



## Creating an inclusive learning environment: Engagement, equity and retention

21st Annual Teaching and Learning Forum  
Murdoch University, February 2-3, 2012  
<http://www.murdoch.edu.au/Teaching-and-Learning-Forum/>

### Program and abstracts

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Program booklet prepared by Clare McBeath and Roger Atkinson

## Program outline

### Thursday 2 February

|               |   |
|---------------|---|
| 8.30 – 9.00   | Registration  |
| 9.00 – 10.25  | Forum opening<br>Suzi Hewlett, DEEWR<br>Keynote address: Dr Christine Asmar           |
| 10.30 – 10.55 | Morning tea   |
| 11.00 – 12.55 | Parallel session 1<br>(4x4 25 min sessions; 2x2 55 min Workshops)                     |
| 1.00 – 1.55   | Lunch   |
| 2.00 – 3.25   | Parallel session 2<br>(4x3 25 min sessions; 1 85 min Symposium;<br>1 55 min Workshop) |
| 3.30 – 3.55   | Afternoon tea   |
| 4.00 – 5.25   | Parallel session 3<br>(4x3 25 min sessions; 1 55 min workshop)                        |
| 5.30          | <i>Unicredit</i> Sundowner and Book launch  |

### Friday 3 February

|               |   |
|---------------|---|
| 8.30 – 9.00   | Registration  |
| 9.00 – 10.25  | Panel discussion: The readiness of school leavers<br>for University                   |
| 10.30 – 10.55 | Morning tea   |
| 11.00 – 12.55 | Parallel session 4<br>(4x4 25 mins sessions; 2x2 55 min Workshops)                    |
| 1.00 – 1.55   | Lunch   |
| 2.00 – 3.55   | Parallel session 5<br>(3x4 25 min sessions; 1 55 min Workshop; 1 Panel<br>Discussion) |
| 4.00 – 4.25   | Afternoon tea   |
| 4.30 – 5.00   | Prizes, evaluation and closure  |



## Organising committee

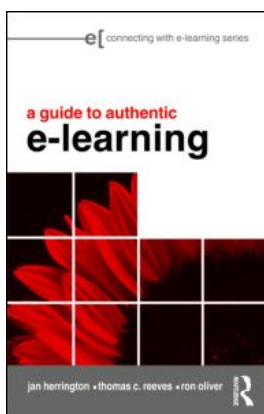
|                         |   |
|-------------------------|---|
| Rob Phillips (Chair)    | Murdoch University                                |
| Roger Atkinson          | Consultant  |
| Michelle Bye            | Institute for Public Administration Australia, WA |
| Anne Coffey             | University of Notre Dame Australia                |
| Sarah Etherington       | Murdoch University                                |
| Veronica Goerke         | Curtin University                                 |
| Bethanie Gouldthorp     | Murdoch University                                |
| Dani Boase-Jelinek      | Murdoch University                                |
| Pamela Martin-Lynch     | Murdoch University                                |
| Clare McBeath           | Consultant  |
| Cathy Moore             | Edith Cowan University                            |
| Angus Morrison-Saunders | Murdoch University                                |
| Sid Nair                | The University of Western Australia               |
| Freyja van Oyen         | Institute for Public Administration Australia, WA |
| Megan Paull             | Murdoch University                                |
| Diana Purse             | Murdoch University                                |
| Audra Young             | Institute for Public Administration Australia, WA |

## Sundowner and book launch

**Thursday 2 February**

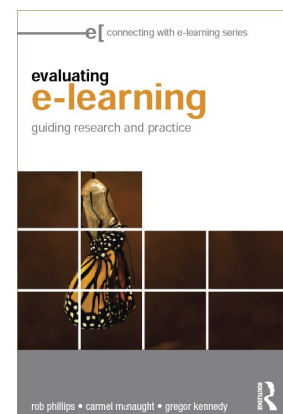
We welcome you to network and enjoy a drink or two and some finger food with colleagues at our Sundowner at Club Murdoch after day 1 of the Forum. One of the best aspects of conferences is getting to informally meet fellow academics.

Club Murdoch is our staff club, and they are providing the catering for all aspects of the forum. Club M has a picturesque, outdoor shaded area, and an air-conditioned interior if the weather is hot. The Sundowner is proudly supported by one of our major sponsors, *Unicredit*. Please check out their special offer about “no fees on home loans”.



The Sundowner will also showcase the achievements of two Murdoch academics in the field of e-learning. Routledge publishes an international series of books called *Connecting with E-learning*. Of the five books in the series, three have been written by Australians, and two have lead authors from Murdoch University.

The Sundowner will include a book launch of those two books, with authors Professor Jan Herrington, School of Education, and Associate Professor Rob Phillips, Educational Development Unit.





## **The Higher Education Research and Development Society of Australasia (HERDSA)**

### **About HERDSA**

The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning. HERDSA has members across Australia and in Hong Kong and New Zealand. There are branches in most states which aim to promote practices within their state by offering professional learning, networking and events.

HERDSA also publishes the journal Higher Education Research and Development, regular print-based and email newsletters and 'Green Guides' – short, practical books about learning and teaching approaches. The HERDSA Fellowship scheme recognises high quality reflective practitioners in higher education. HERDSA web-page: <http://www.herdsa.org.au/>

### **About HERDSA WA**

In line with HERDSA's international and national aims, the WA Branch of HERDSA promotes a scholarly society for people committed to the advancement of higher and tertiary education. HERDSA WA runs a series of free seminars from local, national and international presenters. As a follow-up from the annual HERDSA conference, the WA Branch hosts a half-day mini-conference named 'HERDSA Rekindled', which reprises presentations by the WA conference presenters. We welcome you to join as a member to this friendly and collegial group. Simply go to [http://www.herdsa.org.au/?page\\_id=36](http://www.herdsa.org.au/?page_id=36).

The HERDSA WA Branch has been a long-term partner of the Teaching and Learning Forum, and will hold its annual general meeting at lunchtime on Thursday the 2<sup>nd</sup> of February. Please drop by and join us at the AGM. It's very informal, and you won't be required to do anything! See the WA Branch website: <http://our.murdoch.edu.au/Educational-Development/Scholarship-of-T-and-L/HERDSA-WA/>

# Welcome

On behalf of the Teaching and Learning Forum Committee I welcome you to the 21<sup>st</sup> Teaching and Learning Forum. It is a tribute to the various organising committees over the years, starting at Curtin University in 1992, that the Forum has continued to prosper as a joint venture between the five Western Australian universities. It is also a tribute to the regular forum-goers among you, who continue to contribute to the vibrancy of the Forum.

2012 marks a change in the management in the Teaching and Learning Forum, with the formal establishment of the WA Network for Dissemination (WAND), which is supported for two years with legacy funding from the Australian Learning and Teaching Council. WAND is an overarching body overseeing three annual activities, of which the Teaching and Learning Forum is one. The others are the existing one-day WAND Sharing Day in November, and a mid-year workshop about skills required for learning and teaching grants and awards. The WAND steering committee sets general directions for the Teaching and Learning Forum Conference Committee, which oversees and manages the Forum.

In 2012, we want to return the Forum to its original roots by encouraging more discussion and interactivity in the sessions. We have a great range of presentations, workshops and plenary sessions which we hope will be thought-provoking and energising as the new academic year approaches.

I'd like to thank the committee for their efforts in what has been a rather short preparation period for this year's Forum. We especially appreciate the contributions of our sponsors, which help to keep the registration costs low. Finally, I'd like to record a special vote of thanks to Clare McBeath and Roger Atkinson, who have for many years done a sterling job of managing the paper submission and proceedings publication process. Well done, you two!

Rob Phillips  
Chair  
Teaching and Learning Forum Committee

## Editorial

Table 1 presents our standard summary of numbers of submissions and outcomes for TL Forum 2012. Table 2 provides an eight year overview, which suggests upon initial perusal that "steady state" and "sustainable" (a phrase used in the 2010 Editorial [1]) remain the most apt descriptors for the series, now numbering 21 Forums (1992-2012) [3].

**Table 1: Summary of TL Forum 2012 numbers of submissions and outcomes**

| Category (a)  | Submitted | Accepted | Rejected | Offered | Withdrawn(b) | Net outcome(b) |
|---------------|-----------|----------|----------|---------|--------------|----------------|
| Ref research  | 13        | 10       | 3(c)     | 10      | 1            | 9              |
| Ref prof prac | 7         | 7        | 0        | 7       | 0            | 7              |
| Abstract only | 53        | 53       | 0        | 57(d)   | 4            | 53             |
| Workshop      | 14        | 13       | 1(e)     | 13      | 0            | 13             |

a. See <http://www.murdoch.edu.au/Teaching-and-Learning-Forum/Call-for-papers/> for definitions of the categories of submissions. Refereed papers, both categories, and all abstracts are published online at the *TL Forum Proceedings* website, <http://otl.curtin.edu.au/tlf/tlf2012/contents-all.html>. The Workshop category includes one 'Symposium' and one 'Panel Discussion'.

b. As there may be additional withdrawals after the date of last revision of this table (18 Jan 2012), numbers in these columns are subject to change.

c. Of the 3, all were offered Abstract only publication.

d. Added 3 from Research rejects and 1 from workshop rejects.

e. Offered Abstract only publication.

For TL Forums 2005-2011 numbers of submissions and outcomes, see similar tables in the 2005-2011 'Welcome' pages at <http://otl.curtin.edu.au/tlf/>. Compiler: Roger Atkinson.

**Table 2: TL Forums 2005-2012 submissions and outcomes summary (a)**

| Year | Research  |          |          | Professional practice |          |          | Abs only submitted | Total all subs(c) | Total offers | W (d) |
|------|-----------|----------|----------|-----------------------|----------|----------|--------------------|-------------------|--------------|-------|
|      | Submitted | Accepted | Offer PP | Submitted             | Accepted | Total(b) |                    |                   |              |       |
| 2012 | 13        | 10       | 0        | 7                     | 7        | 7        | 53                 | 87                | 87           | 5     |
| 2011 | 15        | 7        | 3        | 10                    | 7        | 10       | 72                 | 107               | 106          | 4     |
| 2010 | 24        | 12       | 4        | 11                    | 5        | 9        | 55                 | 94                | 92           | 13    |
| 2009 | 26        | 7        | 3        | 13                    | 4        | 7        | 67                 | 110               | 107          | 12    |
| 2008 | 20        | 10       | 3        | 7                     | 5        | 8        | 59                 | 92                | 90           | 7     |
| 2007 | 18        | 10       | 4        | 12                    | 8        | 12       | 37                 | 73                | 68           | 2     |
| 2006 | 31        | 12       | 7        | 13                    | 6        | 13       | 62                 | 112               | 103          | 11    |
| 2005 | 18        | 12       | 1        | 17                    | 15       | 16       | 54                 | 89                | 86           | 10    |

a. Data sources: <http://otl.curtin.edu.au/tlf/tlf2012/editorial.html>, and similar files for 2005-2011 Forums.

b. Total for PP includes submissions in the Research category that were offered publication in PP.

c. Includes all categories: Research, Professional practice, Abstract only publication and Workshops.

d. W is the number of post-acceptance withdrawals (or cancellations), all categories.

Compiler: Roger Atkinson

With the descriptors "steady state" and "sustainable" in mind, we looked back at the editorial advice offered in the TL Forum 2011 *Proceedings* [1]. Can we perceive an optimistic update that we can give to authors of full papers, and to the authors of abstract only presentations who are 'working up' their research and professional practice activities towards a full paper? Not readily! Perhaps the best that can be done is a repetition of last year's advice, in particular Richard Winter's perspective on writing as an act of learning:

"...writing up a report is an act of learning and in this sense, we write for ourselves so that, when we read what we have written, we find out what, in the end, we have learned". [2]

This sense of a continuing degree of pessimism about conference publication is based on a perusal of the publicly available documentation that the Australian Research Council has provided to date on its ERA 2012 process [3]. The 2012 *Submission Guidelines* relating to "Conference Publications - Full Paper Refereed" are almost identical to the 2010 version, though of course the 2012 documentation has deleted all references to "Tiers". The key sentence in both 2010 and 2012 is:

Institutions are required to submit information on all eligible peer reviewed conference publications for each year of the research outputs reference period. [4]

The question that may arise in the minds of at least some authors could be, "What recognition do I (and my university) receive for a conference publication of research?", or in a manner more colloquial, "Why bother?" The ARC's FAQs on ERA 2012 conference publications [5], contains the question, "How do I know if my conference publication should be submitted for ERA 2012?", but the reader has to sift much further to obtain information on "What recognition ...". However, rather than digging deeper in that direction, let's turn instead to a reiteration of one of the positive perspectives in the 2011 Editorial [1]:

A number of perspectives may be entertained. One perspective is the view that TL Forum's core strength is the interchange of ideas that will benefit teaching and learning, and research is secondary, though of course research underlies all endeavours to improve teaching and learning ... [1]

Continuing the positive perspective theme, we hope that your participation, as presenters and as members of the audiences in presentations, will be as Rob Phillips has stated above, "... thought-provoking and energising as the new academic year approaches."

Roger Atkinson and Clare McBeath  
TL Forum Proceedings Editors

## References

1. TL Forum (2011). Welcome and Editorial. In *Developing student skills for the next decade. Proceedings of the 20th Annual Teaching Learning Forum*, 1-2 February 2010. Perth: Edith Cowan University. <http://otl.curtin.edu.au/tlf/tlf2011/editorial.html>
2. Winter, R. (1996). Some principles and procedures for the conduct of action research. In O. Zuber-Skerritt (Ed), *New directions for action research*. London: Farmer. Quoted in TL Forum 2005 Editorial, <http://lsn.curtin.edu.au/tlf/tlf2005/editorial.html> and in [1].
3. ARC (Australian Research Council) (2011). ERA 2012 Submission Guidelines. [http://www.arc.gov.au/era/era\\_2012/era\\_2012.htm](http://www.arc.gov.au/era/era_2012/era_2012.htm)
4. ARC (2011). ERA 2012 Submission Guidelines. [http://www.arc.gov.au/pdf/era12/ERA2012\\_SubmissionGuidelines.pdf](http://www.arc.gov.au/pdf/era12/ERA2012_SubmissionGuidelines.pdf). The comparable file for ERA 2010 is ERA2010\_sub\_guide.pdf
5. ARC (2011). Frequently asked questions. <http://www.arc.gov.au/era/faq.htm>

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We acknowledge with gratitude the support provided since 1992 by the TL Forum's participating universities, and from 2012 by the Western Australian Network for Dissemination.

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Technology



Edith Cowan University



Murdoch University



The University of Notre Dame  
Australia



The University of Western  
Australia



Western Australian Network for  
Dissemination



Details for previous conferences may be obtained from the TL Forum proceedings website  
<http://otl.curtin.edu.au/tlf/tlf-pubs.html>

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## Review panel

*We thank the members of our Review Panel for the considerable amount of time devoted to reading submissions and preparing formative feedback for authors. Some members of our panel were lucky this year and received an allocation of zero papers to review, but we thank them anyhow for making themselves available!.*

Selma Alliex, Notre Dame Australia  
Joanna Ashton, Edith Cowan University  
Roger Atkinson, Editor AJET  
Yvonne Button, The University of WA  
Donella Caspersz, The University of WA  
Anne Coffey, Notre Dame Australia  
Jude A. Comfort, Curtin University  
Terry de Jong, Edith Cowan University  
Leitha Delves, Edith Cowan University  
Lisa Duffy, Edith Cowan University  
Katie Dunworth, Curtin University  
Sarah Etherington, Murdoch University  
Colleen Fisher, The University of WA  
Kim Flintoff, Curtin University  
Bethanie Gouldthorp, Murdoch University  
Sophia A. Harryba, Edith Cowan University  
Anthony Herrington, Curtin University  
Shannon Johnston, The University of WA  
Philip Keirle, The University of WA  
Jacqui Kelly, Curtin University  
Jenny Lane, Edith Cowan University  
Alexandra Ludewig, The University of WA  
Shannan Maisey, The University of WA  
Sally Male, The University of WA  
Kenn Martin, The University of WA

Pamela Martin-Lynch, Murdoch University  
Clare McBeath, Educational Consultant  
Sue Miller, The University of WA  
Mauro Mocerino, Curtin University  
Angus Morrison-Saunders, Murdoch University  
Erasmus K. Norviewu-Mortty, Edith Cowan University  
Chenicheri Sid. Nair, The University of WA  
Jenni Parker, Murdoch University  
Greg Parry, Edith Cowan University  
Lee Partridge, The University of WA  
Megan Paull, Murdoch University  
Coral Pepper, Edith Cowan University  
Tim Pitman, The University of WA  
Connie Price, Curtin University  
Lynne Quartermaine, Curtin University  
Rosemary Saunders, The University of WA  
Judy Schrape, Curtin University  
Rowena H. Scott, Edith Cowan University  
Gina Sjepeceovich, The University of WA  
Ania Stasinska, The University of WA  
Eileen Thompson, The University of WA  
Sandy Thomson, Murdoch University  
Jeannine Wishart, Curtin University  
Marjan Zadnik, Curtin University