# CONFERENCE PROGRAM

**2 - 5 July 2018**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 AM - 12:30 PM</td>
<td>Pre-Conference Workshop Morning Sessions (Jeffrey Smart Building, UniSA)</td>
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<tr>
<td>1:30 PM - 4:30 PM</td>
<td>Pre-Conference Workshop Afternoon Sessions (Jeffrey Smart Building, UniSA)</td>
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<tr>
<td>6:30 PM - 10:00 PM</td>
<td>Branch Chair Dinner, La Boca</td>
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</tbody>
</table>
CONFERENCE PROGRAM

TUESDAY 3 JULY 2018 - DAY 1

9:00 AM - 9:15 AM
New Member's Breakfast, Riverbank Foyer Adelaide Convention Centre

9:15 AM - 9:30 AM
Conference Welcome and Official Opening

9:30 AM - 10:15 AM
Keynote: Professor The Hon. Penny Lim
Challenges and opportunities in a rapidly changing world: Educational climate change to 2050

10:15 AM - 10:30 AM
Morning Tea & Trade

10:30 AM - 11:10 AM
Concurrent Sessions

11:10 AM - 11:50 AM

Room 204: Evaluating progression of research and critical thinking skills: Building a new measure of student success in higher education student grading system Teacher

Room 205: Scholarly Teaching: Faculty, diversity and Equity (Part A) Brown

Room 206: Learning for an unknown future. Activity theory as a framework for graduate attribute development through a critical realist lens Edmonds

Room 207: Staying towards new forms of: Wil Johnson

Room 208: Transforming lectures to utilise interactive activities Ziebel

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

11:50 AM - 12:10 PM
Delegate's Lunch & Trade Riverbank Room 8

12:10 PM - 12:50 PM
Room 204: Reevaluating practice reviewing where important, to influence improvements in student outcomes [P] Nabi

Room 205: Scholarly Teaching: The Changing Composition of Work in Education [R] O'Brien

Room 206: Learning for an unknown future: Activity theory as a framework for graduate attribute development through a critical realist lens Edmonds

Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

12:50 PM - 1:30 PM
Room 204: Education's Value: It's in the mess In order to begin now! Lessons in adopting an evaluation system based on the case study Edmonds

Room 205: Understanding the challenges of teaching for inclusivity in teacher education & curriculum development Dados

Room 206: Scholastic Teaching: Faculty, diversity and Equity (Part B) Brown

Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

1:30 PM - 2:10 PM

Room 205: Assessing and evaluating the impact of the new Australian Higher Education Student Experience [P] Strickland

Room 206: Learning for an unknown future: Activity theory as a framework for graduate attribute development through a critical realist lens Edmonds

Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

2:10 PM - 2:50 PM
Room 204: Improving feedback to students in first year: Exploring facilitators' pedagogical practices [P] Wang

Room 205: Changing higher education to design authentic learning experiences to enable teachers to practice transformation [P] Douglas

Room 206: Learning for an unknown future: Activity theory as a framework for graduate attribute development through a critical realist lens Edmonds

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2:50 PM - 3:30 PM
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4:50 PM - 5:30 PM
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Room 207: Staying towards new forms of: Wil Johnson

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Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

5:30 PM - 6:10 PM
Room 204: Improving feedback to students in first year: Exploring facilitators' pedagogical practices [P] Wang

Room 205: Changing higher education to design authentic learning experiences to enable teachers to practice transformation [P] Douglas

Room 206: Learning for an unknown future: Activity theory as a framework for graduate attribute development through a critical realist lens Edmonds

Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

6:10 PM - 6:50 PM
Room 204: Improving feedback to students in first year: Exploring facilitators' pedagogical practices [P] Wang

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Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

6:50 PM - 7:30 PM
Room 204: Improving feedback to students in first year: Exploring facilitators' pedagogical practices [P] Wang

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Room 207: Staying towards new forms of: Wil Johnson

Room 209: Supporting tutors through year observation and mentoring West

Room 210: Improve assessment and the quality of learning and teaching is enhanced Nokes

7:30 PM - 8:10 PM
Room 204: Improving feedback to students in first year: Exploring facilitators' pedagogical practices [P] Wang

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7:10 PM - 8:10 PM
Welcome Reception and poster sessions

8:10 PM - 9:10 PM
Posters: Authors present their poster with the following URL

9:10 PM - 9:30 PM
Time to relax and enjoy your evening dinner outside the conference hotel.

9:30 PM - 10:30 PM
Free Time
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Paper/Reviewer(s)</th>
<th>Title</th>
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</table>
| 10:00 AM   | Hall L   | Paper TBC                                 | 206. Breaking down the barriers: Facilitating cross-disciplinary conversations in Humanities, Arts and Social Sciences |```10:00 AM - 10:30 AM```
|            |          |                                            | 207. Examining the 'success' of contemporary Research Development programs from a social policy perspective. |```10:00 AM - 10:30 AM```
| 10:30 AM   | Hall M   | Paper TBC                                 | 208. How much is this worth? Representations of academic casualisation in Australian universities |```10:30 AM - 10:50 AM```
| 10:30 AM   | Hall L   | Paper TBC                                 | 209. The impact of reflection on science teaching, student remediation curriculum embedded within classroom skills development |```10:30 AM - 10:50 AM```
| 11:00 AM   | Hall M   | Paper TBC                                 | 210. Investigating the role of Virtual Learning Environments in Higher Education: perspectives from online students |```11:00 AM - 11:20 AM```
| 11:30 AM   | Hall M   | Paper TBC                                 | 211. Integrating online and classroom teaching in the Logic class |```11:30 AM - 11:50 AM```
| 12:00 PM   | Hall M   | Paper TBC                                 | 212. Student engagement in blended learning environments |```12:00 PM - 12:20 PM```
| 1:00 PM    | Hall M   | Paper TBC                                 | 213. Nurturing the future: A collaborative learning approach to developing next generation teachers |```1:00 PM - 1:20 PM```
| 1:20 PM    | Hall M   | Paper TBC                                 | 214. A didactic model of education for engineering courses: an opportunity to improve student engagement |```1:20 PM - 1:40 PM```
| 2:00 PM    | Hall M   | Paper TBC                                 | 215. Role of educational technologies utilizing TPACK framework and 21st century pedagogies: Academic perspectives |```2:00 PM - 2:20 PM```
| 3:00 PM    | Hall M   | Paper TBC                                 | 217. Aligning educational frameworks to rapid learning technology co-development with stakeholders |```3:00 PM - 3:20 PM```
| 3:20 PM    | Hall M   | Paper TBC                                 | 218. The impact of online learning on student satisfaction and career growth: The moderating role of quality of experience |```3:20 PM - 3:40 PM```
| 4:00 PM    | Hall M   | Paper TBC                                 | 219. Academic success and well-being in engineering: Strategies for regional students in Australia |```4:00 PM - 4:20 PM```
| 5:00 PM    | Hall M   | Paper TBC                                 | 221. Supporting biomedical science post graduate students to effectively ‘transition’ through and across the profession by developing reflective practice skills |```5:00 PM - 5:20 PM```
| 5:20 PM    | Hall M   | Paper TBC                                 | 222. Mastery and personalized support in first year teaching |```5:20 PM - 5:40 PM```
| 6:00 PM    | Hall M   | Paper TBC                                 | 223. A novel approach to life-long learning in higher education |```6:00 PM - 6:20 PM```
| 7:00 PM    | Hall M   | Paper TBC                                 | 225. A mobile gaming based approach to rapid learning technology co-development with stakeholders |```7:00 PM - 7:20 PM```
| 7:20 PM    | Hall M   | Paper TBC                                 | 226. Enhancing student learning experiences of students in regional universities |```7:20 PM - 7:40 PM```

** - Registrant Student Presenter
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<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>10:30 AM - 11:30 AM</td>
<td>Stream: Governance</td>
<td>Hall L3</td>
<td>138. The unique value of Creative Arts higher education for preparing graduates for work (R)</td>
<td>Noleke</td>
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<td>148. Reciprocity part time lecturers as a staffing strategy at Indonesian University</td>
<td>Adelajde</td>
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<td>11:00 AM - 11:50 AM</td>
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<td>150. Using gear review and rubrics to encourage student's reflective practice in mechanics</td>
<td>Duffy</td>
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<td>194. The W&amp;H Taying strategy: fostering student engagement and higher education</td>
<td>Williams</td>
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<td>11:30 AM - 12:30 PM</td>
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<td>203. Interdisciplinary team in an authentic project based learning environment (R)</td>
<td>Andrew</td>
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<td>215. Working with Australian Aboriginal and Torres Strait Islander communities to assist pre-service teachers teach Indigenous school students</td>
<td>Felton</td>
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<td>220. Graduate attributes as components of curriculum quality assurance? Critically examining examples of sector practice as part of institutional policy renewal</td>
<td>Harvey</td>
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<td>12:30 PM - 1:30 PM</td>
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<td>227. Censorship and freedom in the classroom</td>
<td>St John &amp; Wijeratne</td>
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<td>221. The strengths of truly interactive conference formats</td>
<td>Picard</td>
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<td>12:50 PM - 1:50 PM</td>
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<td>222. Remotising, Resilience, Revelation: Border crossing conversations around academic transformation</td>
<td>Helfer</td>
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<td>248. Investigating pre-service teacher's conceptions of using the big ideas of science as a framework for STEM Education</td>
<td>Hernandez</td>
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<td>250. Old academic development - creating confident and proficient teachers through a targeted development program</td>
<td>Simpich</td>
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<td>1:30 PM - 2:30 PM</td>
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<td>267. Developing local communities of practice for the integration of work-integrated learning across science curricula</td>
<td>Felton</td>
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<td>274. Teaching quality improvement to support medical students - are we making a difference?</td>
<td>Boyd</td>
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<td>286. High school teachers from lower socioeconomic status backgrounds: (Re)valuing higher education via university enabling programs</td>
<td>Veness</td>
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<td>2:30 PM - 3:30 PM</td>
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<td>287. Towards open pedagogies to build a coherent professional identity for graduating students?</td>
<td>Johnson</td>
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<td>295. What's new in HEA and what's in it for me?</td>
<td>Sutherland</td>
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<td>3:30 PM - 4:30 PM</td>
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<td>299. Valuing Education for preparing graduates for work (R*)</td>
<td>Nielsen</td>
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<td>278. An overview of Introduction to University Learning and Teaching (IULT) programmes</td>
<td>Picard</td>
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<td>4:30 PM - 5:30 PM</td>
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<td>279. To what extent are IULT programmes in Australian universities authorized</td>
<td>Picard</td>
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<td>285. Curriculum Management: Re-colouring</td>
<td>Harper</td>
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**Please visit the below link to download the program abstracts:**