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

Conference Themes: ◆ Standards   2 Leadership   3 Practical solutions   4 Student Engagement

0800	Registration Opens (Foyer of the Tim Winton Lecture Theatre)		
	Building 213 Room 101	**Building 213 Room 104**	**Building 210 Room 104**
0900	Developing a community of shared assessment practice *Cupitt, Cathy* ◆ 2 3 4 **Page 22**	Assessing for evidence- based change in teacher education: What is appropriate evidence? *Kissane, Barry and Callingham, Rosemary* 3 **Page 34**	Moderation of assessment in transnational education: Overview of a completed ALTC priority project *Sanderson, Gavin* ◆ **Page 43**
0930	The student as customer model and its impact on the teacher leadership role in higher education *Laing, Linda and Laing, Gregory* 2 **Page 117**	Indigenous knowledge, cultural awareness and communication skills for information technology, engineering, mathematics and environmental disciplines *Quinn, Diana et al* 3 **Page 141**	Educational assessment in virtual world environments *Reiners, Torsten et al* 3 **Page 132**
1000	University assessment practices at Level 1: Exploring student perceptions of fairness, transparency and authenticity *Whipp, Peter* ◆ **Page 161**	Overcoming the challenges of assessing professional teaching standards for pre-service teachers during practicum in rural NSW schools *Vozzo, Les and Hatton, Caroline* 3 **Page 49**	Hunters & gatherers: Strategies for curriculum mapping and data collection for assurance of learning *Lawson, Romy et al* ◆ 3 **Page 35**
1030	Morning Tea (Tim Winton Foyer)		
1100	Postgraduate coursework students experiences of 'self assessment' *Parker, Nicola* 4 **Page 40**	Facilitating student self-reflection in a blended learning Environment *Gudmundsson, Amanda and Laing, Linda* 3 **Page 107**	iFeedback - a new tool for grading and providing timely, detailed individual feedback to students *Young, Simon* 3 **Page 52**
1130	Student perception of assessment and wish list *Siddiqui, Zarrin and Ichim, Paul* 4 **Page 47**	UWA Assessment and feedback project: A work-in-progress report on a university-wide initiative *Chalmers, Denise et al* 2 **Page 19**	
1200	Panel lunch (Building 210 Room 104)		
1315	**Keynote address by Professor Geoff Crisp (Tim Winton Lecture Theatre)**		
1415	Conference close		
1430	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 1: ATN assessment conference 2011: Submissions and outcomes

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

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

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Short Papers, Workshops and Posters (Abstract Only)

Hunters & gatherers: Strategies for curriculum mapping and data collection for assurance of learning

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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 ③ Practical solutions