might be that universities place students in poor quality learning environments. Though universities have no direct control over workplace environments, they can be more astute in selecting workplaces that are more conducive to learning. In order to undertake this selection, though, it is important to understand what key features of a workplace learning environment enable students to learn effectively. With this paper, we will present our findings from a literature review on what environmental factors enable and hinder learning in the workplace. Beyond pedagogical practices, we will focus on the physical environment, access to materials, opportunities to enact work practices, workplace culture and the nature of the educational relationship between supervisor(s) and student(s), to determine what constitutes an effective workplace learning environment to prepare students for their future work roles.

The connected university: Opportunities and challenges for educators and students
(Graham Building, Lecture Theatre 2)
John Rafferty, School of Education & Sharon Laver, School of Nursing, Midwifery & Indigenous Health

University campuses and their functionality are changing. Educators and students are increasingly “connected” to one another and vast sources of information via an array of tools consisting of electronic hardware, software and networks. Through these everyday tools educators and students have access to each other and learning resources in a wide range of formal and informal places and times. At the same time universities cater for students of different ages, geographical location, technological literacy and access and cultural backgrounds. Higher percentages of students are opting for part-time enrolments and many juggle paid work and family commitments with demanding study schedules. The complexities associated with personal and technological change require educators and students to adopt teaching and learning strategies that are enabling across a range of formats, times and spaces. This paper
reports on part of a study that explored how academics and students adapted technologies, and used physical and virtual spaces to develop learning strategies that enabled them to keep pace within a changing university context. Through observing and interviewing educators and students in multiple subjects over two semesters the study, which is the focus of this paper, provides valuable insights into the continuing provision of leading edge flexible learning and teaching. In conclusion, this paper provides perspectives on teaching and learning practices that draw on the experiences of contemporary educators and students as they engage innovative educational practices. In turn, these perspectives highlight the opportunities and challenges that educators and students face in the connected university.

**Roundtable: The impact of new technologies on the time usage of university lecturers**

(Graham Building Green Room)

Roderick Duncan, School of Accounting & Finance, Kerry Tilbrook and Branka Krivokapic-Skoko, School of Management & Marketing

The introduction of learning technologies such as online video lectures, subject websites, forums and emails has resulted in changes in the tasks expected of academics in running their subjects. Universities have not attempted to measure how these new technologies have impacted on staff hours and workloads. As part of our academic time diary project funded through the Division of Learning and Teaching Services (2010-2012) and the Faculty of Business we would like to run a short focus group with CSU academic staff who are interested in talking about their working days, time usage and their personal time management. We would like to get some insights into the academics’ experiences and perceptions as teachers and researchers at CSU with regard to work-life balance, self-actualisation and professional autonomy and most importantly how the introduction of new learning technologies have impacted their work at CSU. We are particularly interested in exploring the weekly dynamics of doing a variety of activities: research, preparing for teaching, communicating with students, taking on administrative duties, as well as academics’ perceptions and feeling of happiness, efficiency, creativity and satisfaction in their professional role. This research has been approved by Charles Sturt University’s Ethics in Human Research Committee.

**STAR in chemistry – assessing student preparation, performance, and challenges in first year chemistry**

(Convention Centre Bangayarra Room)

Danny Bedgood, Jr., Brett Biles & Lisa Thompson, Faculty of Science

The Student Transition and Retention (STAR) plan is CSU implementation of government HEPP (Higher Education Participation and Partnerships program) funding to improve lows SES student participation and success at university. In the Faculty of Science STAR is examining seven large service subjects that challenge student progression. Chemistry 1A has between 550-700 students each Autumn, spread over five cohorts and two campuses. This talk will present the methods used in Chemistry 1A to improve student progression, as well as analysis of some methods and assessment practices that can serve as predictors of student failure.

**The complexity of assessment practices in workplaces: a focus on assessors’ perceptions**

(Graham Building, Lecture Theatre 1)

Franziska Trede, The Education For Practice Institute (EFPI) & Megan Smith, Faculty of Science

The push to make assessments in the workplace as objective as possible is evidenced by standards and competence assessment forms. However, assessment is a complex and subjective undertaking: it guides what and how students learn, influences their confidence and makes a statement of what is (and isn’t) important. Workplace assessors judge students’ capabilities to relate appropriately to others, to learn from mistakes and to make safe and wise decisions. Workplace assessors have conflicting priorities between universities and work. They have complex identities as practitioners, mentors and assessors with varying levels of capability for their assessment role. In addition to this, workplace assessors generally have no formal access to previous student accomplishments and learning needs. In this paper we report our findings from a study we conducted to critically understand workplace assessors’ perceptions of and critical insights into their assessment practice. We conducted semi structured interviews with nine physiotherapists who assess CSU students. We presented our findings back to these participants in roundtable discussions and invited their physiotherapy colleagues to join the discussion adding other perspectives. We conceptualised assessment as a professional practice that is shaped by people, materials and workplace contexts. We used this practice lens to scrutinise assessment practice perceptions for relational, discursive and critical dimensions. We also sought to make participants’ subjectivities explicit. We found that there is a need to enhance workplace assessment practices through meaningful and realistic industry partnerships based on a critical community of assessment practice.
Human bioscience subjects are often deemed a major factor in student non-progression, particularly for non-traditional entry students. Several attempts have been made to develop survey tools to measure level of risk for failure or withdrawal in entry level subjects but few specifically for bioscience subjects. The aim was to develop a quick online tool to indicate level of risk independent of university entry scores. An eight question science quiz in Test Centre (with a demographics survey) was undertaken by all students enrolled in Human Bioscience 1 in week 1 2011 as practice for later assessable quizzes. All students were made aware of the dual nature of the quiz and given the chance to opt out of the research project. 429 students had both a quiz score and a finalised aggregated score. The science quiz score was related to the final score (P = 0.016). The demographic variable ‘first in generation’ was a significant contributor to the final score (P < 0.001). The combination of ‘previous education level,’ ‘socioeconomic status’, the ‘course’ in which they were enrolled with the ‘Science Quiz Score’ was determined to be significant to the Final Subject Score (P = 0.02). Conclusion: The quiz result when combined with demographic variables potentially provides a tool for predicting students at risk. Online identification tools, if available to students, would give them opportunities for self-selection for appropriately targeted management. More data needs to be included in the model to refine and improve its viability.

Using BFL to facilitate cultural competence: Baby steps in a ‘tri-athlon’
(Graham Building, Lecture Theatre 1)
Libby Clark, School of Community Health, Faculty of Science

CSU has made an explicit commitment to cultural competence, evidenced by the adoption of the indigenous culture framework and in the articulation of graduate attributes. This presentation focuses on three main threads of a project undertaken to infuse cultural competence across the undergraduate speech pathology curriculum, namely: (1) defining a learning sequence across the four years, (2) building relevant resources for different subjects and (3) experimenting with diverse ways of facilitating learning. The impetus for this project was a recognition that cultural competence is vital for professional practice in speech pathology, but something that had been ‘left to chance’ in the current curriculum. Building on the CSU Cultural Framework (Nolan & Hill 2012) and the NHMRC ‘Guide for Cultural Competence in Health’ (NHMRC 2006), the sequence of learning activities was defined in consultation with the speech pathology project team. In creating activities to be used within subjects and/or for independent learning, the 5 strands of the CSU BFL standards (Keppell, 2010) provided valuable stimulus. How does ‘cultural competence’ fit with: Pedagogy? learning interactions? ICT tools and processes? Multiple literacy? Learning spaces? A trial of activities in 2012 involved a range of BFL processes including resources located in DOMS; Pebblepad web-folios; digital communities of practice; open inquiry projects, face-to-face workshops and reflective journaling. Feedback from students informs this presentation and future developments in a longer-term journey to prepare health professionals for engaging with a culturally diverse population. The outcomes of this project have relevance to all CSU programs.

Moving beyond PowerPoint: Using web-based presentation Tools in Higher Education
(Graham Building Green Room)
Timna Dean, Faculty of Business

Microsoft PowerPoint presentations are still an important aspect of teaching in higher education, but with developments in web technologies evolving at a steady pace, educators are now presented with new ways to disseminate information and assess student knowledge in a digital environment. Computer-based programs such as MS PowerPoint are slowly being replaced by a range of web-based platforms, otherwise known as web 2.0 technologies. Many tools are free at the base level, can provide users with the ability to integrate presentations into websites, blogs, learning management systems, such as Interact, and are rich in multimedia by nature. Some can even be created by a collaboration of users, challenging students to construct understanding of content through social engagement. For academics, web-based presentation tools have multiple benefits, such as: turning Microsoft PowerPoint presentations into a captivating slideshow or video, share a digital story or case study visually, develop digital literacy skills and to share relevant multimedia collections in one click. For students, web-based presentation tools enabling them to: present their understanding of a topic online and share with others by a URL link, develop digital literacy skills and work collaboratively both individually and in real time situations. Come learn about the

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benefits and explore the limitations of using web based presentation tools, view examples, and walk away confident that you will be able to challenge yourself and your students in a digital environment.

**Breaking the rules of student engagement**
(Convention Centre Bangayarra Room)

**Krissy Wilson, School Psychology**

Research has shown that the degree to which students engage with their subject has a direct bearing on both the level of learning and overall satisfaction with the teaching/learning experience (e.g. Mann 2001; Haggis 2004). However, the nature of engagement itself is not an easy term to define. Engagement does not, for example, imply a single activity but rather it is a generic term characterised by active participation and collaborative involvement (Ahlfeldt et al, 2005). Who, for example, is responsible for engagement? Educators frequently and consistently complain that students do not engage with the topic, yet, responsibility for engagement must surely rest equally on the shoulders of the teacher in terms of presenting style and enthusiasm for the subject. Bryson and Hand (2007) for example, have shown that consistency and approachableness are all behaviours that impact on student learning. Equally important, however, are those behaviours that disengage students such as poor presenting styles and lack of communication. But are these not simply good teaching practices? Is engagement merely about 'being nice'? Engagement implies attention and we are never more attentive than when challenged. Are we not making life too easy for students to not engage? This author suggests that students are more likely to engage if they are prodded and challenged rather than numbed into complacency by a lack of spontaneity on the part of lecturers and will gently attack some of the sacred cows of student engagement.

**Transition from the practice world to academia: experiences and implications**
(Graham Building, Lecture Theatre 1)

**Alison Gates, The Education For Practice Institute (EFPI) & Tracey Green, Australian Graduate School of Policing and Security /The Education For Practice Institute (EFPI)**

This project is about developing a deeper and more sophisticated understanding of the transition from practitioner to academic. Many academic staff, particularly those involved in professional and practice-based education, have transitioned from professional practice to higher education. However in “coming across” to university teaching, many staff face unexpected challenges. We draw from our experience at CSU to inform this discussion. We have interviewed staff within the Faculty of Arts to identify obstacles, challenges and opportunities for academic staff (across the transition period from practice to academia). We draw from early (first 18months) middle (3-5 years) and experienced (5 years plus) academic staff who have transitioned or are transitioning from the practice world to the academic world. Findings from this study will draw implications for building leadership capacity and policy development in teaching and learning in higher education.

**Effective use of core evaluation items: A two-prong approach**
(Graham Building, Lecture Theatre 2)

**Waseem Afzal, School of Information Studies**

There is a tendency to look at (1) the average mean value for each evaluation item and compare it with the school’s mean value, and (2) the overall core items’ mean value. Both of these approaches are fine but not enough in their own right especially when one takes a methodological as well as pedagogical approach towards teaching evaluations. This rethinking of our approach towards core items is necessary because teaching evaluations influence different dimensions of teaching staff’s work. These dimensions include potential changes in teaching approach, subject content, content delivery approach, and technological affordances. It is thus safe to state that teaching evaluations take an important part in shaping the learning environment at an institution. This research suggests that there is a need for teaching staff to take a two-pronged approach towards evaluations: (1) pre-administration and (2) post-administration of teaching evaluations. This approach is justified based on apparent need to educate students about the evaluations, presence of potential common themes (underlying dimension) in core items, and addition of each item’s mean value to calculate the overall mean value.

**Online resources: the rules of student engagement**
(Graham Building, Green Room)

**Michelle Moscova & Andrea Crampton, STAR Program, Faculty of Science**

Supplementing a subject with online resources has become standard practice. Many academics utilize a range of commercially available and free resources to enhance their subject and engage learners. However, despite academics’ best efforts, many students fail to engage with or, in some cases, even access online activities and resources. This paper discusses common reasons for low student engagement with online resources. The paper draws on case studies of successful implementation of resources online to make suggestions on how to avoid common pitfalls.
Using face-to-face workshops to guide development of online resources to reduce anxiety, increase engagement, and improve performance in science subjects
(Convention Centre Bangayarra Room)
Jenny Cox & James Crane, STAR Program, Faculty of Science

Biomedical science is a key component of most baccalaureate nursing degrees, but nursing students have a well documented struggle with science subjects. This difficulty is commonly attributed to deficiencies in student’s science knowledge and the high workload in these subjects. However, nursing students also report feeling anxious about science subjects. As anxiety influences cognitive function, this “science anxiety” could also contribute to poor performance in these subjects. To improve science knowledge, pre-enrolment resources are often provided to students (e.g. CSU’s StudyLink programme). However, student engagement in online science preparation courses is often poor. For 18 months, the Faculty of Science Student Transition and Retention (STAR) program has offered two day, voluntary, “pre-science workshops” to nursing students commencing their first biomedical science subject. The aim of these workshops is to reduce science anxiety, increase self-efficacy, and encourage mastery-approach goals. These face-to-face workshops include a mixture of tutorials, multi-media resources, group work, and lab work. So far, 129 students have attended these workshops across 4 campuses. In interviews conducted in week 5 of the semester, attendees report that the workshops reduced their anxiety, enhanced their engagement with the science subject, and helped them cope with the content. Further, attendee’s final grades were significantly higher than non-attendees, and attendees were more likely, compared to non-attendees, to pass the next science subject. These results suggest that workshops focused on science engagement, as opposed to content delivery, reduce science anxiety and improve performance in, and progression through, science subjects.

Exploring WPL participation and possibilities through technology
(Graham Building, Lecture Theatre 1)
Teresa Swirski & Andreas Kuswar, The Education For Practice Institute (EFPI)

This presentation draws upon a scoping study, which explored the interrelationship between workplace learning and technologies through the perspective of affordances. The aims of this study were to: highlight discourses informing WPL innovations; identify clusters of technological adoption in WPL; and, suggest recommendations for a systemic approach towards WPL so as to enhance the professional and social capabilities of graduates. Several technological clusters were identified: social web, simulation, virtual worlds, as well as mobility and augmentation. The diverse ways in which these clusters are being used, or could be used within WPL practices have been examined. A summary of the affordances in WPL innovations illustrates how these technological clusters can correspond with technological affordances, learning affordances and skills for the future workforce. Also, an overview of the ways in which these technological clusters align WPL challenges with good practice principles is presented. Recommendations seek to inform dialogue and decision-making across WPL communities of practice in two significant areas: the ways in which these affordances are fostering new modes of participation amongst WPL students, academics and supervisors; as well as the possibilities signalled by these innovative directions.

How to engage the disengaged learner – and simultaneously improve practice
(Graham Building, Lecture Theatre 2)
Liisa Uusimaki, School of Education

This paper will report on the effective use and implementation of the National Teaching Standards (AITSL, 2011) and TPACK (Mishra & Koehler, 2006) in the teaching of a subject to a cohort of 1st Year K-12 (Middle School) pre-service teachers. Findings clearly suggest that the innovative use and understanding of the integration of TPACK and the National Teaching Standards supported and enhanced student engagement in the subject, ensured their learning outcomes and simultaneously improved the teaching of the subject.

e-Learning support for students: An emerging potential from current activities
(Graham Building Green Room)
Stewart McKinney, Academic Support

Web-based and technology-supported learning and teaching is the here-and-now reality for CSU students. Regardless of their study mode, on campus or at a distance, students experience a range of flexible and blended learning arrangements in their course studies. Right from the beginning of their university studies, students need to be introduced to educational technologies and the repertoire of learning strategies they can use to engage in their learning, achieve success, and persist in online learning arrangements. The Academic Support unit has established an eStudent Support function that provides a tiered approach to online learning support for students. It is well recognised that providing the capacity for students’ learning anytime anyplace through e-environments requires an equivalent provision for e-learning support anytime, anyplace. When e-learning support practices are under discussion, the usual line is from the point of view of adequately supporting the educator who’s engaged in learning.
design for online course creation or it’s in terms of the appropriate technical infrastructure required for effective e-learning activity to happen. This workshop takes a different approach by focusing on student-side e-learning support. The aim of the workshop is to engage with academics and other interested staff to explore an effective approach for student e-learning support that best suits this institution’s context. Such questions to consider include: What are perceived student needs for learning-with-technology support? How can e-learning support be made timely and targeted? What student support resources already exist within faculties/schools that could be centrally amalgamated? Is there scope for additional support structures to be present in academic areas?

**Sustainable legacies from STAR**
(Convention Centre Bangayarra Room)
Liam Downing, STAR Support Faculty of Education & Georgina Sanger, STAR Lead, School of Human Movement Studies

Given STAR’s finite lifespan, there is a need to leave as one of its legacies a robust, scalable and realistic strategy for identifying and (importantly) responding to students at risk. While this does currently exist in an ad hoc form, we believe it would benefit students, the university and lecturers if it were possible to identify students on the basis of easily recordable and analysable evidence, and – among other intervention types – an automated intervention strategy based on informing students ‘how they are travelling’. We have been conducting data analysis on existing risk factors to determine their reliability in terms of predicting student outcomes. The analyses have largely been in the form of attempting to build a model of overall risk, as well as identifying specific behaviours which are likely to increase the risk of subject failure or withdrawal leading to a fail. Current at risk indicators work well in predicting subject outcomes, and have the potential to constitute a reliable model for proactively assessing risk at a university wide level. However, this is not currently converting into better performance later in session. We will suggest building such a model into a student-targeted automated early warning system like Purdue University’s traffic lights system, which has the added potential to capture difficult-to-contact students.

**Wednesday, 7th November**
10:05am – 10:35am

**Teaching to the evaluation instrument: Heresy or good practice?**
(Convention Centre Bangayarra Room)
Derek Sequeira, Learning & Teaching Services

Like teaching to assessment, teaching to an evaluation instrument sounds heretical. In this session, we seek to debunk the heresy and show that this makes perfect sense in relation to the design and development of the Subject Experience Survey at Charles Sturt University. The rigor with which this instrument has been crafted, its theoretical and conceptual underpinnings, the purposes for its creation, the attention given to the design of the items in terms of their clarity, actionability and coherence, all lead up to a useful roadmap that helps guide the academic through the feedback required from students. That feedback would then clearly show what helped or hindered student learning and would then inform what needs to be done to enhance future learning experiences. In this session we also discuss an integrated evaluative model that seeks to triangulate feedback from students in order to promote a more comprehensive, reliable approach to gathering feedback from students.

**Workplace Learning at CSU: What are the staff development needs to ensure quality programs?**
(Graham Building, Lecture Theatre 1)
Wendy Hastings, The Education for Practice Institute (EFPI)

This paper will present a draft report of the findings from a mixed-method analysis of the professional learning needs of CSU staff engaged in workplace learning education. The study, sponsored by The Education For Practice Institute took a “whole of university” perspective. The study commenced with a review of the literature of quality workplace learning programs across all sectors, then framed the survey and interviews to address these specific issues for CSU. As well as interviewing and surveying staff, the study also explored the “face” of CSU that is presented through its Strategic Plans, at institutional and faculty level. It is evident that many of the issues raised by the research participants cross faculty and divisional boundaries - issues of human resource management, leadership, assessment & evaluation as well as resourcing. The report addresses the complex and multi-dimensional nature of the situation and raises significant questions for the institution. The report provides some recommendations of potential pathways forward for CSU in the future. The session will invite feedback on the draft report from participants for inclusion in the final report.
Moving from lectures to blended and active learning – A work in progress
(Graham Building, Lecture Theatre 2)
Anne Llewellynn, School of Communication & Creative Industries & Lynette Flynn, Learning & Teaching Services

It is strongly believed that blended and flexible subject design is the future of teaching in higher education; it is quite likely by 2020 blended and flexible learning environment will be the accepted method of teaching with an increased emphasis on online and flexible learning and less focus on face-to-face. De George-Walkera and Keeffe (2010) suggest that blended learning has been proposed as one solution that can enhance student learning and engagement, improve access and flexibility and address organisational and institutional imperatives in higher education. They also suggest that successful blended learning, however, is more than a simple integration of information and communication technologies with face-to-face approaches. This presentation addresses design considerations which have been and continue to be undertaken in the development of the face-to-face capstone subject in the Bachelor of Communication (Advertising) course. It also examines the successful online delivery of a distance subject and the processes and decisions faced in the adaptation of this model for face-to-face implementation. What are the design considerations and processes that need to be thought through to move from lectures for face-to-face learners to a blended learning environment? How will this affect learner outcomes? The practical aspects for learning design development such as previous teaching experiences and student feedback together with theoretical frameworks such as constructive alignment, active learning and andragogy principles will be discussed.

Hidden within plain sight: Concept mapping and conceptions of knowledge
(Graham Building Green Room)
Alison Ayrton, School of Teacher Education

The purpose of this study was to explore student-teachers’ conceptions of knowledge to inform teaching practices and course design in response to the mandating of a new national curriculum in New Zealand. The study was part of a larger practitioner inquiry which investigated how student teachers in a primary initial teacher education Professional Studies course understand knowledge, teaching and learning and their roles as teachers in the 21st century. In this exploratory study, student-teachers’ conceptual understanding of ‘What is knowledge?’ was investigated using an unstructured concept mapping approach and a mixed methods data analysis. Pre and post concept maps, as well as students’ reflective writing provided data for analysis. The quantitative and structural analytic techniques used to examine participants’ concept maps, illustrated how their ideas and understandings had changed in terms of complexity and connectivity. Findings suggest that concept mapping is a useful pedagogical tool to reveal what can be ‘hidden within plain sight’ in student teachers’ personal epistemological understandings. A theoretical framework was developed and used to analyse the student teachers’ personal epistemological understandings and their shifting (morphing) conceptualisations. Although some embraced new ideas more fully than others and the nature of shifting understandings was complex. Shifts, or morphs, in understandings of knowledge were revealed as tensions and struggles. These tensions related to student teachers’ shifting identities as they negotiated their identities as students and their emerging identities as teachers.

Wednesday, 7th November
11:00am – 11:30am

Making accessibility easy for everyone: How, what and why?
(Convention Centre Bangayarra Room)
Sandra Boyd, Student Services Office

This presentation will examine the online education environment in terms of the how, what and why of accessibility. With the drive towards online subjects increasing in momentum, accessibility is becoming an imperative part of the digital age learning environment. Accessibility is the useability of a website by everyone, but focuses on people with a disability. All students should be able to perceive, understand, navigate and interact with online material. If content is not designed to be accessible or tested for accessibility, it probably is not accessible and creates access barriers for some people. Inaccessible learning material must be altered to eliminate the barriers. Students who have studied for years without assistance are now registering with the Disability Service as they cannot access subject materials. The production of alternative format material at CSU is now more than a full time job and the demand is increasing at a rapid rate. The collaboration and resources ingested into the alternative format process is immense, with the student often being unintentionally disadvantaged due to the timeliness of delivery and having to ‘catch up’ with their studies.
Developing an interprofessional online orientation manual for interprofessional workplace learning opportunities (Graham Building, Lecture Theatre 1)
Annette McLeod-Boyle, Kristy Robson, Caroline Robinson & Narelle Patton, School of Community Health

In recent years the School of Community Health (SCH) has been piloting interprofessional experiences for students within our on-site Allied Health Clinic. Currently two interprofessional clinics exist. The Musculoskeletal clinic involves 3rd year Podiatry and Physiotherapy students working collaboratively in the assessment and treatment of community clients. The second interprofessional clinic involves 4th year Podiatry and 2nd year Occupational Therapy students working collaboratively to explore the podiatric and occupational needs and challenges that clients may have. Research has been integral to the ongoing development of these interprofessional clinics. This research has explored students’ awareness of the scope of practice of other disciplines; the benefits of working collaboratively with someone from another Allied Health discipline to maximise client care; and the challenges of interprofessional practice. A major challenge, identified by the students, is a lack of preparedness for interprofessional practice. It is apparent that students feel under-prepared when beginning these interprofessional workplace learning experiences. Face-to-face orientation sessions have failed to adequately prepare students for the complexities inherent in interprofessional practice. Students require a better understanding of the philosophical underpinnings of interprofessional practice, as well as pragmatic features of the interprofessional clinic, in order to engage fully in this workplace learning experience. This paper discusses the use of a FLI Symposium grant to develop an on-line student orientation experience, that seeks to both enhance student preparation for interprofessional practice in workplace learning environments, and enable improved timeliness of information delivery so that student learning can be maximised.

“Chalk & talk or maybe take a tablet”
(Graham Building, Lecture Theatre 2)
Chris Bushell, School of Policing Studies

A review of the ‘Associate Degree in Policing Practice’ (ADPP) delivered by the School of Policing Studies is currently being undertaken. Key strategy of the review is to determine how best to delivery course encompassing both a blended and flexible approach. In achieving this it will provide opportunities to improve the student experience of study through a blended face-to-face, online, simulation and skills based practice approaches. Initial stages identified components of the ADPP could be better delivered on-line as a pre-course requirement. To achieve this interactive media package using Pebble Pad has been developed. This presentation will outline this approach and the associated benefits where students can access the on-line learning package anytime and from any location instead of the classroom. It reflects the reality both past and present of policing, re-enforcing my view one does not read a book rather observes, communicates, and records when performing the role of a police officer.

Has the digital revolution changed teaching fundamentals for authentic workplace learning contexts?
(Graham Building Green Room)
David Maxwell, School of Communication & Creative Industries

This presentation details the outcome of a recent CSU Education for Practice Institute (EFPI) teaching fellowship. The goal of this exploration was ‘To develop in conjunction with the advertising industry a model for students to engage, explore and reflect on practice for channel planning and purchasing’. That is, is the way we are designing the learning environment and students are engaging with and reflecting on real-world practice is effective or needs further development. As part of this exploration it was necessary to map where various content elements were placed within the subject and throughout the course. It was also important to identify where and what depth industry involvement in channel planning was taking place and to determine what the level of intensity was and if this was effective. The industry (advertising and media) operate at a rapid pace of change. New channels of communication emerge almost on a daily basis. The consumer is faced with more choice and the marketer with greater fragmentation of audiences. This digital impact has required the traditional media (press radio television) to develop new delivery platforms and new commercial partnerships to provide media solutions to advertisers to maximise their reach of these fragmented audiences. This presentation will discuss the notion that in order to remain relevant and to be aware of future trends and developments it is essential to reflect on industry changes and the impact that this has not only on the content of subjects but also directly on learning design and learning environments of authentic workplace learning.
Charles Sturt University students and Interact: Results of a university-wide survey
(Convention Centre Gulballanna Room)
Jacquie Tinkler & Lauren Carlson, School of Education

Charles Sturt University has a large and diverse cohort of students, from intimate face-to-face learning experiences on relatively small campuses to many who study online via distance. As a result CSU has always been keen to embrace new and developing developments in educational technology and our Sakai-based learning management system (known as Interact) is a core aspect of our student’s learning, both for on-campus and distance students. This presentation will provide a snapshot of CSU students’ use of Interact, based on the results of a university-wide survey conducted in 2010. The survey was completed by 3,952 students, and explored their use, preferences and attitudes toward the use of educational technology at CSU. This presentation will focus on the Interact specific aspects of the survey. The findings of this survey and those of a follow up survey to be conducted this year, will help to inform the development and implementation of our new LMS.

If you build it they will come: Engaging face-to-face students online
(Graham Building, Lecture Theatre 1)
Isabel Fox, School of Humanities & Social Sciences

How do I engage my on-campus students effectively through online learning and teaching activities? Can I complement, enrich and extend their face-to-face learning experiences through effective online communication and engagement? These were the questions sessional academic Isabel Fox set out to answer in a practical sense this year as she trialled some straightforward strategies on Interact. The result was a huge success, which significantly increased student engagement and participation. Through her ongoing and responsive use of the Interact subject site, Isabel was able to significantly increase the level of student involvement in reading and viewing subject resource materials which then greatly broadened and strengthened the level of engagement in the discussion-based tutorials. After any significant changes to the operation of the site, Isabel monitored the statistics on site usage to see whether different modes of operation were working to encourage greater student participation. When things seemed to be working well staff stuck to what they believed to be a winning formula. Toward the end of the session Isabel and the other subject staff have been impressed and excited by the outstanding usage statistics they have achieved and the noticeable benefits that have fed back from this online engagement into both face-to-face teaching and the level of academic engagement with assessable work. This session will explore simple yet effective scaffolded learning activities in implemented online to complement face-to-face subject delivery.

Using e-learning where other approaches are often much less effective
(Graham Building, Lecture Theatre 2)
Brad Edlington, School of Policing Studies / Flexible Learning Institute

While the CSU strategy sets an important direction for educators to become more student-centred in their teaching approaches, ground-level and individual motivations for charting such a direction sometimes include the inspiring learning and performance that students can achieve within such learning environments. However, successfully navigating the maze of practice-related challenges when shifting towards facilitation of learning, as opposed to teaching, can be highly problematic for educators. This presentation considers some of these challenges in the context of education for the professions and what often helps and hinders the transition for those moving from professional practice into educational or related specialist roles. Development of e-learning professional development resources through a Flexible Learning Institute teaching fellowship aims to address several of the key challenges where more traditional approaches have proved less than effective. Such measures are necessary given the critical goal of forming a strongly student-centred educational culture within the School of Policing Studies.

Wednesday, 7th November
11:35am – 12:05pm

Transition to academic conduct
(Convention Centre Bangayarra Room)
Russell Daylight, School of Humanities & Social Sciences

Undergraduate students today are different to students from even 10 years ago. Anecdotal evidence (and personal experience) suggests that they start their degrees with lower levels of critical academic skills, such as reading resilience and written expression. Equally, however, they arrive at university with vastly superior skills in digital communication and research. Put simply, these digital natives are absolutely fluent in the access, management and synthesis of online information. What’s more, through the need for sociality, they are experts at sharing information. And yet when these digital natives arrive at university they are completely confused and resentful about our information practices. To take one example, the CSU Learning Support Forum is inundated with requests for information about how to reference. Indeed, there is almost nothing else discussed at that site. Similarly, a recent survey of student attitudes to plagiarism (conducted by the School of Psychology) showed that students are not just confused but actively resentful about adopting academic referencing standards. This paper makes the case for a
transition to academic conduct over the first year of undergraduate study. Instead of telling students to stop what they are doing now and to adopt completely different information practices, we ought to articulate a pathway from where they are now to where we need them to be as academic practitioners.

Enhancing employability skills through diverse learning opportunities
(Graham Building, Lecture Theatre 1)
Jenny Kent, School of Accounting & Finance

The Faculty of Business has adopted an innovative approach to the development of employability skills in the curriculum. Faced with the challenge of providing work related experiences to all undergraduate students in business and accounting programs, the Faculty has implemented a streamed approach to subject delivery which allows students to engage with employability skills in the appropriate mode and at whatever level is relevant to their prior experience. Students studying business and accounting programs have varied employment backgrounds, for example high school leavers with limited or no experience of work; mature age students with many years of experience and working full time in their field of study; and international students who may have worked in their home country but have limited experience of work in Australia and are constrained in gaining relevant experience due to visa requirements. To meet the challenge of developing employability skills across the diversity of enrolled students, the Faculty has implemented four subjects which focus on the development of employability skills through a placement in a new or existing place of work or through a set of structured learning activities. The subjects encourage students to reflect on their current skill set and develop a plan for further skills development to position them for progression in their chosen career.

Law subject fundamentals digital resources
(Graham Building, Lecture Theatre 2)
Amanda Carrigan, School of Accounting & Finance, Pauline Graf & Jessica Seage, Learning & Teaching Services

As CSU embraces electronic learning strategies it has become apparent our online realm needs a few back-to-basics resources common to any law subject our students may undertake. Many students, internal or distance education or overseas, have to study law either as a core or elective subject in their courses. Some students may commence with an introductory first-year Business Law subject while others may gain prior exemption to begin with a second-year Commercial Law subject. Whichever the case, the volume of law is so great that many students often find it overwhelming. They need to refresh or engage in the understanding and application of legal principles in order to complete their law subjects successfully. It is with this purpose of assisting students in their transition to engage with their study of law, that digital resources have been proposed to enable law lecturers to share and present in a blended and flexible learning environment. A small team consisting of a Law academic, an Educational Designer and a Media Technologist are working on designing and developing these digital resources, using Captivate software to provide audio-visual interactive engagement for students. Three topics relating to the fundamentals of law – 1) The Australian Legal System, 2) Contract Law, and 3) Tort Law are the main priorities for this multi-media project. This conference presentation will feature the first digital resource on “Introduction to the Australian Legal System” which includes the basics of applying the ILAC steps to answer law problem questions.

Moving staff (and students) beyond Wikipedia – Staff preparation for PBL
(Graham Building Green Room)
Sharanne Raidal & Jennifer Hyams, School of Animal & Veterinary Sciences

The introduction of an innovative curriculum, such as Problem-Based Learning (PBL), can have frightening implications for academic staff unfamiliar with the philosophy, teaching methods and skills underpinning this approach to learning. The paradigm shift from staff-centric to student-centric teaching and the novel role(s) for teaching staff may undermine teacher confidence and effectiveness. There is a need, therefore, to facilitate in staff the development of new skills in supporting students’ self-directed learning efforts, in the creation of authentic and challenging ‘problems’ (packages) and in the assessment of student learning beyond content recall. In order for a PBL program to succeed, academic staff must reassess their role as a teacher and develop confidence in PBL as a learning approach. Unless academic staff are comfortable with and supportive of the teaching environment, the PBL program may not reach its full potential, and in fact may be undermined by negativity amongst both staff and students. A number of preparatory strategies to assist staff transition to PBL have been developed, implemented and evaluated within the School of Animal and Veterinary Sciences prior and subsequent to the implementation of a PBL curriculum in 2007. Key components of our preparatory program are described. Written survey and interview techniques have been used to evaluate the efficacy of strategies involved, and to assess staff understanding of PBL philosophy. Ensuring the involvement of all staff in the development, implementation of the PBL programme emerged as paramount in maintaining a positive learning environment.
Online course innovation project - Content curation tools in Interact – Delicious and Scoop.it
(Convention Centre Gulballanna Room)
Dianne Lane, Faculty of Business

“Getting information off the Internet is like taking a drink from a fire hydrant.” — Mitchell Kapor
One of the biggest challenges our students face is navigating through the unprecedented levels of information of variable quality published on the Internet. Students can be easily overwhelmed by Google and library searches which result in thousands or millions of results. Social media curation tools offer relevant and valuable content filtered for a specific audience or task. This presentation looks at the challenges and opportunities offered by content curation tools such as Delicious and Scoop.it for Masters level students studying Literature in Education. Opportunities to embed the use of the curation tools within the subject design and the Interact site provide a contextually relevant, resource rich teaching environment using both open access and CSU library resources. Collections can be developed for courses, subjects or assessment tasks and by using paired tagging with library resources and cumulative curation over a number of teaching cycles resources can be delivered to students in a timely manner.

Presenting the onion – A tool for discussing academic writing
(Convention Centre, Bangayarra Room)
Cassily Charles, Academic Writing Coordinator, Academic Support Unit

This session will introduce the Onion model of academic discourse (Humphrey, Economou, Charles & Drury, forthcoming). While strongly founded in linguistic and applied linguistic theory, the Onion is of particular interest for learning and teaching in Higher Education because it is accessible for students, lecturers and supervisors across disciplines. The Onion provides a simple and practical framework which can be used for teaching and discussing academic writing, giving feedback and/or identifying and scaffolding students’ developmental trajectory of academic literacies in their disciplines. This presentation will provide an overview of the model and show some examples of how it has been applied recently at CSU to professional development of higher degree research candidates.

TAFE to CSU Interact site: Collaborative enhancement of transition
(Graham Building, Lecture Theatre 2)
Kara King, Student Services Office, Joyce Voerman & Nicole Mitchell, Academic Support

The ‘TAFE to CSU’ Interact site brings together a range of support services to assist the transition to university for this particular group by addressing identified barriers (Brennan et al., 2010). The presentation will describe the rationale and outcomes of this collaborative and innovative use of Interact. Use of the chat room is a particular feature of the project and shows that the site is an access point providing an opportunity to share experiences, across courses, subjects and year levels.

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**Vision 20/20: A Pecha Kucha inspired event - Abstracts**

*(Convention Centre Gulballan Room)*

**Tuesday 6th November 11.55-2.55**

You are welcome to stay for the entire event. However, short breaks will be held at the following times to allow movement if desired. 1:45 – 1:50pm; 2:20pm – 2:25pm

**Becoming an academic**
Jacquie Tinkler, School of Education

Come for a wander through the groves of Academe with me. My Pecha Kucha will reflect my experiences of being and becoming an academic.

**Creativity, collaboration, critique**
Sally Denshire & Cathi McMullen, Research Institute for Professional Practice & Learning (RIPPLE)

In this Pecha Kucha session, Sally and Cathi take a playful look at the collaborative process underpinning an ongoing Scholarship in Teaching Project that examines the preparation of professional practitioners in a range of health and business programs at CSU. In this collaborative project, we (along with Sarah Hyde, Megan Smith and Donna Read) are using analysis of course documents and interviews with course leaders to identify deliberate or habitual ways of talking about the various professions. We are exploring how these shared understandings shape professional practice, socialisation of new graduates, and preparation for practice. In undertaking this work we are attempting to disrupt taken for granted ways of thinking about our respective professions. In so doing, we intend to generate fresh conversations about our aims, responsibilities and desires in preparing our students for professional practice. Our focus today is on how unlikely partnerships can disrupt predictable conversations and create spaces for productive collaboration that can challenge and expand the way we think about teaching and learning in a range of professional areas at CSU. The words *creativity, collaboration and critique* represent a shorthand way of communicating the key strengths of this collaboration. We will show you what they have meant for us in this project to date.

**Thinking outside of the face-to-face box: Taking the need for variable timescapes seriously in course design**
Karyn Callaghan, Pat Dickinson, Randa Khattar & Will Letts, Ontario School of Education

In this 20/20 Vision session staff from the Bachelor of Early Childhood Studies in Ontario share their musings about getting out of the ‘face to face box’ by tackling the question, “What plans do you and your colleagues have for developing new approaches to learning and teaching?” In the context of a small and diverse cohort with different considerations –related to price point, temporal and geographic flexibility, full-time work pressures, health and wellness, parenting and family considerations, and ever-changing timescapes – the staff have been thinking about what options might be opened up structurally, pedagogically, and in relation to an emergent curriculum within a higher education institutional context. Provoked by an intentionality toward more intra-cohort flexibility, as opposed to making the mode more blended for the whole cohort uniformly, we share our thinking about how to craft a course that is innovative enough to be responsive to each individual student. To that point we explore what is offered up by online communications technologies that connect us across geographic landscapes; online wikis that might build on face to face dialogue (even when we are posting in a face to face environment); chat-rooms that offer spaces in tandem with our physical classrooms in which to engage. These musings are framed within a context that seeks to open up to dynamic and relationally responsive pedagogical approaches.

**What on earth is a non-traditional student?**
Liam Downing, Teacher Education & Georgina Sanger, School of Human Movement Studies

In university parlance both here and around the world, there is a group of students collectively referred to as non-traditional students. But what – or who – exactly are we talking about when we use this term, particularly at CSU? CSU is a non-traditional university. It arose from non-traditional roots, and a large segment of the student population could be defined as non-traditional. HEPP funding and its associated programs here at CSU are largely geared towards these students. As such, it makes sense that we understand where these students are coming from and what makes them tick. Drawing on hard data, student performance figures, responses to a student survey and perhaps even some anecdotes, a background picture of our non-traditional student emerges. So few CSU students fit the description of a traditional student that the entire CSU student population is, arguably, non traditional. The Pecha Kucha presentation will render an image of the non-traditional student within the confines of 20 purely visual slides, with nary a hint of text. The presentation is aimed at encouraging staff to connect to a realistic, evidence-based picture of a non-traditional student in both internal and distance contexts.
**Exploring Indigenous pedagogies in an online environment**
Alison Quin, Centre for Indigenous Studies, Faculty of Education

The concept of a ‘learning space’ operates on several levels when considering Indigenous content and pedagogy. Indigenous learning is intricately tied to place; it is localised and known by a few individuals who are interwoven with the story of that place. Knowledge is enacted in that place. This opens up interesting opportunities when conceiving online learning spaces that deliver Indigenous content through Indigenous pedagogy. While there is a tendency to structure oppositional positions (‘white normal’ and ‘Indigenous alternative’) there is no such purity of position and a third ‘hybrid’ space emerges (Dudgeon & Fielder, 2006). This has most commonly been applied to analysis of knowledge and content however it is also reflected in and informs the construction of learning spaces. The current online learning space used, Interact, is designed along ‘white, normal’ educational paradigms, and while an ‘Indigenous alternative’ can be conceived, this presentation explores the development of a third, hybrid space that allows for Indigenous and non-Indigenous knowledge’s to be explored together, combining Indigenous and non-Indigenous approaches to teaching and learning.

**Keeping our feet planted firmly in the air**
Janet Buchan, Division of Learning & Teaching Services

Six years ago I began with the simple research question ‘How can the contemporary technology-enhanced learning environment be described?’ This was to try to understand the value of the technology-enhanced learning environment in order to support an investigation into the application of environmental management concepts to the management of the technology-enhanced learning environment (Buchan 2012 in prep). Through an in-depth ethnographic case study our complicated learning and teaching environment at CSU was simplified into a complex system. The research also resulted in the development of a powerful ‘Dimensions Model of the Learning Environment’ with five elemental factors. This model complements and builds on existing frameworks and theories such as learning ecology, Siemens’ connectivism and perspectives for a blended learning experience (Keppell 2009 Available from http://blendedandflexiblelearning.wikispaces.com/perspectives). In the recent 2012 CSU Educational Technology Futures Forum I shared the following vision for how learning and teaching with technology could look in 2020. ‘Educational technology will enable connectedness between a community of learners in the learning environment. The learning environment will be co-created by staff and students, it will be temporally and spatially permeable and our staff and students will be resilient and adaptable users of educational technology.’ Grounded in The Dimensions Model of the learning environment, this presentation extends that vision into a 20/20 vision to share something of my hopes for what for our learning and teaching with technology might look like at CSU in 2020.

**Salon 520: Innovation + community online**
Cathi McMullen & Ian Braithwaite, School of Management & Marketing

Come and take a look at what we have planned in 2013 for a postgraduate marketing subject, MKT520 Managing Product and Service Innovation, delivered in distance mode in the Master of Marketing and MBA programs. For over a decade the assessment for this subject has had a focus on authentic tasks based around students’ workplaces. Students have reported that they find the assessment tasks stimulating, relevant and meaningful. The assessment work has helped to develop the capacity for students to engage in ongoing learning across their professional career. As such, it addresses the challenge of providing sustainable assessment (Boud 2000), assessment that promotes the design of assessment that meets the needs of the present without compromising the ability of students to meet their own future needs. But there has been an important element that some students have identified as missing. We hope to address this with the trial of Salon 520 in 2013. A number of past students have been concerned by the lack of collaboration and sharing among students of their knowledge, ideas and workplace learning stimulated by their assessment tasks. Drawing inspiration from the famous Frenchs salons of the 18th century, we aim to create an innovative and unique social and intellectual space online where people gather to learn, exchange ideas and to amuse one another. In this way they can refine their knowledge of innovation and marketing practice in a collaborative manner and build community online.

**Always on, always connected – moving beyond Interact**
David Reid, School of Communication & Creative Industries

With the internet evolving rapidly from web 2.0 to web 3.0 academics face a battle integrating technology in the classroom. A significant number of Universities, Charles Sturt included, are still attempting to address the impact of Web 2.0. This presentation outlines an experiment in multi-platform teaching and digital integrated student engagement in a first year communications subject, Digital Media, at Charles Sturt University. It will present some provisional findings on the adoption and use of mobile devices and social media platforms in T&L. This Pecha Kucha presentation will look reflectively at the highs and lows of this innovative approach, briefly demonstrating some of the tools and applications utilised in session. It will conclude with responses collected from students prior to their completion of the subject. It will highlight that the approach has been somewhat successful but also problematic in a number of areas.
mLearn iPad trial: SCH academics’ experiences with a new technology for exploring educational options and marking students’ assessments.
Justine Parer, Helen van Huet, Kelly Linden, Kristen Andrews, Adam Brett, Libby Clark & Alison Winkworth. School of Community Health, Albury

This PechaKucha presentation focuses on the advantages and disadvantages for using an iPad for teaching purposes and to mark and give feedback on students’ assessment tasks from the academic’s point of view. We consider: the user-friendliness of the iPad device; how the device was used including experimentation with a selection of apps; ergonomics; and overall value and appropriateness. We share our reflections on using the iPad for work, and to what extent the iPad is a means to a paperless marking setup. This PechaKucha is our feedback on using the iPad for marking and teaching during the mLearn trial.

Small steps – big wins: How providing clarity improves the learning (and the teaching!) experience.
Brett Van Heekeren & Lynnette Flynn, School of Communication & Creative Industries

Higher education learning and teaching spaces and modes are changing. In the past the menu of learning tools, resources and environments were quite ‘standard’ in nature providing students with little confusion and predictable expectations. The ‘engagement economy’, like the cluttered communication landscape, is now a sea of choices - forums, chat, wikis, blogs, podcasts, online learning modules, e-readings, video and audio tutorials to name a few. How do teachers provide clarity around expectations of engagement with these digital learning environments and resources? How do we provide a clearer ‘road map’ for students? How do we provide clearer ‘road maps’ for all teaching staff; sessional and permanent staff members who may be involved in the teaching of a subject? How do we encourage and grow a more collegial and reflective professional practice within the School? How do we provide a framework for evaluating CSU Teaching Standards and establish foundations for currency, assessment, and subject-course linkages? This presentation will showcase a recent Learning and Teaching Committee initiative in the School of Communication and Creative Industries. The benefits that have resulted from this initiative for students and teaching staff will be discussed.

Digital Theatre Presentations - Abstracts
3.40pm – 5.10pm Tuesday 6th November
Repeated 9.30am-10.35pm Wednesday 7th November
(Convention Centre, Gulballanna Room)

Illuminating WPL horizons: Addressing placement pressures through technology
Andreas Kuswara, Teresa Swirski & Alison Gates, The Education For Practice Institute

This digital presentation focuses upon one of the many challenges of WPL in higher education. The massification of higher education in Australia places significant pressure on courses and units that offer WPL, highlighting a number of complex issues for workplace supervisors, students and academics: limited placements, variability of learning experiences and breadth of capabilities. Changing industry expectations of graduates places additional strains on the system: expanding skills shortages and recruitment difficulties in a number of key professions; and requiring graduates with a wider range of capabilities to negotiate the complex practices of work. From an industry perspective, technology can bridge this divide by supporting students in WPL to engage with career choices and develop their professional potential. From a higher education perspective, technological affordances can synergise theory and practice in innovative ways. Technology is not proposed as a simple solution to placement pressures; instead, we argue that innovative ways of using technology can bridge some of the WPL issues. Technological affordances provide a variety of ways to engage students in learning and enhance the preparation of graduates for professional practice. Limited placements can be expanded through technological affordances which provide experiences via simulations and virtual worlds. The social web, applied judiciously, can also address variability of learning by scaffolding and facilitating the student experience. Technological affordances, such as mobility and augmentation of learning, can potentially foster a range of professional capabilities. Technology affords a range of WPL experiences, support and professional formation which can address problematic issues.

Why use educational technologies?
Brad Edlington, School of Policing Studies / Flexible Learning Institute

Are the reasons for deciding to use educational technologies limited to such factors as overcoming the tyranny of distance, better supporting time-challenged students as well as needing to flourish with limited funds and resources? What about the potential return on investment in terms not usually associated with determining the value of e-learning approaches? This short video picks-up on this line of thinking and suggests that learning in some sensitive subject areas may be best undertaken in isolation from others in order to achieve enhanced pedagogical outcomes and that for this to be realised, e-learning design that cleverly fuses theoretical elements with the active and more dynamic elements of learning processes is essential.
Understanding Mobile
Tim Klapdor, Division of Learning & Teaching Services

If you’re wondering what mobile is all about have a look at this quick overview of mobile technology that helps frame why it’s getting so much hype.

The Ascendant STAR in the BIT
Deb Murdoch, School of Computing & Mathematics

This digital presentation records the path taken by the STAR team in the School of Computing and Maths in integrating first year experience principles into the first year of the Bachelor of Information Technology. It shares the processes undertaken by the team, notes the improvements and the problems in individual subjects and shows how progress was improved over 18 months of the project. The presentation highlights methods of recording data, actions taken after analysis, planning for design and engagement, and designing assessment to better support students in their journey through the first year of their degree at CSU.

A fresh way of reaching target cohorts: The Equity Resources site and Equity & Diversity Facebook page
Carissa Perkins, Student Services, CSU Equity & Diversity

Certain groups within our community remain under-represented in Higher Education. To overcome the disadvantages faced by these groups during their student lifecycle, CSU continually develops and coordinates programs such as special consideration for admission schemes, scholarships and grants that improve the access, participation, success and retention of students in these cohorts. The main challenge presented is how best to target communication to students within these groups, who do not always “identify” themselves to the University. The CSU Equity Resources page and CSU Equity & Diversity Facebook site were developed as an important medium to enable the dissemination of information on support available to both DE and Internal students in a timely, interactive and appropriately sensitive way. They allow for real-time contact and important student feedback. The presentation will describe the rationale behind the content of the sites, show examples of what information is provided through links or screen shots. Where available we will provide analytics of readership and an insight into ideas for moving forward and future use.

The PBL experience - Delivering PBL across campus within a new curriculum
Kerstin McPherson, School of Community Health (Physiotherapy)

In 2010 the Physiotherapy program introduced a new curriculum, with one subject each year developed with the PBL approach. There are challenges involved in delivering the PBL subjects, including development of cases, lectures and within physiotherapy – practical classes that all interlink with the subject themes outlined in CASIMS, the time taken to develop cases, the skill of those developing cases and the facilitation of the PBL tutorials. The challenge also lies in presenting the same content across both the Orange and Albury campuses within the same Physiotherapy course, and scaffolding of content and the development of PBL skills for the students as they progress through the course. This presentation will show the problems and challenges we experienced within the first 3 years of this approach and some possible suggestions for improvement of the teaching learning experience.

Ontario School of Education Unbounded
umar keoni umangay, Paige Bennett, Linda Charko, & Don Jones, Ontario School of Education

This is a digital storybook presentation of our activities on understanding the emerging potential to connect with our learners, our instructors, and our stakeholders in the digital age. The Ontario School of Education (OSoE) and in particular, the Bachelor of Primary Education Studies (BPES) is attending to the North American expression of 21st century learning and teaching practices. This expression has challenges with constraints from the Ministry of Education and our eight month program. There are epistemological and structural reboots as cohorts and sometimes instructors change each school year. The emerging potential of our course activities is through our engagement with developing the self-study of teaching practices, the movement to digitally capture / archive our professional activities, and the use of available resources such as chat rooms, blogs, wikis and electronic media for our sessions. The teaching for quality of learning takes on the learner-as-centre and provokes a tripartite alignment of practice in the teaching field, theoretical underpinnings to learning for the digital age, and the potential to developing a cyber-community of practice towards inclusivity. Our course is experiencing the transient and sublime paradigm shifts of our physical programming and the wider potential of exploration and imagination in virtual space. This digital storybook will end with an invitation to a wiki link to help build our knowledge base and to offer up more stories to develop our local potential and to virtually / digitally connect us to an international stage.
Posters - Abstracts

**Concept mapping concept maps - A visual exploration**
Jacquie Tinkler, school of Education

The academic poster is a visual form of presenting research, although they are often highly text based with little emphasis on presenting information in a visual way. As a part of my PhD studies I am using concept maps as a data collection method and the visual method of representing ideas has been fruitful, but not without its challenges. This poster presents my thinking about the use of concept maps to present and think about ideas and data in research in a visual way.

**Moving beyond PowerPoint: Using web-based presentation tools in Higher Education**
Timna Dean, Faculty of Business

Slideshow presentations are still an important aspect of teaching in higher education, but with developments in web technologies evolving at a steady pace, educators are now presented with new ways to disseminate information and assess student knowledge in a digital environment. A range of proven tools can assist instructors and students to create and share digital resources which enhance learning & teaching. Web-based presentations tools can be:
Created from scratch or uploaded from an existing PowerPoint, video or audio file; shared through social media, public links and embed codes; and act as a host for presentations, documents, podcasts and videos, in an online environment, which in turn can be shared and/or edited online. Many tools are free at the base level, can provide users with the ability to integrate presentations into websites, blogs, learning management systems, such as Interact, and are rich in multimedia by nature. Some can even be created by a collaboration of users, challenging students to construct understanding of content through social engagement.

**Hints and tips to creating accessible podcasts/videocasts**
Sandra Boyd, Student Services Office

A checklist to creating an accessible multimedia learning material.
Wagga Wagga Campus Map

Wagga Wagga is a large campus – and if you haven’t been there before, you may need a map! You are heading for the Wagga Wagga Convention Centre. The Convention Centre is past the Beres Ellwood Oval, and near the Graham Building and Joyes Hall. Also see the map excerpt below.

Follow the signs: CSU 2012

We suggest you go to this site and enlarge this map.
The Convention Centre Map Ref: B4 - Building 230 – Parking Carpark P16 & P17

Location of Conference Dinner venue

Follow the signs: CSU 2012 DINNERT

The Conference dinner venue is on campus at Eat@20 (Nosh Pit Cafeteria), which is located on Wagga Wagga campus: [http://www.csu.edu.au/about/locations/wagga-wagga](http://www.csu.edu.au/about/locations/wagga-wagga)
Eat@20 Map Ref: D6 - Building 20D – Parking Carpark P2