



Teaching and Learning Forum 2021



Virtual Teaching and Learning Forum - Thursday 28th January 2021

08:30am - Forum site opens Registrants will be emailed the access link

09:00am	Open TLF 2021– Professor Rowena Harper, Director, ECU Centre for Learning and Teaching
09:10am	Welcome to Country – Ms Vivienne Hansen, ECU Elder
09:15am	Introduce keynote – Professor Rowena Harper, Director, ECU Centre for Learning and Teaching
09:20am	Keynote – Emeritus Professor Denise Chalmers, UWA
10:10am	Question period – facilitated by Dr Audrey Geste, ECU Chair of TLF Committee

10:20am – Break

10:35 - 11:45am Sessions 1 - 3

ROOM 1 COVID	ROOM 2 Assessment & Feedback	ROOM 3 Technology Enhanced Learning	ROOM 4 Professional Development	ROOM 5 Networking
<p>10:35-10:55 Rachel Sheffield, Susan Beltman, & Tina Hascher</p> <p>Tired and worn down. Still love our students': COVID-19 and the wellbeing of university teachers</p>	<p>Ainslie Robinson, Laurel Collin & Symble Paul</p> <p>Evaluating the transferability of a newly designed assessment task from offline to online at a critical moment: A case study observation of a first-year nursing cohort undertaking a mandatory "Health Research and Informatics" course</p>	<p>Andrew Brennan, J-Han Ho & Muammer Wali</p> <p>Innovative use of 'Technology-Enhanced Learning' at the School of Economics, Finance & Property</p>	<p>Beverley Ewens & Lucienne Tessens</p> <p>Individualised Mentorship for Academics in Tertiary Education (IMATE)</p>	<p>The networking room is here</p>
<p>11:00-11:20 Chris Tisdell</p> <p>Community in the classroom: Practical strategies and pearls of wisdom to foster students' sense of belonging</p>	<p>Tomayess Issa, Theodora Issa, Lydia Maketo, Rohini Balaqumi & Umera Imtinan</p> <p>Reflective journal assessment role in learning and teaching</p>	<p>Jacqui Patten, Olivia Gallagher & Rebecca Scriven</p> <p>Portfolio thinking: It takes a village</p>	<p>Michael Baldwin & Jacqueline Boaks</p> <p>The Student as Partner approach</p>	
<p>11:25-11:45 Florence Mwagwabi</p> <p>A longitudinal study on designing assessments and LMS that foster student well-being in a fully virtual learning environment during and beyond the COVID-19 pandemic: preliminary findings</p>	<p>Miriam Sullivan</p> <p>Implementing an assignment re-submission opportunity for at-risk first year students</p>	<p>Helen Correia, Andrea Steele, & Silvia Dewiyanti</p> <p>Enhancing the benefits of eportfolios at multiple levels to support student learning, curriculum management, and accreditation</p>	<p>Joanne M Castelli, Stephan Lund & Amanda Mannolini</p> <p>Watch and learn: The mutual benefits of peer observation of teaching</p>	

11:45am - 12:30pm Lunch Break

12:30 - 1:40pm Sessions 4 - 6

ROOM 1 COVID	ROOM 2 Assessment & Feedback	ROOM 3 Technology Enhanced Learning	ROOM 4 Communication Skills	ROOM 5 Networking
<p>12:30-12:50 Susan Blackley & Sinead Wilson</p> <p>'My voice online does not sound very appealing, but in the classroom, it sounds okay': STEM education students transitioning from face-to-face to online learning in 2020.</p>	<p>Ana Rita Sequeira</p> <p>Incorporating learners' feedback format preferences into a foundations post-graduate unit</p>	<p>Rina Wong (Fu) & Colleen Arnold</p> <p>Old & new digital tools that enhance interactivity and student engagement for remote learning</p>	<p>Reva Ramiah & Dominik Karski</p> <p>English language support in the new era: (re)visioning to meet the needs of all higher education students</p>	

12:55-1:15 <i>Shirley McGough, Ravani Duggan & Angela Pollard</i> Accreditation and course review during a pandemic: Pearls of wisdom.	<i>Tomayess Issa, Theodora Issa & Bilal Abu Salih</i> Will e-Assessment use promote students' motivation?	<i>Kenneth Yap</i> Using Microsoft Teams to facilitate Hyflex teaching of statistics and Microsoft Excel in an introductory statistics unit	<i>Rebekah Sturniolo-Baker</i> The flipped classroom approach in a writing skills workshop	
1:20-1:40 <i>Jess Taylor, Helena Kadmos & Claire Dodd</i> 'My knowledge is stored in my friends': Connectivist peer-learning and pedagogical innovation in a time of crisis	<i>Ana Rita Sequeira Mieghan Bruce, Megan Paull, James Taylor, Astrid Davine & Robert Sydenham</i> Assessing postgraduate students' perception, engagement and understanding on individualised written, audio and video feedback: An international cohort.	<i>Fiona Mayne & Gemma Scarparolo</i> SimLab: Translating theory into practice	<i>Reva Ramiah & Brenda Rohl</i> Embedding non-traditional science writing skills in a first-year foundational unit through active learning	

1:40 - 1:50pm Break

1:50 – 3:00pm Session 7 - 9

ROOM 1 COVID	ROOM 2 Engagement	ROOM 3 Technology Enhanced Learning	ROOM 4 Work Integrated Learning	ROOM 5 Networking
1:50-2:10pm <i>Gregory Ho & Edmore Masaka</i> The Zimbabwean Clap Greeting and how a pandemic enhanced our engagement with international students	<i>Anna Hopkins, Melissa Danks, & Harriet Mills</i> Increasing engagement and success in a first-year skills unit	<i>Jemma Berry</i> COVIDeos - developing laboratory understanding without the hands-on element	<i>Lynda Vine & Irene Lee</i> Evaluating the longitudinal impact of a revised 'Preparation for Internship' program for UWA Medical Students' transition to internship	
2:15-2:35pm <i>Guy J. Curtis</i> Is it worse than we thought? Estimating the prevalence of commercial contract cheating using an incentivized truth-telling methodology	Nuts and Bolts <i>Chen Zheng</i> The impact of blended course delivery on student engagement and academic performance in the times of COVID-19	<i>Jennifer Medbury & Jeff Corkill</i> Using authentic learning principles to teach intelligence analysis	<i>Ahmed El-Mowafy</i> Addressing challenges of surveying practical fieldwork training during COVID-19 restrictions	
2:40-3:00pm <i>Michelle Picard & Kylie Shaw</i> Enablers and barriers to an equitable Higher Degree by Research (HDR) learning environment: Lessons learnt during COVID-19	Nuts and Bolts <i>Marcela Moraes</i> Marketing industry influencers' relevance to universities' teaching materials and course development	<i>Flavio Macau, Nairana Caneppele & Renato Agostinho Santos</i> LMS compliance impact on student success	<i>Abigail Lewis, Janica Jamieson, Karen Long & Anne Polley</i> Evaluating WIL quality across disciplines	

3:00 – 3:10 Break

3:10pm	Introduce keynote – Dr Katrina Strampel, Manager of Teaching Quality, ECU Centre for Learning and Teaching
3:15pm	Keynote – Associate Professor Nicholas McGuigan, Monash University
4:05pm	Question period – facilitated by Dr Audrey Geste, ECU Chair of TLF Committee

4:15 – 4:30pm Close and Handover to Murdoch University, Dr Shannon Johnston & Dr Audrey Geste, ECU

Sponsor:

OPEN UNIVERSITIES AUSTRALIA

