PROGRAM – UNISA TEACHING AND LEARNING SYMPOSIUM 2019

Time						
8:30 – 9:00	Registration – Foyer Allan Scott Theatre					
9:00 – 9:10	Symposium Introduction and Acknowledgement of Country Professor Allan Evans (Provost and Chief Academic Officer)					
9:10 – 10:00	Symposium Keynote Professor Sally Kift - Connectedness 2.0: Towards a theory of HE connectedness for the best chance for all					
10:00 – 10:10	Short Break					
ROOM NUMBER	H2.16, Allan Scott Theatre	H6.03	H6.09	H6.10	H6.11	H6.12
10:10 – 10:35	The development of national threshold concepts for emerging professions in tertiary education using the case study of Outdoor Education (Research Informed) *Scott Polley*	Embedding scholarship and academic integrity in first year engineering: The flight of the SEIRA 'Owls' (Research Informed) *Andrea Duff, Liz Smith, Dr Sithara Gamage, Deb Moulton*	Project-based service-learning in Web Design and Development: authentic rewards and challenges in working with real clients (Authentic Assessment) *Dr Alice Dodd and Dr Stuart Baulk*	Core courses and student satisfaction (People & Programs) *Neelu Sharma*	Developing resilience in allied health students: an online interdisciplinary module (Interdisciplinarity) *Sandhya Maranna, Anne Lonie, Catherine Miller, Rose Boucaut, Tanya Simmonds, Dr Gisela van Kessel*	Using Reality TV for Business Case Studies: report on a first attempt (Authentic Assessment) *Dr Sandy Barker and Michelle Davy*
10:35 – 11:00	Using learn-online engagement data to predict students' performances: is it misleading? (Research Informed) *Dr Faisal Ahammed*	Two educators and their battle to provide personalised student feedback emails to rule (support) them all (Research Informed) *Dr Anthea Fudge & Steve Kelly*	Teaching reflective practice in first year, first study period – our successes and challenges (Authentic Assessment) *Dr Ali Aguilar*	Tailoring professional development to empower educators teaching diverse student cohorts (People & Programs) *Dr Sarah Hattam & Tanya Weiler*	Quality Interprofessional Learning (QUIL) Implementation Group (Interdisciplinarity) *Eileen Giles, Brendan Nettle, Alison Bell, Louise McGee, Brian Dale, Giordana Cross, Hayley Timms, Carolyn Field, Sandy Maranna*	Taking the burden out of clinical assessment: using an online portfolio to improve the student, staff and facilitator clinical assessment experience (Authentic Assessment) *Dr Angela Brown and Naomi Rooney*
11:00 – 11:30	Morning Tea (Upstairs - Pridham Hall)					
11:30 – 12:00	Please see overleaf for panel schedule in this timeslot	Fostering peer-led and culturally competent approaches for students of refugee backgrounds in higher education (Research Informed) *Dr Snjezana Bilic, A/Prof Deirdre Tedmanson, Teresa Thai & Miss Christabel A Roberd John*	Practical magic: innovative ways of engaging students in Shakespeare studies (Authentic Assessment) *Dr Pablo Muslera*	Using real-time polling to actively engage learners in knowing and knowing how to use new knowledge for clinical competence (People & Programs) *Dr Caroline Fryer*	Country and Community: The flight of the Blue Wren Aboriginal Content resource (Aboriginal Content in Curriculum) *Andrea Duff, Deanne Hanchant Nichols, Kylie Ellis, Petra Nisi, Elizabeth Smith, Brad Bown, Jayne Boase, Dr Sithara Walpita Gamage*	Please see overleaf for panel schedule in this timeslot
12:00 – 12:30		Evaluating nursing students' engagement in an online course using flipped virtual classrooms (Research Informed) *Dr Jackie O'Flaherty & Dr Craig Phillips*	Development of an authentic assessment piece on food safety, that allows individual assessment within a group work project - successes, failures and improvements (Authentic Assessment) *Dr Melissa Hewett*	A program approach to producing resilient physiotherapy graduates: A curriculum framework (People & Programs) *Dr Gisela van Kessel*	Embedding Aboriginal content in an enabling program (Aboriginal Content in Curriculum) *Michelle Anderson, Barbie Clutterbuck, Jennifer Eadie, Nathan Hayes, Tanya Weiler*	
12:30 – 1:00		Teaching and Assessing Culturally Responsive Practice in the Clinical Setting (Research Informed) *Dr Gisela van Kessel, Dr Caroline Fryer, Dr Anna Phillips, Dr Kylie Johnston*	Artificial intelligence is a tool for cheating academic integrity (Authentic Assessment) *Dr El-Sayed Abd-Elaal, Dr Sithara H.P.W. Gamage*	Message understood: how students are helping South Australian non-profit organisations communicate more effectively (People & Programs) *Dr Alice Dodd, Rebecca Somerfield, Ramona Reynolds-Smith*	Building student confidence in the online environment: working together to give students the academic and digital skills to succeed at university (Interdisciplinarity) *Liz Hounslow, Adriana Ciccone, Lucy Andrew*	
1:00 – 2:00	Lunch (Upstairs - Pridham Hall) featuring Virtual Reality Showcase – With Dr Corinna Di Niro					
2:00 – 2:25	Please see overleaf for panel schedule in this timeslot	Helping students map their way to success (Research Informed) *Pek Foong (Jasmine) Ng & Dr Natasha Wilson*	Construction Management showcase: The active role of group work in enriching the experience of online learning (Authentic Assessment) *Dr M. Shokry Abdeaal*	Understanding online group dynamics (Research Informed) *Dr Caroline Fryer*	Expanding 'conceptual horizons': a reflexive approach to intercultural and multilingual pedagogies in higher education (Interdisciplinarity) *Dr Jeanne-Marie Viljoen & Dr Fiona O'Neill*	Please see overleaf for panel schedule in this timeslot
2:25 – 2:50		Transformative pedagogies in enabling education to empower recently homeless women (Research Informed) *Dr Sarah Hattam & Dr Snjezana Bilic*	Reducing Subjectivity in Assessment Rubrics (Authentic Assessment) *Dr Sev Nagalingam, Dale Wache and Dr Diana Quinn*	Pages as (broken) landscapes: pedagogical strategies for reading and writing ecopoetries of space and silence (Research Informed) *Dr Amelia Walker*	Coaching and Professional Learning communities for capacity building of workforce leaders and professionals: Lessons from developing countries (People & Programs) *Dr Susanne Owen*	
2:50 – 3:15		'Learning Catalytics' as learning catalyst – the implementation of technology for peer instruction at UniSA College (Research Informed) *Dr Natasha Wilson, Tanya Weiler, Dr Nazz Oldham*	Illuminating Pearls and Pitfalls: A Case-Study of Implementing Video Feedback in Fully-Online Courses (Authentic Assessment) *Dr Bella Van Sebille, Dr Rhoda Abadia, John Hicks, Richard McInnes*	Using visible learning techniques to maximise learning outcomes in intensive and online teaching environments: A view from the Law School (Research Informed) *Dr Sarah Moulds*	F3L: Formative Feedback Focused Learning (Research Informed) *Dale Wache and Tristram Lawson*	
3:15 – 3:40		Gaining Student Commitment to Learning (Research Informed) *Ms Khuyen (Quin) Tran, Dr Peter Balan, Dr Greg Restall, Prof. Mark Mackay*	Learning business through digital simulation: An analysis of student reflections (Authentic Assessment) *Dr Sandy Barker and Michelle Davy*	Higher Education Academy fellowships - reflection & recognition for tertiary educators *Dr Gavin Sanderson*, HEA Senior Fellow		
3:40 – 5:00	Prizes, Awards and Drinks (Upstairs - Pridham Hall)					

PANEL SCHEDULE (45 MINUTE SESSIONS)		
ROOM NUMBER	H2.16, Allan Scott Theatre	H6.12
11:30 – 12:15	Health Sciences Student Engagement Group (HLSSEG) (Programs & People) **(PANEL)** Scott Adams, A/Prof Katherine Baldock, Donna Matthews	Interdisciplinary journal clubs for continual professional development - what, so what and now what? (Research Informed) **(PANEL)** Katrina McLachlan, Nayana Parange, Janine Dizon, Simon Leonard, Fletcher Clarke, Diana Hodge, Claire Aitchison
12:15 – 1:00	Changing pedagogical spaces through community of praxis in action research projects (Interdisciplinarity) **(PANEL)** Dr Sarah Hattam, Dr Snjezana Bilic, Tanya Weiler, Dr Anthea Fudge, Dr Nazz Oldham, Dr Dino Murtic, Dr Min Pham	Program and course quality review: Collaborative development and implementation (Programs & People) **(PANEL)** Tarosh Jacob, Dr Elissa Pearson, Dr Paula Rowe, Richard McInnes, Dr Claire Aitchison
1:00 – 2:00	Lunch (Upstairs Pridham Hall)	
2:00 – 2:45	Clinical Communication: development and application of flexible, adaptable and experiential resources (Interdisciplinarity) **(PANEL)** Dr Megan Cooper, Dr Sophie Diamandi, Dr Hayley Unden, Dr Giordana Cross	Orientating students to online learning: who, how and why? (Research Informed) **(PANEL)** A/Prof Katherine Baldock, Dr Katia Ferrar, A/Prof Nayana Parange, Ms Tracey Johnson
2:45 – 3:30	Perspectives and experiences of Aboriginal staff members who have supported inclusion of Aboriginal content in health, education and business (Aboriginal Content in Curriculum) **(PANEL)** Dr Karen Sinclair, Mr Michael Watkins, Ms Keera Laccos-Barrett, Dr Skye Akbar	Using human language technology to enhance academic integrity, inclusivity, knowledge exchange and student diversity (Research Informed) **(PANEL)** Kathleen Heugh, Jeanne-Marie Viljoen, Enza Tudini, Julie Nichols, Min Pham, Vandana Arya, Necia Billinghurst

9:10 – 10:00	H2.16, Allan Scott Theatre
KEYNOTE ADDRESS PROFESSOR SALLY KIFT	**Connectedness 2.0: Towards a theory of HE connectedness for the best chance for all.** 'Australia's future depends on all its people, whoever and wherever they are, being enabled to successfully engage in beneficial lifelong learning.' Zacharias & Brett. (2019). *The Best Chance for All*. NCSEHE. Across the world, future-focussed economic and social policy goals are coalescing on widening participation and improving educational attainment, particularly for those traditionally underrepresented in post-secondary education (OECD, 2019), though engagement in 'beneficial lifelong learning' is now a practical reality for all. Higher education (HE) has an important role to play in this brave new educational order, but the glory days, such as they ever were, are receding fast. HE's role in a connected educational ecosystem needs rigorous re-conceptualisation, especially as workers and their employers increasingly look beyond formal qualifications to bite-size informal, and other non-formal, learning opportunities to acquire new skills as jobs and job tasks change (AlphaBeta, 2019). For those of us toiling away virtuously over here in HE-land at the learner interface, the frenzy of reviews and nation-building demands seem overwhelming. This presentation will suggest that perhaps by subscribing to a new theory of hyper-connectedness – as between sectors, staff, students, curricula, learning environments, communities, industries and professions – we just might be able to carve out a sustainable path that is indeed the best chance for all. Connectedness 2.0 offers the promise of an intrinsically more satisfying sectoral contribution; one that enables its actors' autonomy and relational enterprise, and better supports both our students', and our own, educational wellbeing. **Biography** Professor Sally Kift is a Principal Fellow of the Higher Education Academy (PFHEA), a Fellow of the Australian Academy of Law (FAAL), and President of the Australian Learning & Teaching Fellows (ALTF). She has held several university leadership positions, most recently Deputy Vice-Chancellor (Academic) at James Cook University. Sally is a national Teaching Award winner, a national Program Award winner and a national Senior Teaching Fellow on the First Year Experience. In 2010, she was appointed an Australian Discipline Scholar in Law. In 2017, Sally received an Australian University Career Achievement Award for her contribution to Australian higher education.