

Wednesday 1 February

8.00-9.00	Registrations							
9.00-9.30	Welcome: Professor Alan Robson <i>AM</i> , Vice-Chancellor, The University of Western Australia [<i>Social Sciences Lecture Theatre</i>]							
9.30-10.30	Keynote speaker: Dr Sue Gordon <i>AM</i> , Magistrate, Perth Children's Court and Chairperson, National Indigenous Council p.13 Dr Gordon's address is titled <i>What is the experience of learning?</i>							
10.30-11.00	Morning Tea [<i>Student Guild Cafeteria</i>]							
	<i>Arts Lect Room 5</i>	<i>Arts Lect Room 6</i>	<i>Social Sciences G207</i>	<i>Social Sciences LT</i>	<i>Social Sciences G208</i>	<i>Social Sciences G209</i>	<i>Social Sciences G33</i>	<i>Social Sciences G34</i>
11.00-11.25	<i>Workshop 3 hours</i> Designing engineers or designing programs? p.18 <i>Wageeh Boles, Duncan Campbell, Mahalinga Iyer,</i>	Teaching on the run: Development of a national staff development program for clinicians p.38 <i>Fiona Lake, Nigel de Silva, Gerard Ryan</i>	Students' perceptions of teachers' interpersonal behaviour and identifying exemplary teachers p.37 <i>Rekha B Koul and Darrell L Fisher</i>	Identifying the listening and speaking needs of international students p.25 <i>Patricia Dooley</i>	Helping or hindering: Students' use of collaborative technology in group projects p.55 <i>Goce Simonoski and Peter Dell</i>	Academic-practitioner alliances: Embedding diversity in the curriculum p.27 <i>Malcolm Fialho and Allan Goody</i>	A formative assessment framework for scientific writing development p.34 <i>Andrew Jardine and Jane Heyworth</i>	Voting with their feet: How to engage academics in leadership development p.17 <i>Vivienne Blake</i>
11.30-11.55	<i>Martin Murray and Jon Bunker</i>	The multidisciplinary team as a teacher... in the Dept of Psychiatry and Behavioural Science at Sir Charles Gairdner Hospital p.22 <i>Johann Claassen and Lindy Hall</i>	Laptops and learning: A trial with primary teacher trainees p.48 <i>Jennifer Pearson and John Williams</i>	Teaching beyond the knowledge society? The university pathway experience p.52 <i>Janine Rutledge and Thelma Blackford</i>	Enhancing student learning: An online experience p.21 <i>Yvonne Button, Doina Olaru and Eileen Thompson</i>	Investigating undergraduate physics learning and teaching in Australia: A Western Australian perspective p.56 <i>Geoff Swan and Marjan Zadnik</i>	University units specialising in scientific communication are essential for establishing generic skills p.34 <i>Peter Hutton and Johanna Pluske</i>	Navigating the maze: An action learning program to develop reflective systems thinking about the future in senior managers p.39 <i>Trudi Lang and Lynn Allen</i>
12.00-12.25		Multidisciplinary problem based learning exercise p.31 <i>Iain K. Hague and Denese Playford</i>	The effects of meta-cognitive instruction embedded within an asynchronous learning network on inquiry skills p.59 <i>Michal Zion, Michalski Tova and Mevarech R. Zemira</i>	Aligning academic perceptions of what constitutes a 'graduate' with university graduate attributes p.58 <i>Patricia Williams and Andrew Woodward</i>	Improving the experience of learning: Supporting ex-beginners' language students in mixed level classes p.56 <i>Bonnie Thomas</i>	First year physics labs in a 'suitcase': Closing the loop p.53 <i>Salim Siddiqui, Bob Loss, Glen Lawson and Shelley Yeo</i>	Self-assessment and reflective learning for first year university geography students: A simple guide or simply misguided? p.57 <i>Graham Thompson and Alan Pilgrim</i>	Future trends in continuing professional development for natural science lecturers in higher education... p.28 <i>Liezel Frick and Chris Kapp</i>

12.30-12.55		Staff perceptions of learning achievement: Involving clinical academics in outcome based program evaluation p.22 <i>Sandra Carr, Dianne Carmody and Alexandra Tregonning</i>	Assessing teachers' perceptions of health science education in East Timor p.26 <i>Jaya Earnest and Rekha B Koul</i>	Co-creating professional knowledge through learning partnerships: The WA Police-Edith Cowan University officer development program p.29 <i>Scott Gardner, Andrew Blevins and Terry Taylor</i>	Student web news: A faculty wide learning experience p.24 <i>Leitha Delves</i>	Is evidence based education the same as evidence based medicine? Can it quantify and modify the experience of learning? p.15 <i>Garry T. Allison and Helen Slattery</i>	More than the sum of its parts: Learning, language and research skills at the University of Western Australia p.23 <i>Lisa Cluett and Judy Skene</i>	The development of a workload formula for university teaching/research academic staff p.28 <i>Judith Finn, Matthew Knuiman and Helena Iredell</i>
1.00-2.00	Lunch [<i>Student Guild Cafeteria</i>]							
	<i>Arts Lect Room 5</i>	<i>Arts Lect Room 6</i>	<i>Social Sciences G207</i>	<i>Social Sciences LT</i>	<i>Social Sciences G208</i>	<i>Social Sciences G209</i>	<i>Social Sciences G33</i>	<i>Reid Library Training Room</i>
2.00-2.25	<i>Workshop continued</i> Designing engineers or designing programs?	<i>Workshop 1.5 hours</i> Creativity in health education p.54 <i>Zarrin S Siddiqui, Fiona Lake and David Bruce</i>	Professional learning: What really works for university teachers? p.2 Add <i>Heather Sparrow and Alison Bunker</i>	Living with a thesis p.19 <i>Michael A. Booth and Joan Eveline</i>	A case study on the effectiveness of WebCT as a student learning tool and platform for structured assessment p.41 <i>Yamin Ma and Sandra M. Saunders</i>	iTeach, iLearn: Student podcasting p.39 <i>Tama Leaver</i>	Anticipating the experience of learning: Students' expectations of difficulties they may face in their degree p.33 <i>Julie Howe, Carmela Briguglio and Rose van Son</i>	<i>Workshop 1.5 hours</i> Supporting students with disability using CATS (Creating Access to Teaching and Support) p.36 <i>Denise Kirkpatrick and Christine Goodacre</i>
2.30-2.55			Peer observation: Powerful learning for university teachers? P.1 Add <i>Alison Bunker and Heather Sparrow</i>	Supervision: A short film p.58 <i>Rose Williams</i>	An analysis of online discussion forums in the context of student motivation p.25 <i>Adam Dunn</i>	Static and animated visual aids in pure mathematics p.48 <i>Geoffrey Pearce</i>	Lessons learned from using students' feedback to inform academic teaching practice p.53 <i>Shelleyann Scott and Tomayess Issa</i>	
3.00-3.25	Research, experience, capture: A study tour of self-directed exploration p.25 <i>Khoa Do and Adelyn Siew</i>		Embracing the 'swamp': A reflective pedagogical approach for interdisciplinary practitioners p.24 <i>John Davis, Peter Devereux, Brad Pettitt and Dora Marinova</i>	A consideration of issues affecting the approaches to learning of mature age students p.1 Add <i>Pamela Lynch</i>	L2 student responses to processing writing using email in a university pathway course p.17 <i>Thelma Blackford</i>	Songs in the key of life: Popular music as a tool for tertiary education p.42 <i>Lorel Mayberry</i>	Delivering on outcomes based education in a graduate school of business through the use of strategic learning drivers p.38 <i>Richard K. Ladyshevsky</i>	
3.30-4.00	Afternoon Tea							
4.00-5.15	Keynote speaker: Professor Richard Johnstone, Executive Director of the Carrick Institute for Learning and Teaching in Higher Education p.13 [<i>Social Sciences Lecture Theatre</i>] Professor Johnstone's address is titled <i>Strategic support for teaching and learning: The role of the Carrick Institute.</i>							
5.15-5.45	Academic Learning and Language Skills Network [<i>Social Sciences Lecture Theatre</i>]							
5.30-	Barbecue Dinner <i>Acorn Café, UWA Student Guild</i> (overlooking the Oak Lawn and Matilda Bay)							

Thursday 2 February

8.00-9.00	Registrations							
9.00-10.00	Experience of learning: The student perspective (Student Panel) [<i>Social Sciences Lecture Theatre</i>]							
	<i>Arts Lect Room 5</i>	<i>Arts Lect Room 6</i>	<i>Social Sciences G207</i>	<i>Social Sciences LT</i>	<i>Social Sciences G208</i>	<i>Social Sciences G209</i>	<i>Social Sciences G201</i>	
10.05-10.30	Construction site visits as a learning experience for students in a built environment course p.16 <i>Peter Ashford and Anthony Mills</i>	'Learning pathologies' in second year veterinary science students p.50 <i>Sharanne Raidal and Simone Volet</i>	Approaches to managing larger student numbers with fewer resources p.49 <i>Rob Phillips</i>	Individual linear learning: Cultural myth or ontological oxymoron? p.57 <i>Katie Thomas</i>	Being consistent in making decisions about plagiarism: Learning from experience p.59 <i>Shelley Yeo</i>	Developing authentic learning in surf science and technology p.16 <i>Jaromir Audy, Katarina Audy and Terry Haines</i>	Peers, family, community, supervisors and governance – international postgraduate students' transitional learning p.30 <i>Andrew Guilfoyle</i>	
10.30-11.00	Morning Tea							
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11.00-11.25	Implementation of computer programs in civil engineering tutorials p.17 <i>Britta Bienen</i>	Student perceptions of the effectiveness of ... using the national prescribing service case-based education package p.47 <i>Esther Ooi, David Joyce, Ken Ilett, Hugh Barrett, Fiona Lake and Gina Arena</i>	Academic productivity of Australian academics and higher degree research students: What can we learn from the facts p.42 <i>Dora Marinova</i>	Learning about emotional intelligence p.43 <i>Jennifer Mills and Rachel Green</i>	Improving tertiary teaching: An online approach to professional development p.35 <i>Jan Kent, Alan O'Neil and Nicki Page</i>	The essay plan and the role play as means of critical learning p.50 <i>Roderic Pitty</i>	Peer assessment of writing tasks in the undergraduate study of journalism: A case study p.20 <i>Rob Burgess</i>	
11.30-11.55	An innovative roll-in roll-out laboratory facility p.40 <i>Euan Lindsay</i>	Evaluation of a clinical performance assessment tool within a critical care context p.29 <i>Fenella Gill</i>	<i>Workshop 1.5 hours</i> Using metaphors as a tool for teaching and learning p.55 <i>Zarrin S Siddiqui and Diana Jonas-Dwyer</i>	Teaching and training postgraduate research students outside the supervisory context in the UWA School of Humanities p.51 <i>Kate Riley</i>	Implementing a learning centred approach to teaching: A positive staff development experience p.58 <i>Eileen Thompson, Di Gardiner, Simon Clarke, Phil Hancock</i>	Teaching systems thinking at Masters level: What are the best methods to ensure learning outcomes? p.14 <i>Lynn Allen</i>	Assessment guidance guidelines: A simple way to stimulate students p.27 <i>Amer Filipovic</i>	
12.00-12.25	Outcomes minus incomes: The value added by teaching and learning p.40 <i>Anthony Lucey, George Tetlow, Joan Gribble and Marjan Zadnik</i>	Responsive evaluation of dental learning outcomes: Students' perspectives p.15 <i>Gina Arena, Nick Boyd and Sandra Carr</i>		Evaluation of an integrated approach to teaching research skills p.32 <i>Carol Hicks, Jill Benn and Eileen Thompson</i>	Incentives for adopting teaching initiatives in science p.50 <i>Jo Pluske and Trevor Holmes</i>	Woven tales: Creativity embroiders pedagogy p.48 <i>Jennifer Pearson and Betty Walsh</i>	Assessment of practical skills: Evaluating the success of a skill based assessment task p.31 <i>Michelle Harvey</i>	

12.30-12.55	Teamwork and peer evaluation in an engineering education environment p.42 <i>Clive Maynard and Nicoleta Balliu</i>	Benchmarking for continuous improvement in the quality of teaching and learning: Outcomes achieved in the Division of Health Sciences at Curtin University p.34 <i>Sue Jones</i>		Unlearning and re-learning: A corporate information literacy program for law graduates p.46 <i>Carmel O'Sullivan</i>	Not lecturing - teaching! Transition from a traditional lecture-based first year biology course to an interactive concept-based course p.21 <i>Karen Burke da Silva and David Wood</i>	Locked out! Learning in groups, power struggles and conflict p.49 <i>Kerry Pedigo and Craig Baird</i>	Supercourse: An exercise to enable students to contribute to the wider teaching and learning community p2 Add <i>Kym Mina</i>
1.00-2.00	Lunch Lunch time meeting: HERDSA WA Annual Meeting						
	<i>Arts Lect Room 5</i>	<i>Arts Lect Room 6</i>	<i>Social Sciences G207</i>	<i>Social Sciences LT</i>	<i>Social Sciences G208</i>	<i>Social Sciences G209</i>	
2.00-2.25	Integrated learning in engineering education p.45 <i>Ruza Ostrogonac-Seserko, Craig Baird, Sim Jun Yin, Wei Yang Ng, Robin Wong Kah Hoe, Bong Tze Ern, Colin Chien Chin Siong</i>	Can you bridge graduate students from a wide range of disciplines into the middle of an existing medical course? p.51 <i>Sally Reagan and Gina E. Arena</i>	SmARTS communities and virtual learning p.23 <i>Tanya Dalziell and Lorraine Sim</i>	What do students think of us? University students' beliefs about university teachers p.44 <i>Maria Northcote</i>	E-learning guidelines project for New Zealand p.32 <i>Andrew Higgins</i>	Key transition factors as a shared responsibility for maximising learning experiences of postgraduate students p.30 <i>Andrew Guilfoyle</i>	
2.30-2.55	Curtin Engineering-Education research group (CE-ERG) p.52 <i>David Scott and Joan Gribble</i>	The case for establishing Integrated Human Studies as a cooperative teaching, research, communication centre p.19 <i>Neville Bruce and Len Freedman</i>	Positive experiences of early learning: Science outreach to high school students p.43 <i>Heather Morton</i>	Building on the student's experience of learning: Linking student evaluation of teaching to learning reform p.46 <i>Beverley Oliver</i>	Building the world of architecture for e-learning p.26 <i>Annie English</i>	Authentic assessment as a neo-liberal technology of government p.14 <i>Loraine Abernethie</i>	
3.00-3.25	Afternoon Tea						
	<i>Arts Lect Room 5</i>	<i>Arts Lect Room 6</i>	<i>Social Sciences G207</i>	<i>Social Sciences LT</i>	<i>Social Sciences G208</i>		
3.30-4.25	<i>Pearls, piths and perils 1: Spreading the word about good practice: The scholarship of teaching and learning p.61</i>	<i>Pearls, piths and perils 2: Professional behaviour p.62</i>	<i>Pearls, piths and perils 3: Transnational education p.61</i>	<i>Pearls, piths and perils 4: Supported learning environments p.61</i> E-learning in support of your innovation. <i>Mark Hallam, Principal Consultant, WebCT</i>	<i>Pearls, piths and perils 5: Open space</i> A space for discussion on any topic p.62		
4.30-5.00	Plenary and wrap up. Evaluation and prizes. [Social Sciences Lecture Theatre]						