

issoti

INTERNATIONAL SOCIETY
FOR THE SCHOLARSHIP
OF TEACHING & LEARNING

The 12th annual conference of the International
Society for the Scholarship of Teaching and Learning

27-30 October 2015 in Melbourne, Australia

An aerial photograph of Melbourne, Australia, showing the city skyline with numerous skyscrapers, the Yarra River winding through the center, and the Melbourne Cricket Ground (MCG) in the foreground. The image is overlaid with a large, faint, orange geometric pattern in the top right corner and a large, faint, grey geometric pattern in the bottom left corner.

Program and Book of Abstracts

Contents

Welcomes	3
About ISSOTL	7
ISSOTL Committees	10
Interest Groups	12
Proposal Reviewers	14
Conference Hosts	17
ISSOTL 2015 Organising Committee	18
Program at a Glance	19
General Information	20
Venue and Location Map	23
Sponsors and Exhibitors	24
Plenary Speakers	25
Program Tuesday 27 October	28
Abstracts Tuesday 27 October	30
Program Wednesday 28 October	38
Abstracts Wednesday 28 October	46
Program Thursday 29 October	112
Abstracts Thursday 29 October	120
Program Friday 30 October	192
Abstracts Friday 30 October	194
Other Meetings	212
Posters	214
Author Index	233

ISSN 2413-7359

ISSOTL 2015 Secretariat

ICMS Australasia

GPO Box 5005

Melbourne VIC 3205

Ph: +61 (0) 3 9682 0500

Fax: +61 (0) 3 9682 0344

info@issotl2015.com.au



Welcome

Welcome from the President and the ISSOTL Board

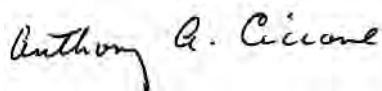
On behalf of the ISSOTL Board, a warm welcome to all of our delegates from around the world to the 12th annual conference of the International Society for the Scholarship of Teaching and Learning. We are very grateful to the RMIT/Monash University team for their efforts in putting together a rich program, diverse in content and format, that promises to engage all of us in interdisciplinary, cross-cultural and international dialogues on the scholarship of teaching and learning.

The theme of this year's conference, Leading Learning and the Scholarship of Change, invites all of us to examine critically the concept of leadership in higher education. In typical SoTL fashion, we do this first by asking the "what is" question: what does leadership look like? What new forms has it begun to take in the current challenging environment for higher education? How are we bringing these new forms to bear on important teaching and learning issues? Secondly, we ask the "what works" question: What have we learned about leadership that makes a serious impact on teaching and learning? And finally, we reflect on what we have learned, imagine new possibilities and, in so doing, produce a scholarship of leading that provides a framework for individual, disciplinary, and institutional change. Each of us has a role to play in this process and we look forward to sharing the diverse perspectives all of us bring to this conversation.

With your help, the Society continues to improve services to our members. Each region is now represented by two VPs and this change has fostered stronger international collaboration and regional activities. We encourage you to seek out your regional representative (Canada and Europe have scheduled meetings) and join these efforts. Visit www.issotl.com to experience new opportunities to communicate and collaborate, and to learn about exciting changes to our journal, Teaching and Learning Inquiry. Attend the Society's business meeting on Thursday and consider joining one of our special interest groups. Find a student and engage him or her in a conversation about student learning. If you have recently joined ISSOTL, plan on attending the "new to ISSOTL" session immediately preceding the opening session on Tuesday. And finally, do approach any of us on the Board to learn more about how you can become actively involved in shaping the Society.

ISSOTL is very pleased to return to Australia and to experience the intellectual and cultural vibrancy of Melbourne for the first time. We look forward to seeing you next year in Los Angeles, California.

All the best,



Tony Ciccone
ISSOTL President



Welcome

Welcome from the Vice-Chancellor and President, RMIT University

On behalf of RMIT University, I'm delighted to welcome you to our City campus and to Melbourne, for the 12th annual conference of the International Society for the Scholarship of Teaching and Learning.

RMIT is pleased to promote the scholarship of learning and teaching by co-hosting this year's conference with Monash University. As a university we pride ourselves on helping students and staff succeed. We are committed to help them apply their passion and agility to respond to our rapidly changing environment – to shape the world in which we all live and work. The scholarship of learning and teaching facilitates an evidenced-based approach to our educational practices, and promotes enhancements in student learning and staff teaching.

The theme for this year's conference – “Leading Learning and the Scholarship of Change” – provides an opportunity to work on the issues of redesigning our programs, so they are even more aligned with industry and community needs; to rethink how we deliver our programs to an increasingly diverse student body; and to rethink what it means to study and gain formal qualifications that will have meaning in a complex and global community.

This week you will discuss, debate and synthesise findings from your colleagues from across the globe – a terrific opportunity for everyone attending the Conference. The voice of our students will be a crucial feature of all the sessions, because it is absolutely vital to the future success of universities that students are active partners in curriculum design and delivery.

I wish you all the best for a successful conference and I look forward to the outcomes.

Yours sincerely



Martin Bean CBE
Vice-Chancellor and President
RMIT University

Welcome from the President and Vice-Chancellor, Monash University

On behalf of Monash University, it is a great pleasure to welcome you to Melbourne for the 12th annual conference of the International Society for the Scholarship of Teaching and Learning.

Monash is delighted to have the opportunity to co-host this conference with RMIT University. Since it was established, Monash has supported a culture of excellence in education. Recently, we have made a further commitment to providing students with an outstanding learning experience that is student-centred in its approach, is characterised by integrating student discovery, creativity and opportunity and underpinned by quality.

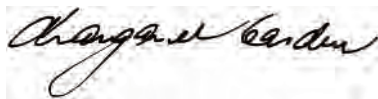
The ability to engage with others across the globe to explore different approaches to teaching and learning across disciplines, environments and student profiles offers valuable opportunities to enhance student learning.

Post-secondary education is constantly changing and we must be ready to challenge the experience we provide to students to ensure they are prepared for the global community that awaits them.

It is through more effective analysis of teaching structures to assist better learning among students that the path to excellence will be created. With the pressures of a competitive and globalising world it is important to benchmark our standards with an international panel of universities to assist in assessing international quality outcomes.

This year's theme "Leading Learning and the Scholarship of Change" will explore how universities can lead quality learning and teaching practice as we move inevitably towards more changes in higher education. I encourage you to engage, discuss and challenge the concept of leadership in teaching and learning with your colleagues throughout the conference and beyond.

Best wishes for a successful conference.



Professor Margaret Gardner AO
President and Vice-Chancellor
Monash University

Welcome

Welcome from the Conference Co-Chairs

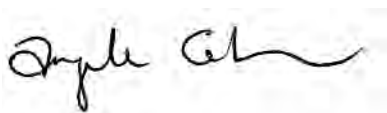
We are very pleased to welcome you to Melbourne, Australia for the twelfth annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL). RMIT and Monash Universities, as co-hosts, have worked with the ISSOTL Board to plan a broad program of interesting, challenging and thought provoking sessions to facilitate scholarly exchanges about how we approach the task of enhancing learning and teaching in a rapidly changing educational context. This year, over 550 participants from 20 countries come together in the cosmopolitan city of Melbourne to discuss, debate and deliberate on the theme Leading Learning and the Scholarship of Change. Whether the format is a keynote, workshop, roundtable, panel discussion, symposium, or short presentation you will be invited to reflect on how each of us can provide leadership for learning and teaching.

Our keynote speakers come from many locations and bring their insights into the various sub-themes including the diverse nature of leadership in the academy, future pedagogies for future students, leading engagement both inside and outside the academy, how local scholarship leads to changing practice and what does leading scholarship in learning and teaching look like in the twenty-first century.

We have been particularly pleased with the generosity of our keynote and invited speakers this year to be able to provide such a diverse range of offerings, including Associate Professor Chng Huang Hoon from the National University of Singapore, Professor Rosemary Deem from the University of London, Professor Margaret Gardner AO from Monash University, Professor Gregor Kennedy from University of Melbourne, Professor Vijay Kumar from the Massachusetts Institute of Technology, Dr Katarina Mårtensson from Lund University, Professor Geoff Scott from the University of Western Sydney and Associate Professor Manjula Devi Sharma from the University of Sydney. Each speaker is a leader in their own right and has significantly contributed to the scholarship of learning and teaching.

This conference has been made possible through the support and hard work of many people, institutions and sponsors. We would like to thank Monash University and RMIT University for their generous contribution of staff and facilities, Joanne Rae our conference coordinator, the ISSOTL Board and Associate Professor Michelle Scoufis as their representative on the conference Executive, members of the Program Committee chaired by Professor Denise Chalmers, our conference management team from ICMS Australasia, our student volunteers from RMIT University and our generous sponsors the University of Technology Sydney, the City of Melbourne, the Council of Australian Directors of Academic Development, the University of Queensland, and special thanks to the Australian Government's Office for Learning and Teaching for supporting dissemination activities.

Enjoy your time in the city of Melbourne and the opportunity to engage with new and familiar colleagues. Take home new ideas that you can implement in your own institution and reflect on how you will be a leader for the scholarship of learning and teaching.



A/Professor Angela Carbone
Director, Education Excellence
Monash University
Conference co-chair



Professor Geoff Crisp
Dean Learning and Teaching
RMIT University
Conference co-chair

About ISSOTL

The International Society for the Scholarship of Teaching & Learning (ISSOTL) serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. Through building intellectual and collaborative infrastructure, the Society supports the associational life that fosters scholarly work about teaching and learning.

The Society provides this support by:

- Recognising and encouraging scholarly work on teaching and learning in each discipline, within scholarly societies, and across educational levels
- Promoting cross-disciplinary conversations to create synergy and prompt new lines of inquiry
- Facilitating the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries
- Encouraging the integration of discovery, learning and public engagement, and
- Advocating for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

Membership Privileges

ISSOTL membership is open to all. Membership categories include administrator/faculty/staff, retired faculty/staff, part-time faculty/staff, and student. For current membership fees and benefits, see www.issotl.org. Membership benefits include:

- Participation and Community in ISSOTL
- Subscription to ISSOTL's journal, Teaching and Learning Inquiry
- Voting rights in organizational business, including the election of officers
- Discounted ISSOTL conference fees
- Opportunities to develop or join ISSOTL Interest Groups
- Access to members-only sections of the ISSOTL website
- Opportunity for interaction and collaboration with an international scholarly community
- Opportunity to shape an exciting international organisation
- Advance notices of ISSOTL activities and conferences

Get Involved

- Join the Society's online discussions on its website (www.issotl.com) and Facebook page
- Form or join an ISSOTL Interest Group
- Nominate yourself or someone else for an ISSOTL officer's position
- Contribute to a comprehensive, international Wikipedia entry for "the scholarship of teaching and learning"

ISSOTL Founding Members

Jane Aiken, Georgetown University
Thomas Angelo, Victoria University of Wellington
Peter D. Ashworth, Sheffield Hallam University
Marcia Babb, Carnegie Foundation
Bob Bain, University of Michigan
Randy Bass, Georgetown University
Spencer Benson, University of Maryland
Dan Bernstein, University of Kansas
Angela Brew, University of Sydney
Suzanne Burgoyne, University of Missouri
Mary Burman, University of Wyoming
Vernon Burton, University of Illinois
Nick Byrne, London School of Economics & Political Science
Barbara Cambridge, American Association for Higher Education
Nancy Chism, Indiana University-Purdue University
Brian Coppola, University of Michigan
Milt Cox, Miami University-Ohio
Vaneeta D'Andrea, City University of London
Lewis Elton, University College
Daisy Floyd, Texas Technical University
Richard Gale, Carnegie Foundation
Lee Gass, University of British Columbia
Barbara Gayle, University of Portland
George Gordon, University of Strathclyde
Mick Healey, University of Gloucestershire
Linda Hodges, Princeton University
Mary Huber, Carnegie Foundation
Pat Hutchings, Carnegie Foundation

About ISSOTL

Paul Hyland, Bath Spa University
Randy Isaacson, Indiana University-South Bend
Dennis Jacob, Notre Dame University
Alan Jenkins, Oxford Brookes University
Mills Kelly, George Mason University
Carolyn Kreber, University of Alberta
Susan Lea, University of Plymouth
Davorah Lieberman, Portland State University
Sherry Linkon, Youngstown State University
Elaine Martin, Victoria University
Kathleen McKinney, Illinois State University
Judith E. Miller, Worcester Polytechnic Institute
Rob Moore, University of Cape Town
Pat Murrell, University of Memphis
Craig Nelson, Indiana University
Ruth Neumann, Macquarie University
David Pace, Indiana University
Bernice Pescosolido, Indiana University
Caroline Persell, New York University
Gary Poole, University of British Columbia
Michael Prosser, University of Sydney
Paul Ramsden, University of Sydney
James Rhem, National Teaching & Learning Forum
Eugene Rice, American Association for Higher Education
Laurie Richlin, Claremont Graduate University
Jennifer Robinson, Indiana University
Anthony Rosie, Sheffield Hallam University
Chris Rust, Oxford Brookes University
Whitney Schlegel, Indiana University
Anita Salem, Rockhurst University
Ian Scott, University of Cape Town
Diane Sieber, University of Colorado
Kathy Takayama, University of New South Wales
Lynn Taylor, Dalhousie University
Keith Trigwell, University of Sydney
Emily VanZee, University of Maryland
George Walker, Carnegie Foundation
Mark Walter, Oakton Community College
John Webster, University of Washington
Deborah Willis, Victoria University

ISSOTL Conferences

October 21-24, 2004: "The Scholarship of Teaching and Learning: Perspectives, Intersections, and Directions" in Bloomington, IN, USA

October 14-16, 2005: "Commitment, Community, and Collaboration" in Vancouver, British Columbia, Canada

November 9-12, 2006: "Making a Greater Difference: Connecting to Transformational Agendas" in Washington, D.C., USA

July 2-5, 2007: "Locating Learning: Integrative Dimensions in the Scholarship of Teaching and Learning" in Sydney, Australia

October 16-19, 2008: "Celebrating Connections: Learning, Teaching, Scholarship" in Edmonton, Alberta, Canada

October 22-25, 2009: "Solid Foundations, Emerging Knowledge, Shared Futures" in Bloomington, IN, USA

October 19-22, 2010: "Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations" in Liverpool, UK

October 20-23, 2011: "Transforming the Academy through the Theory and Practice of SoTL" in Milwaukee, WI, USA

October 24-27, 2012: "Research on Teaching and Learning: Integrating Practices" in Hamilton, Ontario, Canada

October 2-5, 2013: "Critical Transitions in Teaching and Learning" in Raleigh, NC, US

October 22-25, 2014: "Nurturing Passion and Creativity in Teaching and Learning" in Quebec City, Canada

October 27-30, 2015: "Leading Learning and the Scholarship of Change" in Melbourne, Australia

ISSOTL Board of Directors

Anthony Ciccone, President
Former Director, Center for Instructional and Professional Development
Professor Emeritus of French
University of Wisconsin-Milwaukee
ciccone@uwm.edu

Peter Felten, President-Elect
Assistant Provost
Executive Director, Center for the Advancement of Teaching Learning & Center for Engaged Learning
Professor of History
Elon University
pfelten@elon.edu

Kathy Takayama, Past President
Associate Provost and Executive Director, Teaching and Learning
Columbia University
k.takayama@columbia.edu

Sean Brawley, Australasian Countries Regional Vice President
Professor of Modern History and Head of Department of Modern History, Politics and International Relations
Macquarie University
sean.brawley@mq.edu.au

Sarah Bunnell, United States Regional Vice President
Assistant Professor of Psychology
Teagle Pedagogy Fellow
Ohio Wesleyan University
slbunnell@owu.edu

Bettie Higgs, European Regional Vice President
Co-Director, Ionad Bairre, the Teaching & Learning Centre
University College Cork, Ireland
b.higgs@ucc.ie

Sherry Linkon, United States Regional Vice-President
Professor of English and Faculty Director of Writing Curriculum Initiatives
Georgetown University
sll5@georgetown.edu

Karen Manarin, Canada Regional Vice President
Associate Professor, English & General Education
Mt. Royal University in Canada
kmanarin@mtroyal.ca

Katarina Mårtensson, European Regional Vice-President
Academic Developer
Lund University, Sweden
katarina.martensson@ced.lu.se

Michele Scoufis, Australasian Countries Regional Vice President
Associate Dean, Director of Learning and Teaching, Business School
The University of Sydney
michele.scoufis@sydney.edu.au

Brad Wuetherick, Canada Regional Vice President
Executive Director, Center for Learning & Teaching
Dalhousie University
Brad.Wuetherick@dal.ca

Mary Ann Danielson, Secretary
Associate VP for Academic Excellence and Assessment
Professor of Communication Studies
Creighton University
maddam@creighton.edu

Beth Marquis, Treasurer
Assistant Professor, Arts & Science Program & McMaster Institute for Innovation & Excellence in Teaching & Learning
McMaster University
beth.marquis@mcmaster.ca

Aaron Long, Student Representative
Ph.D student in English
University of Kansas
A.Long@ku.edu

Roselynn Verwood, Student Representative
Ph.D. student in Educational Studies
University of British Columbia
rverwoor@uvic.ca

ISSOTL Committees

Committee work is vital to the success of ISSOTL. A list of current ISSOTL committees, all of which are seeking volunteers, can be found below. If you are interested in serving as a member on a committee, please contact the committee chair or contact person listed.

Convenings Committee

Sarah Bunnell

Ohio Wesleyan University, USA slbunnell@owu.edu

Chng Huang Hoon

National University of Singapore, pvochh@nus.edu.sg

Anthony Ciccone

*University of Wisconsin-Milwaukee, USA
ciccone@uwm.edu*

Geoffrey Crisp

RMIT University, Australia geoffrey.crisp@rmit.edu.au

Peter Felten (Committee Chair)

Elon University, USA pfelten@elon.edu

Dorothea Herreiner

Loyola Marymount University, USA dherreiner@lmu.edu

Bettie Higgs

University College Cork, Ireland b.higgs@ucc.ie

Beth Marquis

*McMaster Institute for Innovation & Excellence in
Teaching & Learning, Canada
beth.marquis@mcmaster.ca*

Margy MacMillan

*Mount Royal University, Canada
mmacmillan@mtroyal.ca*

Jessie Moore

Elon University, USA jmoore28@elon.edu

Roselynn Verwood

*University of British Columbia, Canada
rverwoor@uvic.ca*

Membership Committee

Mary Ann Danielson (Committee Chair)

Creighton University, USA maddam@creighton.edu

Beth Marquis

*McMaster Institute for Innovation & Excellence in
Teaching & Learning, Canada
beth.marquis@mcmaster.ca*

Sang Nam

Quinnipiac University, USA sang.nam@quinnipiac.edu

Vacancies: USA rep, Europe rep, Canada rep,
Australasia rep

Communications Committee

Aaron Long

University of Kansas, USA A.long@ku.edu

Sang Nam

Quinnipiac University, USA sang.nam@quinnipiac.edu

Jessie Moore (Committee Chair)

Elon University, USA jmoore28@elon.edu

Beth Marquis

*McMaster Institute for Innovation & Excellence in
Teaching & Learning, Canada
beth.marquis@mcmaster.ca*

Mary Ann Danielson

Creighton University, USA maddam@creighton.edu

Susannah McGowan

susannah.mcgowan@gmail.com

Bridgett Piernik-Yoder

*University of Texas Health Science Center at San
Antonio, USA piernikyoder@uthscsa.edu*

Publications Advisory Committee

Sean Brawley

*Macquarie University, Australia
Sean.brawley@mq.edu.au*

Margy MacMillan

*Mount Royal University, Canada
mmacmillan@mtroyal.ca*

Pat Hutchings

*Committee Chair Carnegie Foundation, USA
hutchings@carnegiefoundation.org*

Mick Healy

*Healy Higher Education Consultants, UK
mhealy@glos.ac.uk*

Rebecca Nowacek

Marquette University, USA Rebecca.nowacek@mu.edu

Nancy Chick, ex-officio
University of Calgary, Canada nancy.chick@ucalgary.ca

Anthony Ciccone
*University of Wisconsin-Milwaukee, USA
ciccone@uwm.edu*

Gary Poole, ex-officio
*University of British Columbia, Canada
gary.poole@ubc.ca*

Budget and Finances Committee

Anthony Ciccone
*University of Wisconsin-Milwaukee, USA
ciccone@uwm.edu*

Dan Bernstein (Committee Chair)
University of Kansas, USA djb@ku.edu

Beth Marquis
*McMaster Institute for Innovation & Excellence in
Teaching & Learning, Canada
beth.marquis@mcmaster.ca*

Joanna Renc-Roe
Central European University, Hungary rencroej@ceu.hu

Margy MacMillan
Mt. Royal University, Canada mmacmillan@mtroyal.ca

Sarah Bunnell,
Ohio Wesleyan University, USA slbunne@owu.edu

Leadership and Elections Committee

Sherry Linkon
Georgetown University, USA Sll5@georgetown.edu

Kathy Takayama
Columbia University, USA k.takayama@columbia.edu

Brad Wuetherick
Dalhousie University, Canada brad.wuetherick@dal.ca

Anthony Ciccone
*University of Wisconsin-Milwaukee, USA
ciccone@uwm.edu*

Advocacy and Outreach Committee

Arshad Amhad
McMaster University, Canada arshad@mcmaster.ca

Jennifer Meta Robinson
Indiana University, USA jenmetar@indiana.edu

Dan Bernstein,
University of Kansas, USA djb@ku.edu

Jaci Friberg

Diana Gregory
Kennesaw State University, USA c.gregory@kennesaw.edu

Mary Huber
Carnegie Foundation, USA

Aaron Long
University of Kansas, USA A.long@ku.edu

Katarina Martensson
Lund University, Sweden Katrina.martensson@ced.lu.se

Trent Maurer
*Georgia Southern University, USA
tmaurer@georgiasouthern.edu*

Marian McCarthy
University College Cork, Ireland mmccarthy@ucc.ie

Lauren Scharff
US Air Force Academy, USA laurenscharff@gmail.com

Carmen Werder
*Western Washington University, USA
carmen.werder@wwu.edu*

Teaching & Learning Inquiry (TLI) Editors

Gary Poole
University of British Columbia, Canada gary.poole@ubc.ca

Nancy Chick
University of Calgary, Canada nancy.chick@ucalgary.ca

Interest Groups

Meeting dates, times and rooms for the interest group meetings are listed below.

Advancing Undergraduate Research

The ISSOTL Interest Group on Advancing Undergraduate Research (AUR-IG) is an international, interdisciplinary network for faculty and administrators who are interested in investigating undergraduate research through the lens of the scholarship of teaching and learning. We strive to help institutions define undergraduate research and develop assessments to evaluate student learning through research and scholarship across disciplines and individual institutions. We encourage collaborations among interest group members, particularly projects that promote scholarly research on student learning through undergraduate research. We also share resources, disseminate findings, and provide support for institutions to carry out best practices in undergraduate research. If you are interested in joining us, please contact Trent Maurer tmaurer@georgiasouthern.edu. | Thursday, October 29, 5:45-7:00pm, Meeting Room 16.07.001

Arts and Humanities

If you are a teacher-scholar in the disciplines of the humanities (literature, philosophy, classics, religion, history, languages, et al) seeking a sense of community within ISSOTL, please join us. Send your name, institution, country, and email address to Nancy Chick at nancy.chick@ucalgary.ca. We're brainstorming ways to have a greater presence at ISSOTL conferences and within SoTL in general, and together we can share ideas and models. | Thursday October 29, 7:00-8:15am, Meeting Room 16.07.001,

Decoding the Disciplines

Since its inception in the late 1990s the Decoding the Disciplines approach has been used by instructors, faculty developers, and educational researchers in at least nine countries as a means of increasing student learning and as a framework for research in the scholarship of teaching and learning. Beginning with a focus on specific bottlenecks to learning, practitioners of Decoding conduct systematic analysis of the kinds of mental operations that students must master to overcome these obstacles, model and provide practice of these skills, deal with emotional resistance to learning, and assess the results. If you are interested in

learning more about how others are using this paradigm or in networking with other scholars of teaching and learning in this field, please contact David Pace, dpace@indiana.edu or Joan Middendorf, middendo@indiana.edu | Thursday, October 29, 5:45-7:00pm, Meeting Room 16.07.002

General Education

Are you someone who is involved in planning, teaching, or assessing curricula for your institution's general education program or core curriculum? Are you responsible for the development of faculty/staff instructors? To better advance SoTL within institutions and across higher education, SoTL in general education programs must be explored further. We are seeking members interested in exploring the role of SoTL in general education and core curricula. If you are interested joining us, please send your contact information to John Draeger, draegejd@buffalostate.edu. | No Meeting

National Teaching Fellows & Institutional Teaching Award Winners

Are you a national teaching fellow or an institutional teaching award winner interested to exchange experiences and explore collaborative scholarship opportunities with international colleagues pertaining to issues of innovative educational leadership, curriculum, teaching and/or learning practices in high education? If so, please feel welcome to join members of this ISSOTL Interest Group. Although this interest group will take up matters of importance to national and institutional award winners, all ISSOTL members are welcome to join this group (per the ISSOTL interest group inclusiveness policy). If you would like to get involved, please contact Earle Abrahamson atwinedge@hotmail.com. | Wednesday, October 28, 7:00-8:15am, Meeting Room 16.07.001

Pedagogy and Research for Online and Blending Teaching and Learning

This interest group represents an international, interdisciplinary network of teachers and scholars committed to discussion, inquiry, and collaboration to explore fully the trends, potential, and challenges within online and hybrid teaching and learning. This group emphasizes: current tendencies and research in online education; effective tools for online education that combine strong teaching with appropriate technologies; collaboration on research projects; and sharing of ideas for new ways to design and deliver web-based instruction that meets the expectations of students and provide substantive academic experiences. For more information or to join, please contact John Huss, hussj@nku.edu. | No Meeting

Problem-Based Learning

Problem-based learning (PBL) is an active learning pedagogy in which students collaborate in groups to solve complex problems. If you are interested in problem-based learning, please contact Ellen Lynch (University of Cincinnati) ellen.lynch@uc.edu or Susan Polich at smpolich@carilionclinic.org. | No Meeting

Scholarship of Leading

Committed to pursuing scholarly work on the relationships between leading, teaching and learning, this interest group's mission is to create opportunities for dialogue, to promote scholarly research on the topic, and to provide support to ISSoTL members interested in and engaged in leadership. For more information or to join, please contact La Vonne Cornell-Swanson, lcornell-swanson@uwsa.edu. | Wednesday, October 28, 5:45-7:00pm, Meeting Room 16.07.003

Sociology

Are you a sociologist interested in SOTL? Would you like to join a group of other sociologists for SOTL networking? If so, please send your name, institution/organization, and email address to Melinda Messineo at mmessineo@bsu.edu, and indicate you are responding to this announcement and whether you are a member of ISSOTL and/or ASA. | No Meeting

Students as Co-Inquirers

Are you a faculty/ staff member who is interested in partnering with students on SOTL inquiry projects? OR are you a student who is interested in partnering with faculty/staff on SOTL inquiry projects? Then join us in creating a cross-disciplinary, international community of SOTL scholars dedicated to tapping into students' expertise on teaching and learning, sharing promising practices for co-inquiry with students, exploring the many positive outcomes of this work and amplifying student voices within the international society. If you are interested, please send your name and affiliation to Carmen Werder at Carmen.Werder@wwwu.edu and Roselynn Verwoord rverwoor@uvic.ca. | Thursday, October 29, 7:00-8:15am, Meeting Room 16.07.007

Student Engagement

This ISSOTL Interest Group on Student Engagement serves as an international, interdisciplinary network for ISSOTL members who are committed to pursuing SoTL projects on the topic of student engagement. This group offers opportunities for dialogue, encourage and promote scholarly research on the topic, and provide support to ISSOTL members interested in student engagement. If you are interested in joining us, please contact Andrea Jackson, A.V.Jackson@leeds.ac.uk or Israel Dunmade, IDunmade@mtroyal.ca | Thursday, October 29, 7:00-8:15am, Meeting Room 16.07.007

Proposal Reviewers

Earle Abrahamson	University of East London
Arshad Ahmad	McMaster University
Heather Alexander	Griffith University
Julianna Alitto	University of Wisconsin Waukesha
Catherine Anderson	McMaster University
Ajanthy Arulpragasam	Curtin University
Ana Vitoria Baptista	University of Aveiro
Emma Bartle	ITaLI - The University of Queensland
Debra Bateman	RMIT University
Tina Bavaro	Australian Catholic University
Elizabeth Beckmann	Australian National University
Theresa Beery	University of Cincinnati College of Nursing
Dawn Bennett	Curtin University
Ayse Aysin Bombaci Bilgin	Macquarie University
Shampa Biswas	Washington State University
Stephen Bloch-Schulman	Elon University
Klara Bolander-Laksov	Stockholm University
Angela Brew	Macquarie University
Carmela Briguglio	Curtin University
Natalie Brown	University of Tasmania
Barbara Cambridge	National Council of Teachers of English
Denise Chalmers	University of Western Australia
Adam Chapnick	Canadian Forces College
Zarina M. Charlesworth	University of Applied Sciences and Arts Western Switzerland
Andrea Chester	RMIT University
Scott Chiu	California Lutheran University
Anthony Ciccone	University of Wisconsin-Milwaukee
Moiria Cordiner	University of Tasmania
Mike Cosgrave	University College Cork
Geoffrey Crisp	RMIT University
Laura Cruz	Western Carolina University
Sally Dampier	Confederation College
Mary Ann Danielson	Creighton University
Marcel D'Eon	University of Saskatchewan
Stephen Dilks	UMKC
Christine Dinkins	Wofford College
John Draeger	SUNY Buffalo State
Rosalind Duhs	University College London
John Egan	University of Auckland Faculty of Medical & Health Sciences
Julia Evanovitch	McMaster University
Peter Felten	Elon University
Rachael Field	Queensland University of Technology
Helen Flavell	Curtin University
Abbi Flint	Higher Education Academy
Mark Fraser	University of Wollongong
Bridgett Galvin	Framingham State University

Karen Gardner
Janice Gidman
Kathryn Gray-White
Amy Griffin
Balbir Gurm
Amy Haddad
Marina Harvey
Christina Hendricks
Ann-Sofie Henriksson
Bettie Higgs
Jenny Hill
Jody Horn
Mary Huber
Patricia Hutchings
Monica Jacobe
Elizabeth Johnson
Daniel Johnson
Sandra Jones
Piera Jung
Mo Kader
Peter Kandlbinder
Mary Kayler
Megan Kek
Niamh Kelly
Louise Kuchel
Romy Lawson
Thomas Leahey
Peter Looker
Alice Macpherson
Kimberly Maich
Karen Manarin
Deborah Mansell
Beth Marquis
Katarina Mårtensson
Wendy Matthews
Trent Maurer
Chinedu Mba
Jacquelin McDonald
Jo McKenzie
Nancy McKenzie
Patricia McLaughlin
Geoff Meyer
Heather Monkhouse
Jessie Moore
Carol Morris
Phillip Motley

The University of British Columbia
Faculty of Health And Social Care
Georgia Gwinnett College
Australian Defence Force Academy
KPU
Creighton University
Macquarie University
University of British Columbia
KTH Royal Institute of Technology
University College Cork
University of West England
University of Central Oklahoma
The Carnegie Foundation for the Advancement of Teaching
The Carnegie Foundation for the Advancement of Teaching
The College of New Jersey
Deakin University
University of North Carolina Wilmington
RMIT University
Vancouver Island University
Consultica Worldwide Management Consultants
University of Technology Sydney
University of Mary Washington
University of Southern Queensland
University of British Columbia
The University of Queensland
University of Wollongong
Indiana University East
Nanyang Technological University
Kwantlen Polytechnic University
Brock University
Mount Royal University
Mount Royal University
McMaster University
Lund University
Wayne State University
Georgia Southern Univeristy
NorQuest College
University of Southern Queensland
IML, UTS
McMaster University
RMIT University
The University of Western Australial
University of Tasmania
Elon University
The Open University
Elon University

Proposal Reviewers

Adrienne Moyle	The University of Auckland
Meloni Muir	University of Sydney
Melanie Nash	MGSE
Anne-Marie Nickell	Milwaukee School of Engineering
Gregor Novak	United States Air Force Academy
Rebecca Nowacek	Marquette University
Adele Nye	University of New England
Annabel Orchard	Monash University
Patricia Owen-Smith	Oxford College of Emory University
Priya Pamdarinathan	Murdoch University
Stefanie Panke	University of North Carolina
Kathleen Perkins	Columbia College Chicago
Ross Peterson-Veatch	Goshen College
Teboho Pitso	Vaal University of Technology
Nancy Polk	Winston-Salem State University
Rhonda Rabbitt	Viterbo University
Jayanti Ray	Southeast Missouri State University
Lynne Roberts	Curtin University
Rochelle Rodrigo	Old Dominion University
Gillian Rose	University of Reading
Pauline Ross	University of Western Sydney
Nirma Samarawickrema	Monash University
Gayani Samarawickrema	Victoria University
Philip Savage	McMaster University
Lauren Scharff	U.S. Air Force Academy
Kirsten Schliephake	Monash University
Michele Scoufis	University of Sydney
Kathryn Segedy	North Carolina Central University
Joe Shapter	Flinders University
Nicola Simmons	Brock University
Tammy Smith	Monash University
Katrina Strampel	Edith Cowan University
Liang Tan Swee	Singapore Management University
Chris Thompson	Monash University
Marion Tower	University Queensland
Andre Van der Westhuizen	University of Portsmouth
Cristina Varsavsky	Monash University
Subra Vemulpad	Macquarie University
Josephine Walwema	Oakland University
Shrinika Weerakoon	University of Colombo
Paul White	Monash University
Janelle Wilkes	University of New England
Keithia Wilson	Griffith University

Conference Hosts

RMIT University

RMIT is a global university of technology and design and Australia's largest tertiary institution.



The University enjoys an international reputation for excellence in professional and vocational education and outcome-oriented research.

RMIT is a leader in engineering, accounting and finance, computer science and information systems, communication and media studies, psychology, education, law and economics.

RMIT has three campuses in Melbourne, Australia, two campuses in Vietnam and a centre in Barcelona, Spain. We also offer programs through partners in Singapore, Hong Kong, mainland China, Indonesia, Sri Lanka, Belgium, Spain and Germany, and we enjoy research and industry partnerships on every continent.

The University's student population of 82,000 includes 28,000 international students, of whom 17,600 are taught outside Australia (almost 7,000 at RMIT Vietnam).

RMIT was awarded the Premier's Award for International Education and the award for Excellence in International Education (University) in the inaugural Victorian International Education Awards.

www.rmit.edu.au

Monash University

Monash University was founded in Melbourne in 1958 making it the second oldest



MONASH
University

university in the State of Victoria. It remains, however, a youthful organisation; enthusiastic, optimistic and accessible. It believes quality education and research can change the world for the better.

Monash has over 63,000 students enrolled at its five Australian campuses and its two overseas campuses in Sunway (Malaysia) and South Africa. It is a member of Australia's Group of Eight, an alliance of leading Australian universities recognised for their excellence in teaching and research.

Monash engages in an extensive range of high quality research. It is home to several major research facilities, including the Monash Vision Group, the Monash Science Technology Research and Innovation Precinct (STRIP), the Australian Stem Cell Centre, 100 research centres and 17 co-operative research centres. Monash also has a research and teaching centre in Prato, Italy, a graduate research school in Mumbai, India and a graduate school in Jiangsu Province, China.

Monash provides a wide range of undergraduate and postgraduate courses, many of which are multi-disciplinary, through its ten faculties: Art, Design & Architecture, Arts, Business and Economics, Education, Engineering, Information Technology, Law, Medicine, Nursing and Health Science, Pharmacy and Pharmaceutical Sciences and Science. Almost 9,000 students are enrolled in programs outside of Australia.

Since December 2011, Monash has had a global alliance with the University of Warwick in the United Kingdom.

www.monash.edu.au

ISSOTL 2015

Organising Committee

Executive Committee

Geoffrey Crisp (Conference Chair) RMIT University

Angela Carbone (Conference Chair) Monash University

Michele Scoufis (ISSOTL Board) The University of Sydney

Local Organising Committee

Geoffrey Crisp – RMIT University

Angela Carbone – Monash University

Joanne Rae – Monash University

Program Committee

Denise Chalmers (Chair) – The University of Western Australia

Natalie Brown – University of Tasmania

Peter Looker – Nanyang Technological University

Sandra Jones – RMIT University

Cristina Varsavsky – Monash University

Sue Webb – Monash University

Katarina Martensson – Lund University

Arshad Ahmad – McMaster University

Gordon Joughin – Griffith University

Program at a Glance

	Tuesday 27 October	Wednesday 28 October	Thursday 29 October	Friday 30 October
0700 – 0815		SIGs	SIGs	
0830 – 0900				
0900 – 0930		Plenary Keynote	Plenary Keynote	Invited Speaker
0930 – 1000	Pre-Conference Workshops	Concurrent Session A	Concurrent Session E	Concurrent Session J
1000 – 1030				
1030 – 1100	Morning Tea	Morning Tea	Morning Tea	
1100 – 1130	Pre-Conference Workshops	Concurrent Session B	Concurrent Session F	Morning Tea
1130 – 1200				Closing Keynote
1200 – 1230				
1230 – 1300	Lunch	Lunch/Poster Session	Lunch/Poster Session	Closing
1300 – 1330				
1330 – 1400		Plenary Keynote		
1400 – 1430	Pre-Conference Workshops	Invited Speaker	Invited Speaker	
1430 – 1500		Concurrent Session C	Concurrent Session G	
1500 – 1530	Afternoon Tea			
1530 – 1600	Pre-Conference Workshops	Afternoon Tea	Afternoon Tea	
1600 – 1630				
1630 – 1730	Registration New to ISSOTL	Concurrent Session D	Concurrent Session H	
1745 – 1900		SIGs	SIGs	
1730 – 1800	Welcome to Country and Opening Remarks			
1800 – 1845	Opening Keynote			
1845 -1900	Welcome			
1900 – 2000	Welcome Reception			

General Information

Catering

Morning, and afternoon tea will be available during the Conference and will be served in both Building 16 Storey Hall and Building 80 Swanston Academic Building. Lunch will only be served in Building 16 Storey Hall. Catering is included in your registration fee. Please refer to the table below for catering times. If you are attending a workshop on Tuesday 27th October, please note lunch is not included. Lunch will not be provided on Friday 30 October.

	Tuesday	Wednesday	Thursday	Friday
Morning Tea	10.30	10.30	10.30	11.00
Lunch		12.30	12.30	
Afternoon Tea	15.00	15.30	15.30	

Conference App

Download the ISSOTL 2015 Conference app which is available for iOS and Android devices.

To download scan the QR code below or search 'World Leading Conferences' in your App Store.

Access Code: **ISSOTL**



Dietary Requirements

If you have advised the Conference Secretariat of special dietary requirements, please speak to a member of the catering staff during the designated break times. Catering staff will have a full list of those with special dietary requirements.

Duplication/Recording

Unauthorised photography, audio taping, video recording, digital taping or any other form of duplication is strictly prohibited in Conference sessions.

Electricity

The electrical supply in Australia is 240 volts, 50 Hz. The connection for appliances is a flat 3-pin plug of unique design. Most hotels provide 110 V outlets for shavers.

Emergency Details

In an emergency telephone 000 for Ambulance, Fire Service or Police.

Exhibition

The Conference exhibition will be located in the Foyer, Level 5, Building 16, Storey Hall and will be open at the following times:

Wednesday	0800 – 1730
Thursday	0800 – 1730
Friday	0830 – 1130

Internet

Free WiFi is available throughout RMIT University. To access the WiFi, select the "RMIT-University" network on your device, and follow the prompts. Password is rmit.3456

Lost and Found

Any found item may be turned into the Registration Desk located in the Foyer, Building 16, Storey Hall.

Luggage Storage

Please note on the last day there will be no storage facilities at the conference venue so please leave your luggage at your hotel to pick up after the conference.

Mobile Phones

Australia operates on a digital network. Delegates are asked to switch off their mobile phones or set them to silent when in sessions.

Name Badges

For security purposes, delegates, speakers and exhibitors are asked to wear their name badges to the sessions. Entrance into sessions is restricted to registered delegates only.

Conference name badge and lanyards
sponsored by 

Parking

There is no on-campus parking available for visitors to the University. However there are a number of commercial car parks within a very short walk. Metered street parking is also available around the City campus. Please note, time limits and clearway restrictions apply.

Program

Changes to the program will be listed at the conference registration area and sent as notifications to the mobile app. Please check for changes daily.

Registration Desk

The registration desk is located in the Foyer, Level 5, Building 16, Storey Hall. The registration desk will be open at the following times:

Tuesday	0800 – 1900
Wednesday	0700 – 1730
Thursday	0700 – 1730
Friday	0830 – 1300

Security

Please ensure that you take all items of value with you at all times when leaving a room. Do not leave bags or laptop computers unattended.

Shopping

Shops open from 0900 to 1730 during the week with late night shopping on Thursdays to 2100. On Saturdays and Sunday most shops are open between 1000 and 1700.

Speakers

Please ensure that you are available in your presentation room at least 15 minutes prior to the start of the session. Speakers will need to upload their presentations onto the computer in the session room before the session starts.

Taxes

A Goods and Services Tax (GST) of 10% applies to all consumer goods and is included in retail prices.

Tipping

Tipping is not the general custom in Australia and service charges are not added to accounts by hotels and restaurants. However, you may tip hotel porters and food and drink waiters in restaurants (up to 10% of the bill) for special service. At any time, tipping is at your discretion.

Twitter Account

Follow @issotl2015 for updates regarding the conference. The conference hashtag is #issotl15.

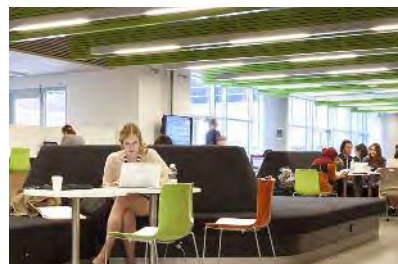
UTS: INNOVATIVE, AGILE LEARNING AND TEACHING

At UTS, Learning and Teaching are highly valued. Our staff are passionate in their commitment to learning and innovation that is relevant to today's world.

Our **learning.futures** initiative puts students at the centre of the learning experience.

learning.futures is characterised by practices which combine the best online and face-to-face teaching and make use of our dynamic new learning spaces in a vibrant and energising inner city environment.

The UTS Model of Learning is practice-oriented and research inspired, preparing students for a global workplace. Our staff learning communities share ideas and develop creative, scholarly practices which are then implemented, providing for transformative student learning experiences.



UTS: WHERE CREATIVITY MEETS TECHNOLOGY.

We're Australia's top ranked university in the Times Higher Education 100 universities under 50.



www.uts.edu.au/research-and-teaching/teaching-and-learning/learningfutures

Venue

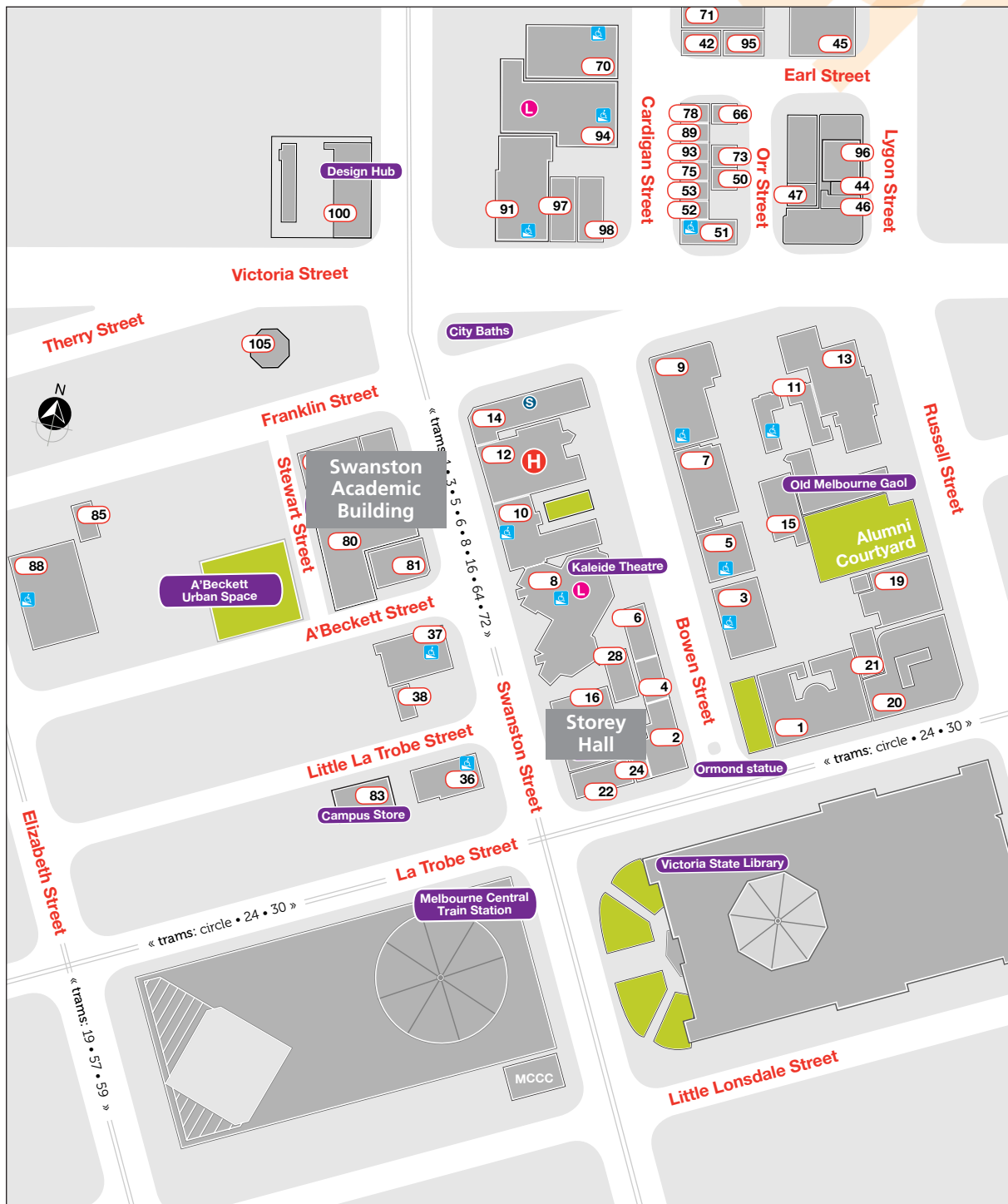
RMIT University

336 – 348 Swanston St, Melbourne, Victoria, 3000, Australia

Storey Hall, formerly the Hibernian Hall and the Guild Hall, was constructed between 1884 and 1887. The building has been classified by the National Trust and listed by the Australian Heritage Commission. Renovated and rebuilt in the mid-1990s, today it is a high-impact, multi award-winning space featuring cutting-edge technology and design.

The venue is an easy walking distance from a range of accommodation options, which will be available to delegates to book at the time of registering for the conference.

Location Map



Sponsors and Exhibitors

Platinum Partner

University of Technology Sydney

Contact Person: Associate Professor
Jo McKenzie, Director, Institute for
Interactive Media and Learning
PO Box 123
Broadway NSW 2007
Phone: +61 2 9514-2000
Email: jo.mckenzie@uts.edu.au
Web: www.uts.edu.au



UTS is a dynamic and innovative university in central Sydney, at the heart of the city's creative precinct. One of Australia's leading universities of technology, UTS has a distinct model of learning, strong research performance and a leading reputation for engagement with industry and the professions.

Our students are engaged in creative and inspiring learning that enables them to build strong professional identities, future-focussed graduate capabilities and global citizenship.

Our vision is to be a world-leading university of technology.

Conference Supporter

The City of Melbourne

The City of Melbourne actively collaborates with Melbourne's knowledge sector to build social prosperity and promote Melbourne's reputation as a cultural and global educational destination.



Melbourne received the accolade of Most Admired Knowledge City at the 2013 Knowledge Cities World Summit.

City of Melbourne is a proud sponsor of the conference.

Exhibitors

PebblePad

Table Top: 7

Contact Person: Alison Poot
PO Box 1174
Buderim, QLD 4556
Phone: 0400 899 820
Email: info@pebblepad.com.au
Web: www.pebblepad.com.au



Record, reflect, and evidence graduate attributes, employability skills, and professional competencies. Facilitate independent student learning, clinical placements, and authentic assessment. PebblePad Experience Better.

Smart Sparrow

Table Top: 6

Contact Person: Greg Higgins -
Director, Academic & Learning
Communities
16-122 Kippax Street
Surrey Hills NSW 2010
Phone: +61 410 728 064
Email: greg@smartsparrow.com
Web: www.smartsparrow.com



Smart Sparrow is a learning design platform for next-generation courseware. It allows anyone to create rich, interactive and personalised learning experiences and then continuously improve them using real-time learner analytics.

The Higher Education Academy

Table Top: 5

Contact Person: Jonathan Ray
The Higher Education Academy
Innovation Way, York
Phone: 01904717500
Email: international@heacademy.ac.uk
Web: www.international.heacademy.ac.uk



The Higher Education Academy is a UK-based organisation responsible for enhancing teaching and learning in HE. We aim to support and develop those who teach.

Plenary Speakers

Associate Professor Chng Huang Hoon



Chng Huang Hoon is an Associate Professor in the Department of English Language & Literature, National University of Singapore (NUS). Her teaching and research interests lie in discourse, gender and ideology. She

has taught several courses on these subjects in her teaching career at NUS, and has published several papers on the subject. Huang Hoon has served in various administrative appointments in the past 14 years, including Assistant Dean (External Relations, 2004-2008) and Director, Centre for Development of Teaching and Learning (2008-2012). In 2012, she assumed her current position as Associate Provost (Undergraduate Education), where she oversees all matters relating to the undergraduate curriculum, and assists both the Vice Provost (Undergraduate Education) and the Provost in various special university-level initiatives, including initiatives relating to General Education and Technology-Enhanced Education in NUS.

Professor Rosemary Deem



Rosemary Deem is currently Vice Principal (Education), Dean of the Doctoral School and Professor of Higher Education Management at Royal Holloway, University of London, UK. From 2001 until January 2009 she

was Professor of Education, from 2004-6, Graduate Dean for Social Sciences and Law and from 2007-9, Research Director for the Faculty of Social Sciences and Law, all at the University of Bristol. An Academician of the UK Academy of Social Sciences, Rosemary is a sociologist who has also worked at Loughborough, York, the Open and Lancaster Universities and the former North Staffordshire Polytechnic. At Lancaster she was Dean of Social Sciences (1994-7) and founding director of the University Graduate School (1998-2000). She was a UK Education Research Assessment Exercise sub-panellist in 1996, 2001 and 2008, has twice chaired the British Sociological Association, directed the UK Education Subject Centre ESCAlate from 2001-2004 and was Vice-Chair of the Society for Research into Higher Education from 2007-2009. From 2001-2005 she was joint editor of the Blackwells international journal *The Sociological Review* and is currently on the Editorial Board of *Studies in Higher Education*, *Equal*

Opportunities International and Higher Education Quarterly. She is a co-editor of the international journal *Higher Education* (published by Springer). In 2013 she was appointed OBE for services to higher education and social sciences. In September 2014 she was elected as incoming Chair of the UK Council for Graduate Education. Her research interests include higher education policy, leadership, governance and management, public service modernisation and leadership development, equality in educational organisational settings, doctoral research students, research and teaching relationships; the purposes of higher education.

Professor Margaret Gardner AO



Professor Margaret Gardner became President and Vice-Chancellor of Monash University on September 1, 2014. Prior to joining Monash, she was Vice-Chancellor and President of RMIT from April 2005 until August

2014. She has extensive academic experience, having held various leadership positions in Australian universities throughout her career, including at The University of Queensland and Griffith University. Armed with a first class honours degree in Economics and a PhD from the University of Sydney, in 1988 she was a Fulbright Postdoctoral Fellow spending time at the Massachusetts Institute of Technology, Cornell University, and the University of California, Berkeley. Professor Gardner currently chairs the Museums Board of Victoria, the Strategic Advisory Committee of the federal Office for Learning and Teaching, and is a director of the Fulbright Commission Advisory Board and Universities Australia. She has been a member of various Committees in the areas of the arts, education and industrial relations, including the Council of Australia Latin American Relations Board (COALAR), the ANZAC Centenary Advisory Board and International Education Advisory Committee which led to the 'Chaney' Report. In 2007, Professor Gardner was made an Officer of the Order of Australia in recognition of service to tertiary education, particularly in the areas of university governance and gender equity, and to industrial relations in Queensland.

Plenary Speakers

Professor Gregor Kennedy



Gregor Kennedy is the PVC (Educational Innovation) at the University of Melbourne and is Head of Learning Environments, the department responsible for virtual and physical learning spaces. He is also

Professor in the Centre for the Study of Higher Education and his current work involves leading the University's strategy in technology-enhanced learning and teaching, undertaking research and supporting staff in the use of learning technologies. Gregor has spent the last 15 years conducting and overseeing research and development in educational technology in higher education. His research interests include university staff and students' use of technology; interactivity, engagement and self-regulation in online learning environments; the use of 3D immersive simulation for learning; and the use of learning analytics in educational research and evaluation. He has published widely in these areas and is the co-lead editor of the Australasian Journal of Educational Technology.

Professor Vijay Kumar



Vijay Kumar has been providing leadership for sustainable technology-enabled educational innovation at MIT – as Assistant Provost, Senior Associate Dean of Undergraduate



Education, Director, Office of Educational Innovation and Technology and presently as Associate Dean and Senior Strategic Advisor for Digital Learning. His research and consulting engagements are directed toward strategy, planning and implementing technological innovations for education. He is currently co-leading an NSF supported initiative that explores productive linkages between the Learning Sciences and Online Learning. Vijay has been actively involved in Open Education efforts around the world including Co-leading an NSF supported MIT-Haiti Initiative for STEM education through educational technology and open resources, serving as Advisor to India's National Knowledge Commission, UNESCO, MIT OpenCourseWare (OCW), the Smithsonian as well as the Massachusetts Governor's STEM Council and the Qatar Foundation International. Vijay is co-editor of a Carnegie Foundation book "Opening Up Education"

(MIT Press, August 2008) and of *Valuable, Viable Software in Education: Case Studies and Analysis*", (EDUCOM, McGraw-Hill, Primis, September 1993). He has authored numerous articles in the area of educational innovations and technology strategy. Vijay was recently awarded an honorary Professorship by Tianjin Open University. He has also been appointed as the Exxon-Mobil Distinguished Chair for Technology Enabled Learning, Qatar University.

Dr Katarina Mårtensson



Katarina Mårtensson, is an academic developer at the Centre for Educational Development, Lund University, Sweden, since 2000. She particularly works with academic teachers and



leaders within the university in order to promote and support scholarship of teaching and learning (and leading). Her main research interest is in how social collegial contexts and leadership influence academics in their professional learning. In other words, learning in the academic workplace, and what role colleagues and leaders might have in that learning. From that point of view she is interested in organizational learning and strategic educational development, where academic culture, leadership, and SoTL are important aspects. Recent publications include a PhD-thesis (2014): "Influencing teaching and learning microcultures: Academic development in a research-intensive university"; an exploratory study of strong academic microcultures (Roxå & Mårtensson 2011/2013), two publications about significant networks (Studies in Higher Education, 2009 and a chapter in a Routledge book edited by Carolin Kreber, 2009), an article about network approaches to influencing teaching and learning cultures at university (Higher Education, 2011), and SoTL as a way to develop a quality culture in a university (Higher Education Research & Development, 2011). She has for almost three years been a member of the editorial team of the Swedish online journal Högre Utbildning and is since 2013 a co-editor of IJAD, The International Journal for Academic Development (Taylor & Francis). She is also, between 2014-2016, one of two vice-presidents Europe in the International Society for Scholarship of Teaching and Learning.

Professor Geoff Scott



Geoff Scott is Emeritus Professor of Higher Education and Sustainability at the University of Western Sydney, Australia. From 2004-12 he was Pro Vice-Chancellor (Quality) and then Executive Director of Sustainability at

UWS. He is co-chair of the Sustainable Futures Leadership Academy, helped establish RCE-Greater Western Sydney & is author with Canada's Michael Fullan of the widely used book Turnaround Leadership for Higher Education. He has recently completed an international OLT project on Turnaround Leadership for Sustainability in Higher Education with Daniella Tilbury, Leith Sharp and Liz Deane and another project for OLT with Kerri-Lee Krause and colleagues in 11 Australian universities on Inter-university moderation and the assurance of higher education subject and program achievement standards. In 2008 he led the ALTC study of Learning Leaders in Times of Change with colleagues from ACER. In 2010 he led the national survey of sustainability in the curriculum of Australia's universities. He is a former member of the Board of Directors of the Australian Council for Educational Research, a Fellow of the Australian College of Education, a member of TEQSA's Panel of Experts and a higher education auditor in many countries. He is currently a Senior Teaching Fellow with Australia's Office for Learning and Teaching. In 2007, he was the Recipient of the Australian Higher Education Quality Award.

Associate Professor Manjula Devi Sharma



Associate Professor Manjula Sharma is the Director of the Institute for Innovation in Science and Mathematics Education and heads the Physics Education Research group at the University of Sydney. Nationally,

she leads the Science and Mathematics network of Australian University Educators, SaMnet; and Advancing Science and Engineering through Laboratory Learning, ASELL Schools. Prof Sharma has over 100 peer-reviewed publications and has received funding of over \$3M. She is driving research on leadership development and active learning strategies. The findings from her work are being translating into practice and informing decisions. As a change agent she invests in professional learning and building capacity in science and mathematics education across sectors – universities and schools. Her work is recognised internationally through research partnerships, service on expert/advisory panels, editorial boards and conference committees. Her awards include the 2012 Australian Institute for Physics Education Medal and 2013 OLT National Teaching Fellowship.

Program Tuesday 27 October 2015

Room Number	16.07.008	16.07.007	16.07.001	16.07.002	16.07.003
0900-1030	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 3 Connie Guberman	Workshop 5 Evie Kendal	Workshop 7 Marina Harvey
1030-1100	MORNING TEA				
1100-1230	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 3 Connie Guberman	Workshop 5 Evie Kendal	Workshop 7 Marina Harvey
1230-1330	LUNCH				
1330-1500	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 4 David Pace	Workshop 6 Ruth Whittle	Workshop 7 Marina Harvey
1500-1530	AFTERNOON TEA				
1530-1630	Workshop 1 Gregor Novak	Workshop 2 Michele Scoufis	Workshop 4 David Pace	Workshop 6 Ruth Whittle	Workshop 7 Marina Harvey
1630-1730	Registration				
1730-1800	Welcome to Country and Opening Remarks				
1800-1845	Opening Keynote (Storey Hall) - Professor Vijay Kumar				
1845-1900	Co-host Introduction				
1900-2000	Welcome Reception				

80.07.009	80.09.006	80.02.003	80.10.013	80.09.012
Workshop 8 Sophie Karanicolas	Workshop 10 Tina Bhargava	Workshop 12 Deirdre Van Jaarsveldt	Workshop 13 Josephine Csete	Workshop 15 Kerry Howells
MORNING TEA				
Workshop 8 Sophie Karanicolas	Workshop 10 Tina Bhargava	Workshop 12 Deirdre Van Jaarsveldt	Workshop 13 Josephine Csete	Workshop 15 Kerry Howells
LUNCH				
Workshop 9 Spiros Soulis	Workshop 11 Carol Miles		Workshop 14 Deb Clarke	
AFTERNOON TEA				
Workshop 9 Spiros Soulis	Workshop 11 Carol Miles		Workshop 14 Deb Clarke	
New to ISSOTL				
Welcome to Country and Opening Remarks				
Opening Keynote (Storey Hall) - Professor Vijay Kumar				
Co-host Introduction				
Welcome Reception				

opt-out option. The Partial Credit Model was used to estimate latent scores for course and instructional effectiveness across all scale conditions, and scores were compared across conditions using ANOVA. Results indicate that the overall measures of course and instructional effectiveness are consistent across all variations of the scale when controlling for variation in course section.

In this session, the authors will describe the institutional context that led to the study, the design and results of the study, and how these results were used to inform the decision to revise the scales for the spring 2015 administration. This session corresponds to Theme 5: From local scholarship to changing practice.

Session J4

Paper

EVALUATING FLEXIBLE LEARNING STRATEGIES IN UNDERGRADUATE COURSES: TECHNOLOGY AND COMMUNITY-BASED EXPERIENTIAL LEARNING

Will Valley¹, Cyprien Lomas¹, Guopeng Fu¹

1 University of British Columbia

This study reports an evaluation of Flexible Learning strategies in the undergraduate core series courses in the Faculty of Land and Food Systems at the University of British Columbia. The core series courses consist of five compulsory courses from first year to fourth year. The courses aim to integrate research and education to address sustainability issues around food, health, and the environment. Undergraduate students in the faculty are expected to gain expert knowledge as well as practical skills in inter/trans-disciplinary and community-based, experiential learning settings (Valley, 2014). FL, an instructional approach allowing flexibility of time, place, and audience through the use of technologies (Khan, 2007), is the major pedagogy employed in the core series courses.

The core series courses has been implemented for more than a decade and has accomplished a significant extent of the expected learning outcomes (Rojas, 2009). However, an assessment is still in need to evaluate the effectiveness of Flexible Learning. Community-Based Experiential Learning (CBEL), referring to community-based pedagogies that connect university students with community partners for mutual benefit of learning and discovery (Fryer, 2010; Bringle, Clayton, and Price, 2009), and learning technologies are the two major components of Flexible Learning in the core series courses. The courses integrated e-lectures, wikis, Connect content management platform, and Wordpress webpages as the major technologies for facilitating teaching and learning.

The evaluation focused on how and why Flexible Learning affected student learning and employed qualitative approaches which explore in-depth reasons of human behaviors (Palys & Atchison, 2007). Denzin (1978) suggests to use more than one method to gather data in order to create methodological triangulation (Mathison, 1988). The data collection approaches include focus group interviews, student reflections and classroom observations in order to increase the credibility and validity of the results.

In general, Flexible Learning in the courses resulted in students reporting positive learning experiences. The structures and technology interfaces used in the course created a noticeably different learning experience from the traditional plenary lecture experience. Most students reported enjoying and appreciating the differences because these strategies stimulated students' engagement with the course content in, out, and beyond the classroom. Students reported valuing the experience working in, for, and with the local communities.

Working with people from various disciplines and backgrounds helped students understand course content in real-world situations, fostered group work skills, and solidified students' career perspectives. Further, students reported that the multiple technological approaches helped maintain engagement at a high level and broaden their horizons. However, some students found the multiple online interfaces to be confusing and overwhelming and learning the functions and formats to be overly time-consuming.

The evaluation results encourage the faculty to continue implementing Flexible Learning strategies in the core series courses with modifications of the various technologies. The findings from this study may inform the practices of other instructors attempting similar flexible and active learning strategies and promote discussions and reflection among ISSOTL conference delegates.

References

- Bringle, R. G., Clayton, P. H., & Price, M. F. (2009). Partnerships in service learning and civic engagement. *Partnerships: A Journal in Service Learning and Civic Engagement*, 1(1), 1-20.
- Denzin, N. K. (1978). *Sociological methods: a sourcebook*. McGraw-Hill.
- Fryer, M. (2010, April). Strategic plan for the advancement of community-service learning and community-based research at UBC Vancouver. University of British Columbia. Retrieved from http://csl.ubc.ca/files/2010/04/CSL_CBR_strategic_plan_April_2010_version2.pdf
- Khan, B. H. (2007). *Flexible Learning in an Information Society*. Idea Group Inc (IGI).
- Mathison, S. (1988). Why Triangulate? *Educational Researcher*, 17(2), 13-17.
- Palys, T., & Atchison, C. (2007). *Research decisions: Quantitative and qualitative perspectives (4 edition.)*. Toronto: Nelson College Indigenous.
- Rojas, A. (2009). Towards integration of knowledge through sustainability education and its potential contribution to environmental security. In S. Allen-Gil, L. Stelljes, & O. Borysova (Eds.), *Addressing global environmental security through innovative educational curricula* (pp. 131-153). Springer Netherlands.
- Valley, W. (2014, July). *Towards an ecology of knowledge for cultivating systems thinkers: The land, food and community approach to sustainable agri-food system education (Ph.D Dissertation)*. University of British Columbia, Vancouver, Canada.

Session J4

Paper

LEARNING THROUGH EVALUATION: LEADING CHANGE ONE PROJECT AT A TIME

Elaine Huber¹

1 University of Technology, Sydney

In the higher education sector, various forms of funding exist for supporting the development of new innovations in learning and teaching. These can range from small internal grants starting at a few thousand dollars, to larger multi-institution, external funding from agencies such as the Australian Government Office for Learning & Teaching. The findings from these learning and teaching projects are usually well documented and often disseminated through conference proceedings and journal articles. Such projects have the ability to instigate the start of a change process that brings ideas, concepts and implementation to a wider audience. However

Abstracts Friday 30 October 2015

dissemination of project findings can be limited in their ability to impact on the project or initiative under investigation.

In contrast, formative evaluation processes can yield findings that can impact immediately on the project design and lead to improved outcomes. However, scholarly evaluation practices in learning and teaching projects are under-reported in the literature (Alexander, 1999). The reasons for this are unclear however there is some emerging research to suggest that evaluation is influenced by the project leaders conception of evaluation as well as the lack of resources (both time and budget) to implement evaluative measures (Huber & Harvey, 2013).

For robust evaluative measures to be implemented, a well designed evaluation plan is required. Large projects often have compulsory evaluation requirements alongside budget allocation and there are a range of good quality resources to support project teams with the implementation of various evaluative approaches (see for example Chesterton & Cummings, 2011). But what of smaller projects with limited budget both in time and money? The available resources can be overwhelming and too complex for such projects. However the importance of evaluation for improvement of the project outcomes leading to innovation and change, cannot be underestimated.

This paper describes the development of an evaluation planning instrument designed for small internally funded learning and teaching projects through an action research approach (McNiff, 2001). The aim of the instrument is to assist project teams to develop an evaluation plan that is relevant and flexible to their contextual needs. The evaluation planning instrument is informed by leading evaluative scholars including Lois-Ellin Datta, Michael Owen, Michael Patton and Daniel Stufflebeam. This planning instrument was piloted with a group of academics from one Australian Metropolitan University all of whom were recipients of learning and teaching project funding. The instrument was interrogated through a hands-on workshop and focus group. This feedback was triangulated with the literature and reflective observations of the researcher, and was then applied to the design of the instrument and a second cycle of development, implementation and evaluation was carried out. Preliminary findings show that a simple 5 step approach to evaluation is needed for small internally funded learning and teaching projects and if designed to be responsive to various contextual requirements, can act as a powerful instigator for leading innovative change in the learning and teaching arena.

Session J5

Symposium

LEADING QUALITY LEARNING AND TEACHING WITH SESSIONAL, CASUAL OR ADJUNCT TEACHERS

Marina Harvey¹, Jillian Hamilton², Anne Hewitt³, Mark Israel⁴, Gail Crimmins⁵, Peter Looker⁶

1 Macquarie University

2 Queensland University of Technology

3 University of Adelaide

4 University of Western Australia

5 University of the Sunshine Coast

6 Nanyang Technological University, Singapore

Questions and Rationale: Many countries rely on sessional teachers to teach in their universities. These teachers are also known as casuals, adjuncts, part-time, contingent, non-tenure track, teaching or graduate assistants, and visiting scholars. In Australia, the majority of teaching is undertaken by sessional

teachers. This reliance on sessional teachers has become institutionalised and is therefore predicted to be a constant feature of the tertiary education workforce. While we know that sessional teachers are a diverse cohort, our data on sessional teachers are limited which makes a systematic approach to engaging and supporting these staff challenging. A quality student learning experience is dependent upon these teachers, yet we need to consider how quality can be both assured and enhanced if resourcing, organisational engagement and management and professional learning opportunities for sessional teachers are not systematised. This complex issue aligns with the conference sub-theme of Engagement: leading inside and outside the academy.

Research Outcomes: Australia is leading good practice in the scholarship of teaching and learning with sessional teachers. The speakers on this symposium are leaders in the academy. Each is leading and presenting on scholarly research and practice with sessional staff, at multiple levels of the higher education sector, and thereby multiple perspectives are offered. The role of leading quality learning and teaching with sessional teachers nationally is presented through the example of the BLASST (Benchmarking Leadership and Advancement of Standards for Sessional Teaching) national standards. Holistic institutional approaches and programs, which have been nationally recognised as award winning, are then introduced. A disciplinary perspective for Law is provided through the national 'Smart Casual2' project. The individual sessional staff perspective is offered through the voice of female casual teachers explored through verbatim drama. Throughout the symposium, a global perspective is provided by an international discussant.

Methods & Models for Reflective Critique and Audience Engagement: The audience is invited to engage with this symposium through reflective discussion and critique of the symposium presentations. Specifically, this symposium will engage the audience with an invitation to consult and challenge the symposia panel with questions about the issues they are encountering with quality learning and teaching with sessional teachers in their own international context. The activities will be modelled on an adaptation of the Finnish tradition of 'brief solution therapy' where the audience hear from a panel (in this case higher education researchers and educators) before presenting the issues they are facing. Each person seated round a circle then offers how they see the issue and what, on the basis of their own experience, they would think of doing. The aim is for the audience to evaluate what strategies offer the best fit for their own international institutions.

References

- Hamilton, J., Fox, M. & McEwan, M. (2013). Sessional Academic Success: A distributed framework for academic support and development. *Journal of University Teaching and Learning Practice*, 10(3).
- Harvey, M. & Fredericks, V. (2015). Quality learning and teaching with sessional staff. *HERDSA Guide*. Milperra: HERDSA.
- Heath, M., Hewitt, A., Israel, M. & Skead, N. (2014). *Smart Casual: Towards excellence in sessional teaching in law*. Final report. Sydney: OLT.