Meeting the Challenges

- Standards
- Leadership
- Practical Solutions
- Student Engagement

20-21 October 2011, Curtin University, Perth

Conference Program, Abstracts and Full Papers
Curtin University acknowledges the Noongar people as the traditional owners of the land on which this University stands.

Curtin University respectfully recognises Elders both past and present.
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### Program Schedule

#### Day TWO: Friday 21st October 2011  concurrent sessions 1, 2, 3

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<th>Time</th>
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<tr>
<td>0800</td>
<td>Registration Opens (Foyer of the Tim Winton Lecture Theatre)</td>
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| 0900  | Building 213 Room 101: Developing a community of shared assessment practice  
         *Caputi, Cathy*  
         Page 22                                    |
|       | Building 213 Room 104: Assessing for evidence-based change in teacher education: What is appropriate evidence?  
         *Kissane, Barry and Callingham, Rosemary*  
         Page 34                                    |
|       | Building 210 Room 104: Moderation of assessment in transnational education: Overview of a completed ALTC priority project  
         *Sanderson, Gavin*  
         Page 43                                    |
| 0930  | Building 213 Room 101: The student as customer model and its impact on the teacher leadership role in higher education  
         *Laing, Linda and Laing, Gregory*  
         Page 117                                   |
|       | Building 213 Room 104: Indigenous knowledge, cultural awareness and communication skills for information technology, engineering, mathematics and environmental disciplines  
         *Quinn, Diana et al*  
         Page 141                                   |
|       | Building 210 Room 104: Educational assessment in virtual world environments  
         *Reiners, Torsten et al*  
         Page 132                                   |
| 1000  | Building 213 Room 101: University assessment practices at Level 1: Exploring student perceptions of fairness, transparency and authenticity  
         *Whipp, Peter*  
         Page 161                                   |
|       | Building 213 Room 104: Overcoming the challenges of assessing professional teaching standards for pre-service teachers during practicum in rural NSW schools  
         *Vegezzi, Len and Hatton, Caroline*  
         Page 49                                    |
|       | Building 210 Room 104: Hunters & gatherers: Strategies for curriculum mapping and data collection for assurance of learning  
         *Lawson, Romy et al*  
         Page 35                                    |
| 1030  | Morning Tea (Tim Winton Foyer)                                          |
| 1100  | Building 213 Room 101: Postgraduate coursework students experiences of 'self assessment'  
         *Parker, Nicola*  
         Page 40                                    |
|       | Building 213 Room 104: Facilitating student self-reflection in a blended learning Environment  
         *Gudmundsson, Amanda and Laing, Linda*  
         Page 107                                   |
|       | Building 210 Room 104: iFeedback - a new tool for grading and providing timely, detailed individual feedback to students  
         *Young, Simon*  
         Page 52                                    |
| 1130  | Building 213 Room 101: Student perception of assessment and wish list  
         *Siddiqui, Zarrin and Ichim, Paul*  
         Page 47                                    |
|       | Building 213 Room 104: UWA Assessment and feedback project: A work-in-progress report on a university-wide initiative  
         *Chadners, Denise et al*  
         Page 19                                    |
| 1200  | Building 210 Room 104: Panel lunch                                    |
| 1315  | Building 210 Room 104: Keynote address by Professor Geoff Crisp (Tim Winton Lecture Theatre) |
| 1415  | Building 210 Room 104: Conference close                              |
| 1430  | Building 210 Room 104: Afternoon tea                                |
Conference Proceedings

Editorial

This section contains the abstracts and full papers presented at the conference. On behalf of the conference committee, I would like to acknowledge and thank the delegates that submitted papers for consideration under the conference themes of standards, leadership, practical solutions and student engagement. Table 1 below shows the number of submissions and outcomes in each category.

<table>
<thead>
<tr>
<th>Submission Format</th>
<th>Proposals received</th>
<th>Accepted</th>
<th>Accepted (revisions required)</th>
<th>Rejected (offered alternative format)</th>
<th>Rejected/Withdrawn</th>
<th>Final outcome (total)</th>
</tr>
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<tbody>
<tr>
<td>Full paper -Peer reviewed</td>
<td>20</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>15</td>
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<tr>
<td>Short paper -Abstract only</td>
<td>31</td>
<td>20</td>
<td>5</td>
<td>-</td>
<td>6</td>
<td>28</td>
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<tr>
<td>Workshop</td>
<td>12</td>
<td>4</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>Poster</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3</td>
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<tr>
<td>Totals</td>
<td>64</td>
<td>29</td>
<td>20</td>
<td>3</td>
<td>8</td>
<td>52</td>
</tr>
</tbody>
</table>

Full papers identified as ‘Full Paper – Peer Reviewed’ in the Conference Proceedings have undergone a double-blind peer review process, with de-identified feedback and suggestions for revisions provided to authors. All other submissions were reviewed by members of the conference committee review panel. Authors submitting in the short paper, poster or workshop categories have the opportunity to submit an extended version for consideration for inclusion in the electronic version of the Conference Proceedings after the conference.

We gratefully acknowledge the generous work of the reviewers, a national and international group of colleagues who contributed their time and expertise to provide review commentary, including constructive and valuable feedback for all submissions.

These proceedings are published by Curtin University under ISBN 978-0-646-56611-5. We hope that this collection of papers will make a positive contribution to the ongoing discussion about those challenging issues that lie at the heart of assessment.

Jon Yorke
October 2011
Short Papers, Workshops and Posters
(Abstract Only)
Hunters & gatherers: Strategies for curriculum mapping and data collection for assurance of learning

Romy Lawson (romy.lawson@uts.edu.au)
UTS Business School, University of Technology Sydney

Tracy Taylor (tracy.taylor@uts.edu.au)
UTS Business School, University of Technology Sydney

Eveline Fallshaw (eveline.fallshaw@rmit.edu.au)
International Academic Policies, RMIT

Erica French (e.french@qut.edu.au)
QUT Business School, Queensland University of Technology

Cathy Hall (cathy.hall@rmit.edu.au)
College of Business, RMIT

Shelley Kinash (skinash@bond.edu.au)
Quality, Teaching, and Learning, Bond University

Jane Summers (Jane.Summers@usq.edu.au)
Faculty of Business and Law, University of Southern Queensland

We also acknowledge the contributions made to this project by Mark Whitfield and Tamsin Angus-Leppan of University of Technology Sydney, Australia, and thank all the participants who took part in the survey interviews.

Assurance of learning is a predominant feature in both quality enhancement and assurance in higher education. Assurance of learning is a process that articulates explicit program outcomes and standards, and systematically gathers evidence to determine the extent to which performance matches expectations. Benefits accrue to the institution through the systematic assessment of whole of program goals. Data may be used for continuous improvement, program development, and to inform external accreditation and evaluation bodies. Recent developments, including the introduction of the Tertiary Education and Quality Standards Agency (TEQSA) will require universities to review the methods they use to assure learning outcomes.

This project investigates two critical elements of assurance of learning: 1. the mapping of graduate attributes throughout a program; and 2. the collection of assurance of learning data. An audit was conducted with 25 of the 39 Business Schools in Australian universities to identify current methods of mapping graduate attributes and for collecting assurance of learning data across degree programs, as well as a review of the key challenges faced in these areas.

Our findings indicate that external drivers like professional body accreditation (for example: Association to Advance Collegiate Schools of Business (AACSB)) and TEQSA are important motivators for assuring learning, and those who were undertaking AACSB accreditation had more robust assurance of learning systems in place. It was reassuring to see that the majority of institutions (96%) had adopted an embedding approach to assuring learning rather than opting for independent standardised testing. The main challenges that were evident were the development of sustainable processes that were not considered a burden to academic staff, and obtainment of academic buy in to the benefits of assuring learning per se rather than assurance of learning being seen as a tick box exercise. This cultural change is the real challenge in assurance of learning practice.

Keywords: assurance of learning, curriculum mapping, staff engagement

Conference Themes: ⚖ Standards ⬡ Practical solutions

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