



## Poster presentations

The poster session is scheduled for Thursday 8 July 2021 from 6:00pm – 7:30pm in the Plaza foyer.

Poster number	Paper title
P1	<b>Developing critical thinking skills through scaffolded assessment</b> Ms Ellinor Allen and A/Prof Colin Jevons, Monash University
P2	<b>Designing for students (and staff) with disabilities improves all online teaching</b> Dr Sian Anderson and A/Prof Debbi Weaver, La Trobe University
P3	<b>Using educational technology and online learning to improve the educational experience of Bachelor of Oral Health students</b> Ms Li-Ming Bhutta, The University of Melbourne
P4	<b>Knowledge, understanding and process: Factors affecting clinical facilitators use of the ANSAT in undergraduate nursing students' clinical practice assessments</b> Mrs Kaylenne Byrne, University of the Sunshine Coast
P5	<b>Effectiveness of engagement by pathophysiology students in formative online quizzes and exam marks</b> Dr Debra Carlson, CQUniversity
P6	<b>An agile framework for designing authentic mobile learning</b> A/Prof Thomas Cochrane, The University of Melbourne
P7	<b>Pedagogy before technology: Understanding confidence levels of vocational educators for integrating technology into their coursework</b> A/Prof Michael Cowling, CQUniversity
P9	<b>Developing Monash University Korean Studies students' employability skills through a Work Integrated Learning (WIL) internship program in the library</b> Dr Anita Dewi and Ms Jung-Sim Kim, Monash University
P10	<b>Boyer framework for reporting creative arts scholarly activity</b> Dr Danielle Eden, The University of Sydney
P11	<b>Discerning high achieving students amid COVID-related assessment parameter changes: Development of an invigilated selection test for limited-entry clinical programmes</b> Dr John P Egan, University of Auckland
P12	<b>Academic leaders, power, and peer review of teaching: A pilot study</b> Dr John P Egan, University of Auckland
P13	<b>Applying a heutagogical approach to develop innovation competencies in university students across disciplines</b> Dr Jessica Genauer, Flinders University
P14	<b>Reading, reflection and resilience in the study of Australian literature: A trauma-informed pedagogy</b> A/Prof Jessica Gildersleeve and Dr Kate Cantrell, University of Southern Queensland
P15	<b>Are you surprised? In-demand research scientist skill sets identified</b> Ms Sarah-Jane Gregory, Griffith University
P16	<b>Improved team quiz performance and individual confidence after individual pre-exposure to content across lower and higher-order cognitive questions</b> Ms Samantha Haley, The University of Sydney and A/Prof Sharon Herkes, The University of Notre Dame
P17	<b>The contribution of cognitive, social, and material elements to academic performance in a blended course: An investigation with Chinese undergraduates</b> Dr Feifei Han, Griffith University
P19	<b>Weaving WIL into the work, tasks, and learning experiences of a bachelor degree program</b> Ms Nicole Hayes and Ms Morgan Price, Crown College
P20	<b>Now hear this - Trialling audio feedback for assessment</b> Dr Kathryn Hill, University of South Australia

P22	<b>Is the research focus of academics a barrier to the development of employability skills in science graduates?</b> Dr Christopher Jones and A/Prof Jo-Anne Chuck, Western Sydney University
P23	<b>What role does simulation learning play in the mitigation of vertical and horizontal abuse in undergraduate nursing students?</b> Dr Krishna Lambert, Charles Sturt University
P24	<b>Building scale into a retention support project</b> Dr Kelly Linden, Charles Sturt University
P25	<b>Setting the agenda: Motivations behind a University-Industry Collaboration (UIC)</b> Dr Clare Littleton, Torrens University
P26	<b>Teaching quantitative literacy to a diverse student cohort: A case study</b> Dr Maria Lobytsyna, University of Technology Sydney
P27	<b>Building curricular coherence under conditions of complex course delivery</b> Dr Edward Lock, Victoria University
P28	<b>Co-design of a social work field education placement: Collaboration between students and supervisors</b> Dr Maureen Long, La Trobe University
P29	<b>Academic staff perceptions of the Graduate Certificate in higher education: More than just a tick box?</b> Dr Isabelle Lys, Australian Catholic University
P30	<b>A school, university, employer collaboration that promotes success of non-traditional senior high school students' aspirations, enrolment and graduation from University</b> A/Prof Helen Massa and A/Prof Suzanne Owen, Griffith University
P31	<b>Living up to its name? Delivering a large-scale, transdisciplinary, real-world 'Impact Lab' in design</b> Dr Deanna Meth, Mr Dean Brough and Mrs Melanie Finger, Queensland University of Technology
P32	<b>Examining students' perceptions of using online interactive learning tools to facilitate cognitive neuropsychology assessment</b> Dr Karen Murphy, Griffith University
P33	<b>"Be willing to learn new things": Pedagogical challenges and solutions when repurposing feature films and TV series into higher education</b> Ms Ngoc Nhu Nguyen, University of Adelaide
P34	<b>The effectiveness of mindfulness programs for allied health students: A scoping review</b> Dr Dave Parsons, Curtin University
P35	<b>Using multiple evaluation to develop student confidence in learning</b> Dr Nicole Reinke, University of the Sunshine Coast
P36	<b>Design thinking-learning for the 21st century higher education</b> Dr Vijayakumari Seevaratnam, The University of Queensland
P37	<b>Learning together: A review of five years of peer mentoring during simulation</b> A/Prof Deborah Starkey, Queensland University of Technology
P38	<b>The dual lens of analytics usage to inform learning: It's all about evaluation</b> Dr Matthew Taylor, The University of Sydney
P39	<b>Agility: The new business as usual</b> A/Prof Cate Thomas and Dr Kelly Linden, Charles Sturt University
P40	<b>Capacity and opportunity in creating effective summative assessment: The practice-based perceptions of early career teachers in Queensland</b> A/Prof Luke Van Der Laan and Ms Nicole Brownlie, University of Southern Queensland
P41	<b>Implementation and evaluation of canvas template at the Sydney Business School</b> Dr Dewa Wardak and Dr Andrew Cram, The University of Sydney
P42	<b>Perfectionism types correlate with depressive symptoms and dropout intentions (through self-efficacy and burnout)</b> Mr Cameron Williams, Black Dog Institute
P43	<b>Effective instructional design may reduce students' disengagement, demotivation, and departure/dropout</b> Mr Cameron Williams, Black Dog Institute