



Annual Conference
27 – 30 June 2022

Melbourne Convention
& Exhibition Centre
Melbourne, Australia



Join us on-site or virtually!

Poster presentations

Governance and policy

P100 Digital only	Mental distress during adolescence and participation in higher education Dr Kieran Balloo, University of Southern Queensland
P101	University assessment policies: Are they a hindrance or help to the academic? Mr Nicholas Charlton, Griffith University
P102 Digital only	Unpacking university faculty-student consensual sexual relationships Ms Terice Coleman, University Of Saskatchewan
P103 Digital only	Developing scholarly teaching through peer review of teaching Ms Alexandra Johnston, The University of Melbourne
P104	Using data to identify and track non-participating enrolments in higher education Dr Reem Mohammed, Sydney International School of Technology and Commerce
P105	Using curriculum architectures to create a shared language of curriculum change Dr Donna Mathewson-Mitchell and Dr Sheeja Samuel, Charles Sturt University
P106	Progressing an institutional-wide academic integrity approach at a large metropolitan research-intensive university Assoc Prof Christine Slade, The University of Queensland
P107 On-site only	Physically distant yet digitally connected: bottom-up collaboration to reimagine learning and teaching strategy Ms Darci Taylor, Deakin University
P108	Inputs and outputs: Real-time compliance monitoring against multiple standards Dr Tim Weir, Acknowledge Education

Innovation and research

P109	Key drivers for assessment change in uncertain times Ms Tulsa Andrews, Federation University
P110 Digital only	Students' strategies to synthesise and apply feedback when learning scientific writing Dr Judit Kibedi, The University of Queensland
P111 On-site only	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
P112 On-site only	Differentiating academic student support to achieve competitive advantage in higher education Prof Chris Walsh and Ana Yap, Victoria University
P113 Digital only	Investigating undergraduate research experiences across the curriculum: A collaborative staff-student inquiry Dr Tracy X. P. Zou, The Chinese University of Hong Kong

Professional learning for changing academic practices

P114 On-site only	Designing a capstone assessment to entice academic career advancement Assoc Prof Deborah Clarke, Charles Sturt University
P115	How do we fit informatics into the undergraduate curriculum? Nursing as a case study Dr Alexis Harerimana, James Cook University
P116 Digital only	Investigating journal reviewer practice and development Assoc Prof Eva Heinrich, Massey University
P117 On-site only	Towards a purposeful professional learning model for academics to support pedagogical change Ms Amita Krautloher and Dr Denise Wood, Charles Sturt University
P118 Digital only	Academic staff perceptions of the Graduate Certificate in Higher Education: More than just a tick box? Dr Isabelle Lys, Australian Catholic University
P119	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
P120	"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
P121	Agility: The new business as usual Assoc Prof Cate Thomas and Dr Kelly Linden, Charles Sturt University
P122 Digital only	Informal conversations: A collaborative autoethnographic narrative by an informal teaching and learning group Assoc Prof Foong May Yeong, National University of Singapore

Pathways and partnerships

P123 On-site only	Does pre-study work experience influence students' confidence and their likelihood of academic success? Prof Dawn Bennett, Bond University
P124 On-site only	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
P125 On-site only	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
P126	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
P127 Digital only	Employability- changing aspirations during an undergraduate nursing degree Dr Samantha Edwards, University of the Sunshine Coast
P128	Are students engaged when 'real world' activities are embedded in learning activities? Dr Anisha Fernando and Dr Pearl Panickar, University of South Australia
P129	Addressing wicked problems through partnerships with industry Dr Corinne Green, University of South Australia
P130 Digital only	International students' learning patterns and their academic adaptation in higher education Ms Soyoung Lee, University of Oxford
P131 On-site only	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
P132 On-site only	Learning to Learn: Empowering students to articulate the value of their Arts degree Dr Nira Rahman and Dr Elizabeth Lakey, The University of Melbourne
P133 On-site only	Attracting students to innovative programs in a risk-averse market Mrs Rose Walker, Bond University
P134 On-site only	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

Teaching, learning and the student experience

P135 On-site only	Virtual experiences to supplement and optimise real-world experiences Mr Ghaith Zakaria, Dr Sonia Wilkie, Mr Li Chen, Mr Jack Featherstone and Ms Jodie Gibbons, Victoria University
P136	Developing sustainable assessment practices for students in a teacher education course Dr Pranit Anand and Assoc Prof Margaret Wallace, Queensland University of Technology
P137 Digital only	Addressing the challenges of online self-directed graduate learning with a modular interactive digital learning platform Dr Jess Borger, Monash University
P138	The role of the third teacher (online study platforms) in Higher Education Mrs Tania Leach and Miss Ondine Bradbury, Deakin University
P139 Digital only	Purpose-First & PIPOV: A framework to enable design-based research for engineering education laboratories Mr Joshua Burridge, The University of Sydney
P140	Exploring 'Queerspaces' within paramedicine curriculum: the LGBTQI vacuum Dr Georgia Clarkson, Ms Caitlin Fitzgibbon and Ms Ashleigh Finn, Australian Catholic University
P141	An Agile Framework for Designing Authentic Mobile Learning Assoc Prof Thomas Cochrane, The University of Melbourne
P142	Framework for the rapid optimisation of face-to-face teaching to asynchronous online learning Ms Jessi Dillon and Mr Nick Lekakis, Victoria University
P143 Digital only	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
P144 Digital only	Did university students' use of digital technology change during the pandemics? Assoc Prof Carlos Gonzalez, Pontifical Catholic University of Chile
P145	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

P146 Digital only	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
P147 On-site only	Making Critical Thinking FEASIBLE: Fostering transferability of critical thinking skills to domain specific contexts in undergraduate science learners Assoc Prof Michelle Harvey, Deakin University
P150 Digital only	International students' agency and self-formation in higher education: a case from South Korean students Ms Soyoung Lee, University of Oxford
P151	Building curricular coherence under conditions of complex course delivery Dr Edward Lock, Victoria University
P152 Digital only	Integration of authentic assessment aims to enhance nursing skills Ms Kirsten Masters, Australian College of Nursing
P153	Unpacking CLO3d: mapping teaching and learning directions in 'phygital' design education Dr Rachel Matthews, Australian College of the Arts
P154 On-site only	Negotiating the classification of assessment tasks Mr Dominic McGrath, The University of Queensland
P155 On-site only	Teaching you, teaching me. Understanding the role of Teaching Associates in an undergraduate biological laboratory setting Dr Kelly Merrin, Monash University
P156 Digital only	Examining students' perceptions of using online interactive learning tools to facilitate cognitive neuropsychology assessment Dr Karen Murphy, Griffith University
P157 Digital only	Pedagogical challenges and solutions when integrating feature films and TV series into university teaching Ms Ngoc Nhu Nguyen, The University of Adelaide
P158 Digital only	Buffering against learning disruption: Impact of inclusive assessment design on sense of belonging in 2020 Dr Andrew Rixon, Dr Maree Keating and Dr Aron Perenyi, Swinburne University of Technology
P159	Teaching the teachers: using reflective assessments to enhance feedback and support Ms Kate Roberts, Ms Tulsa Andrews and Dr Emma Price, Federation University Australia
P160	Leveraging curriculum data using business intelligence to promote constructive alignment and continuous improvement at an Australian university Miss Natalie Simperm, Dr Beata Webb and Prof Carol Miles, Bond Univeristy
P161 Digital only	Resilience of our emerging allied health professionals: An integrative systematic review Ms Desley Simpson, CQUniversity
P162	The importance of contextualisation: Combining linguistic and sociological research for the development of engineering students persuasive writing skills Mrs Claire Simpson-Smith, University of South Australia
P163	Introducing ADEPT: an evidence-based framework for enabling pedagogy Ms Jennifer Stokes, The University of Adelaide
P164 Digital only	3D digital library of anatomical specimens: student evaluations of acceptability, usability, and experiences Mr Morgan Titmus, Curtin University
P165 On-site only	Surveying science students as to their needs for, and knowledge of existing, academic support to facilitate student success Dr David van Reyk, University of Technology Sydney
P166 Digital only	Learning during emergency remote teaching: how second-years self-regulate their learning in flipped online classes Ms Lynnae Venaruzzo, Western Sydney University
P167	Mapping the complexity of student evaluation Dr Freya Wright-Brough and Dr Margaret Lloyd, Queensland University of Technology
P168 Digital only	Teacher-Students Interaction in Emergency Remote Teaching Dr Macarena Yancovic, Universidad Finis Terrae, Chile
P173 Digital only	Using the Professional Standards Framework (PSF) to support teaching, learning and leadership in higher ed Prof Liz Johnson, Deakin University and Prof Abby Cathcart, Queensland University of Technology

Values, justice and integrity

P169	Improving student awareness of academic integrity using an online module Ms Theresa Davern, Ms Leah Gustafson, Ms Margaret Hunn and Ms Sandy Rae, Griffith University
P170	On the road again – travel challenges for women in regional universities Dr Anitra Goriss-Hunter and Assoc Prof Cate Thomas, Federation University
P171 Digital only	Constructions of empathy and fairness in student perspectives on equity policy for 'non-traditional' students Dr Maree Martinussen, The University of Melbourne
P172	Understanding how and why students use online 'buy, sell or trade' file-sharing/tutoring services and the ethical impacts for tertiary institutions Assoc Prof Christine Slade, The University of Queensland