

SESSION TIME	4 <sup>th</sup> Annual UniSA Teaching and Learning Symposium 2022 [Registration – Foyer Allan Scott Auditorium] Friday 18 <sup>th</sup> November 2022				
9:15 – 9:25	Symposium Introduction and Acknowledgement of Country – Allan Scott Auditorium Professor Jo Cys (Provost and Chief Academic Officer)				
ROOM NUMBER	H6.09 Authentic Assessment	H6.10 Authentic Assessment	H6.11 Inclusive Teaching	H6.12 Digital Learning	H6.03
9:30 – 9:55	SPARK online for authentic assessment of professional behavioural skills <i>Kathryn Greenhill &amp; Liz Smith</i>	Teaching skills not checking boxes: A case for removing attendance grades <i>Alice Betteridge &amp; Natasha Wilson</i>	Vertically articulated support of clinical reasoning learning <i>Alison Bell, Mark Jones, Kim Hynes &amp; Katrina Li</i>	Solving a dilemma. How did Allied Health Staff replace clinical placements on campus practical sessions during the COVID lockdown - <i>Jessie Childs, Eileen Giles, Angela Farley, Nicholas Glover, Daniel Harvie &amp; Anna Phillips</i>	<p align="center"><b>[WORKSHOP 1]</b></p> <p align="center">Implementing Authentic Assessment at UniSA</p> <p align="center">Aidan Cornelius-Bell (TIU)</p>
10:00 – 10:25	Effectiveness of pen-and-paper vs digital exams to evaluate University student understanding of programming languages <i>David Harris</i>	Language, meaning and ‘authentic’ assessment: the collaborative employment of self within disciplinary narratives <i>Fiona O’Neill, Kerrilee Lockyer, Jonathan Crichton &amp; Karen Sharma</i>	Belonging in the Law Classroom: Practical strategies for promoting student belonging in the online and physical classroom <i>Sarah Moulds</i>	Integration of an interactive Aboriginal health curriculum to support physiotherapy students’ experience and development of cultural capabilities <i>Michael Watkins &amp; Anna Phillips</i>	
10:30 – 10:55	A Program Design Methodology and Toolkit that Ensures Success <i>Grant Wigley &amp; Stewart von Itzstein</i>	Co-designing a learning environment to better support student engagement in preparation tasks: Findings from an action research project <i>Cate Hudson</i>	Creativity to closing the gender gap in STEM <i>Maria Vieira</i>	Do I really know it? Exploring certainty-based marking in online formative quizzes. <i>Mel Hull, Talia Blythman &amp; Amanda Richardson</i>	
11:00 -11:30	Morning Tea – Bradley Forum				
11:30 – 11:55	Making Business Assessment Authentic <i>Sandra Barker</i>	‘Real life and terrifying – but not a bad idea: findings from the Communication and Media Clinic’ <i>Rebecca Somerfield &amp; Alice Dodd</i>	Voices From the Field: Teaching Trauma Informed Practice using Professional and Personal lived experiences <i>Paula McCubbin</i>	The Relationship Between Engaging in Online Course Activities and Course Grades in an Online Psychology Course <i>John Mingoia &amp; Brianna Le Busque</i>	<p align="center"><b>[INCLUSIVE TEACHING SESSION]</b></p> <p align="center">Equitable Active Student Participation post-COVID-19 in higher education for democratic citizenry <i>Aidan Cornelius-Bell</i></p>
12:00 – 12:25	Developing Authentic Assessments for Business Students: Sharing Examples, Experiences & Outcomes <i>Mohdsham Saeed</i>	Kickstarting creative collaboration: Placing authentic feedback at the heart of online digital media education <i>Katrina McLachlan &amp; Neil Tippett</i>	Front lines: engaging social work students in social justice endeavours for real-life court hearings during the pandemic <i>Kerry Maxfield</i>	Digital Storytelling: a programmatic approach to curriculum and assessment design in child focused social work courses <i>Fatin Shabbar</i>	Raising the cultural competency of staff and students – two practical cases of embedding Aboriginal content and knowledge into UniSA Business courses <i>Anne Souvertjis &amp; Skye Akbar</i>
12:30 – 12:55	Improving Learning Outcomes through authentic exams – taking a client focus in exam design <i>Scott Copeland</i>	Authentic Assessment through Digital Learning <i>John Pike &amp; Jennifer Stokes</i>	Capturing experiences of the social work honours year: A collaborative action research project <i>Michele Jarldorn</i>	Engagement with Moodle Learning Activities in online STEM courses <i>Tim Simon, Siamak Mirzaei &amp; Rhoda Abadia</i>	UniSA Business Enterprise Skills – student’s perception and way forward - A pilot study <i>Vandana Arya &amp; Vivien Chanana</i>
1:00 – 1:45	Lunch – Bradley Forum				
1:50 – 2:30	Professor Jo Cys ‘In conversation’ with AP Sheridan Gentili (Director, TIU)				
2:35 – 3:00	A Simulated Clinic to Build Interprofessional and Authentic Learning Opportunities <i>Katherine Guerrero &amp; Eileen Giles</i>	<b>[INCLUSIVE TEACHING SESSION]</b> Developing best practice approaches for teaching and supporting students from refugee backgrounds in higher education <i>Snjezana Bilic &amp; Dr Heidi Hetz</i>	Physics for non-physicists: Redeveloping the aviation physics offering at UniSA <i>Sam Tuttle</i>	Feedback for learning: Fostering student engagement in online digital media design education <i>Katrina McLachlan &amp; Neil Tippett</i>	<p align="center"><b>[WORKSHOP 2]</b></p> <p align="center">Introducing the Course Quality Checklists: Evidence-based guides to Course Design</p> <p align="center">Kerry Johnson, Josh Cramp, James Hobson (TIU)</p>
3:05 – 3:30	Breakfast at Tiffany’s: A comparative study of authentic assessment criteria as applied to STEM and Creative courses <i>Pablo Muslera</i>	Enabling the Unpacking and Re-Packing of Transcultural Schoolbags through an Immersive Placement Experience <i>Susie Raymond &amp; Martyn Mills-Bayne</i>	Investigating cognitive and behavioural patterns of student engagement in first-year online STEM courses using ICAP framework <i>Sisi Liu &amp; Ruchini Jayasinghe</i>	It’s intense! The practice and challenges of delivering intensive short courses in UniSA Creative <i>Sally Ashton &amp; Stephen Atkinson</i>	
3:35 – 4:00	Seeing is believing <i>Katrina Li</i>	PEER pedagogy: Toward whole person learning in enabling education <i>Min Pham, Jennifer Lawther, Dayna Green-Gaston &amp; Parveen Parveen</i>	An Experience of Engineering and Environmental Capstone Course in the Postgraduate Program at UniSA <i>Faisal Ahammed</i>	Students as co-designers of peer assessment criteria in online team-based learning <i>Kim Burley, Margaret Becker &amp; Alice Dodd</i>	
4:05 – 5:00	Symposium Close – Presentation, Prizes and Drinks (Bradley Forum)				