



**Annual Conference**  
27 – 30 June 2022

Melbourne Convention  
& Exhibition Centre  
Melbourne, Australia



**Join us on-site or virtually!**

## Poster presentations

### Governance and policy

**Mental distress during adolescence and participation in higher education**

Dr Kieran Balloo, University of Southern Queensland

**University assessment policies: Are they a hindrance or help to the academic?**

Mr Nicholas Charlton, Griffith University

**Unpacking University Faculty-Student Consensual Sexual Relationships**

Ms Terice Coleman, University Of Saskatchewan

**Developing scholarly teaching through peer review of teaching**

Ms Alexandra Johnston, The University of Melbourne

**Using Data to Identify and Track Non-Participating Enrolments in Higher Education**

Dr Reem Mohammed, Sydney International School of Technology and Commerce

**Using curriculum architectures to create a shared language of curriculum change**

Dr Donna Mathewson-Mitchell and Dr Sheeja Samuel, Charles Sturt University

**Progressing an institutional-wide academic integrity approach at a large metropolitan research-intensive university**

Assoc Prof Christine Slade, The University of Queensland

**Physically distant yet digitally connected: bottom-up collaboration to reimagine learning and teaching strategy**

Ms Darci Taylor, Deakin University

**Inputs and Outputs: Real-time compliance monitoring against multiple standards**

Dr Tim Weir, Acknowledge Education

### Innovation and research

**Key drivers for assessment change in uncertain times**

Ms Tulsa Andrews, Federation University

**Students' strategies to synthesise and apply feedback when learning scientific writing**

Dr Judit Kibedi, The University of Queensland

**Are Virtual Physiology Laboratories Effective for Student Learning Compared with Traditional In-Person Laboratories?**

Dr Ari Pinar, Assoc Prof Julia Choate and Mr Aric Lim, Monash University

**Differentiating academic student support to achieve competitive advantage in higher education**

Prof Chris Walsh and Ana Yap, Victoria University

**Investigating undergraduate research experiences across the curriculum: A collaborative staff-student inquiry**

Dr Tracy X. P. Zou, The Chinese University of Hong Kong

### Pathways and partnerships

**Does pre-study work experience influence students' confidence and their likelihood of academic success?**

Prof Dawn Bennett, Bond University

**Enhancing teacher education students' readiness for professional placement and employment:**

**A school-university partnership approach**

Assoc Prof Deborah Clarke and Mrs Stacey Jones, Charles Sturt University

**Using Instructional Coaching to Enhance Teachers' Capacity to Supervise Teacher Education Students:**

**A School-University Partnership Approach**

Assoc Prof Deborah Clarke, Ms Bethany Carter, Mrs Stacey Jones and Dr Jessica Sears, Charles Sturt University

**Developing Monash University Korean Studies students' employability skills through a Work-integrated Learning (WIL) internship program in the library**

Dr Anita Dewi and Ms Jung-Sim Kim, Monash University

**Employability- changing aspirations during an undergraduate nursing degree**

Dr Samantha Edwards, University of the Sunshine Coast

**Are students engaged when 'real world' activities are embedded in learning activities?**

Dr Anisha Fernando and Dr Pearl Panickar, University of South Australia

**Addressing wicked problems through partnerships with industry**

Dr Corinne Green, University of South Australia

**International students' learning patterns and their academic adaptation in higher education**

Ms Soyoung Lee, University of Oxford

**A tri-partite high-school, university, employer collaboration, "Go Health Go Griffith", promoted successful recruitment, retention and graduation of non-traditional students**

Assoc Prof Helen Massa, Griffith University

**Learning to Learn: Empowering students to articulate the value of their Arts degree**

Dr Nira Rahman and Dr Elizabeth Lakey, The University of Melbourne

**Attracting students to innovative programs in a risk-averse market**

Mrs Rose Walker, Bond University

**Students as co-creators of the learning experience**

Mr Jack Featherstone, Ms Jodie Gibbons, Mr Ghaith Zakaria, Mr Li Chen and Dr Sonia Wilkie, Victoria University

**Professional learning for changing academic practices****Designing a capstone assessment to entice academic career advancement**

Assoc Prof Deborah Clarke, Charles Sturt University

**How do we fit informatics into the undergraduate curriculum? Nursing as a case study**

Dr Alexis Harerimana, James Cook University

**Investigating journal reviewer practice and development**

Assoc Prof Eva Heinrich, Massey University

**Exploration of TATAL communities of practice**

Mr Robert Kennelly and Dr Maria Nortcote, University of Canberra

**Towards a purposeful professional learning model for academics to support pedagogical change**

Ms Amita Krautloher and Dr Denise Wood, Charles Sturt University

**Academic staff perceptions of the Graduate Certificate in Higher Education: More than just a tick box?**

Dr Isabelle Lys, Australian Catholic University

**A scholarly writing group model that supports teaching-intensive academics in research-intensive universities**

Dr Nirma Samarawickrema, Dr Daniel Czech and Dr Klaudia Budzyn, Monash University

**"It was so stressful for so many different reasons": casual academic women's experiences of teaching online during the COVID-19 pandemic**

Dr Erika Smith, Western Sydney University

**Agility: The new Business As Usual**

Assoc Prof Cate Thomas and Dr Kelly Linden, Charles Sturt University

**Informal conversations: A collaborative autoethnographic narrative by an informal teaching and learning group**

Assoc Prof Foong May Yeong, National University of Singapore

**Teaching, learning and the student experience****Developing sustainable assessment practices for students in a teacher education course**

Dr Pranit Anand and Assoc Prof Margaret Wallace, Queensland University of Technology

**Addressing the challenges of online self-directed graduate learning with a modular interactive digital learning platform**

Dr Jess Borger, Monash University

**The role of the third teacher (online study platforms) in Higher Education**

Mrs Tania Leach and Miss Ondine Bradbury, Deakin University

**Purpose-First & PPOV: A framework to enable design-based research for engineering education laboratories**

Mr Joshua Burrige, The University of Sydney

**Exploring 'Queerspaces' within paramedicine curriculum: the LGBTQI vacuum**

Dr Georgia Clarkson, Ms Caitlin Fitzgibbon and Ms Ashleigh Finn, Australian Catholic University

**An Agile Framework for Designing Authentic Mobile Learning**

Assoc Prof Thomas Cochrane, The University of Melbourne

**Framework for the rapid optimisation of face-to-face teaching to asynchronous online learning**

Ms Jessi Dillon and Mr Nick Lekakis, Victoria University

**Characterising approaches to online curriculum delivery during the COVID19 pandemic and their impact on student engagement and perceptions of learning**

Dr Sarah French and Dr Elisa Bone, The University of Melbourne

**Did university students' use of digital technology change during the pandemics?**

Assoc Prof Carlos Gonzalez, Pontifical Catholic University of Chile

**Does committing before sharing improve student quiz performance? Comparing two collaborative learning approaches for building achievement and confidence**

Ms Samantha Haley, The University of Sydney

**The contribution of cognitive, social, and material elements to academic performance in a blended course:****An investigation with Chinese undergraduates**

Dr Feifei Han, Griffith University

<p><b>Making Critical Thinking FEASIBLE: Fostering transferability of critical thinking skills to domain specific contexts in undergraduate science learners</b> Assoc Prof Michelle Harvey, Deakin University</p>
<p><b>Teaching dual-listed subjects in the Australian higher education context</b> Dr Nga Thanh Nguyen, Mr John Juriansz, Ms Elen Seymour and Ms Sue Blyth, Western Sydney University</p>
<p><b>Do resit exams matter in Australian higher education?</b> Mr John Juriansz, Western Sydney University</p>
<p><b>International students' agency and self-formation in higher education: a case from South Korean students</b> Ms Soyoung Lee, University of Oxford</p>
<p><b>Building curricular coherence under conditions of complex course delivery</b> Dr Edward Lock, Victoria University</p>
<p><b>Aligning pedagogy and learning space in higher education</b> Dr Marian Mahat, The University of Melbourne</p>
<p><b>Integration of authentic assessment aims to enhance nursing skills</b> Ms Kirsten Masters, Australian College of Nursing</p>
<p><b>Unpacking CLO3d: mapping teaching and learning directions in 'phygital' design education</b> Dr Rachel Matthews, Australian College of the Arts</p>
<p><b>Negotiating the classification of assessment tasks</b> Mr Dominic McGrath, The University of Queensland</p>
<p><b>Teaching you, teaching me. Understanding the role of Teaching Associates in an undergraduate biological laboratory setting</b> Dr Kelly Merrin, Monash University</p>
<p><b>Examining students' perceptions of using online interactive learning tools to facilitate cognitive neuropsychology assessment</b> Dr Karen Murphy, Griffith University</p>
<p><b>Pedagogical challenges and solutions when integrating feature films and TV series into university teaching</b> Ms Ngoc Nhu Nguyen, The University of Adelaide</p>
<p><b>Buffering against learning disruption: Impact of inclusive assessment design on sense of belonging in 2020</b> Dr Andrew Rixon, Dr Maree Keating and Dr Aron Perenyi, Swinburne University of Technology</p>
<p><b>Teaching the teachers: using reflective assessments to enhance feedback and support</b> Ms Kate Roberts, Ms Tulsa Andrews and Dr Emma Price, Federation University Australia</p>
<p><b>Leveraging Curriculum Data Using Business Intelligence to Promote Constructive Alignment and Continuous improvement</b> Miss Natalie Simperm, Dr Beata Webb and Prof Carol Miles, Bond Univeristy</p>
<p><b>Resilience of our emerging allied health professionals: An integrative systematic review</b> Ms Desley Simpson, CQUniversity</p>
<p><b>The importance of contextualisation: Combining linguistic and sociological research for the development of engineering students persuasive writing skills</b> Mrs Claire Simpson-Smith, University of South Australia</p>
<p><b>Introducing ADEPT: an evidence-based framework for enabling pedagogy</b> Ms Jennifer Stokes, The University of Adelaide</p>
<p><b>3D digital library of anatomical specimens: student evaluations of acceptability, usability, and experiences</b> Mr Morgan Titmus, Curtin University</p>
<p><b>Surveying science students as to their needs for, and knowledge of existing, academic support to facilitate student success</b> Dr David van Reyk, University of Technology Sydney</p>
<p><b>Learning during emergency remote teaching: how second-years self-regulate their learning in flipped online classes</b> Ms Lynnae Venaruzzo, Western Sydney University</p>
<p><b>Virtual experiences to supplement and optimise real-world experiences</b> Mr Ghaith Zakaria, Dr Sonia Wilkie, Mr Li Chen, Mr Jack Featherstone and Ms Jodie Gibbons, Victoria University</p>
<p><b>Mapping the complexity of student evaluation</b> Dr Freya Wright-Brough and Dr Margaret Lloyd, Queensland University of Technology</p>
<p><b>Teacher-Students Interaction in Emergency Remote Teaching</b> Dr Macarena Yancovic, Universidad Finis Terrae, Chile</p>
<p><b>Values, justice and integrity</b></p>
<p><b>Improving student awareness of academic integrity using an online module</b> Ms Theresa Davern, Ms Leah Gustafson, Ms Margaret Hunn and Ms Sandy Rae, Griffith University</p>
<p><b>On the road again – travel challenges for women in regional universities</b> Dr Anitra Goriss-Hunter and Assoc Prof Cate Thomas, Federation University</p>
<p><b>Constructions of empathy and fairness in student perspectives on equity policy for 'non-traditional' students</b> Dr Maree Martinussen, The University of Melbourne</p>
<p><b>Understanding how and why students use online 'buy, sell or trade' file-sharing/tutoring services and the ethical impacts for tertiary institutions</b> Assoc Prof Christine Slade, The University of Queensland</p>