

Meeting the Challenges

- Standards
- Leadership
- Practical Solutions
- Student Engagement

20-21 October 2011, Curtin University, Perth

Conference Program,
Abstracts and
Full Papers

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Program Schedule

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

	erence Themes:	Standards	2 Leadership	Practical solution	ions 4 Stude	ent 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 comm assessment practice Cupitt, Cathy	unity of shared	appropriate evid	er education: What is	Moderation of assessment in transnational education: Overview of a completed ALTC priority project Sanderson, Gavin				
	1234	Page 22	3	Page 34	•	<u>Page 43</u>			
0930	The student as custo its impact on the tea role in higher educat Laing, Linda and Lain	cher leadership tion	Indigenous knowledge, cultural awareness and communication skills for information technology, engineering, mathematics and environmental disciplines <i>Quinn, Diana et al</i>		Educational assessment in virtual world environments Reiners, Torsten et al				
	2	<u>Page 117</u>	3	<u>Page 141</u>	3	<u>Page 132</u>			
1000	University assessment Level 1: Exploring sperceptions of fairned transparency and aut Whipp, Peter	tudent ess,	Overcoming the challenges of assessing professional teaching standards for pre-service teachers during practicum in rural NSW schools Vozzo, Les and Hatton, Caroline		Hunters & gatherers: Strategies for curriculum mapping and data collection for assurance of learning Lawson, Romy et al				
			Vozzo, Les and H	Hatton, Caroline					
	•	Page 161	Vozzo, Les and H	Hatton, Caroline Page 49	4 8	Page 35			
1030	Morning Tea (Tim V				4 3	<u>Page 35</u>			
1030	<u> </u>	Winton Foyer) work students	3	Page 49 ent self-reflection in ng Environment	iFeedback - a n	ew tool for grading			
	Morning Tea (Tim V Postgraduate course experiences of 'self a	Winton Foyer) work students	Facilitating stude a blended learnin Gudmundsson, An	Page 49 ent self-reflection in ng Environment	iFeedback - a n and providing t individual feedl	ew tool for grading			
	Morning Tea (Tim V Postgraduate course experiences of 'self a Parker, Nicola	Winton Foyer) work students assessment' Page 40 of assessment	Facilitating stude a blended learnin Gudmundsson, An Linda 3 UWA Assessme	Page 49 ent self-reflection in an Environment manda and Laing, Page 107 ent and feedback in-progress report vide initiative	iFeedback - a n and providing t individual feedl Young, Simon	ew tool for grading cimely, detailed back to students			
1100	Morning Tea (Tim V Postgraduate course experiences of 'self a Parker, Nicola Student perception of and wish list	Winton Foyer) work students assessment' Page 40 of assessment	Facilitating stude a blended learnin Gudmundsson, An Linda UWA Assessme project: A workon a university-w	Page 49 ent self-reflection in an Environment manda and Laing, Page 107 ent and feedback in-progress report vide initiative	iFeedback - a n and providing t individual feedl Young, Simon	ew tool for grading cimely, detailed back to students			
1100	Morning Tea (Tim V Postgraduate course experiences of 'self a Parker, Nicola Student perception of and wish list Siddiqui, Zarrin and Id	Winton Foyer) work students assessment' Page 40 of assessment chim, Paul Page 47	Facilitating stude a blended learnin Gudmundsson, An Linda 3 UWA Assessme project: A workon a university-v Chalmers, Denise of	Page 49 ent self-reflection in an Environment manda and Laing. Page 107 ent and feedback in-progress report wide initiative et al	iFeedback - a n and providing t individual feedl Young, Simon	ew tool for grading cimely, detailed back to students			
1100	Morning Tea (Tim V Postgraduate course experiences of 'self a Parker, Nicola Student perception of and wish list Siddiqui, Zarrin and Id Panel lunch (Buildin	Winton Foyer) work students assessment' Page 40 of assessment chim, Paul Page 47 ag 210 Room 104)	Facilitating stude a blended learnin Gudmundsson, An Linda UWA Assessme project: A work-on a university-we Chalmers, Denise of	Page 49 ent self-reflection in an Environment manda and Laing. Page 107 ent and feedback in-progress report wide initiative et al	iFeedback - a n and providing t individual feedl Young, Simon	ew tool for grading cimely, detailed back to students			
1100 1130 1200	Morning Tea (Tim V Postgraduate course experiences of 'self a Parker, Nicola Student perception of and wish list Siddiqui, Zarrin and Id Panel lunch (Buildin	Winton Foyer) work students assessment' Page 40 of assessment chim, Paul Page 47 ag 210 Room 104)	Facilitating stude a blended learnin Gudmundsson, An Linda UWA Assessme project: A work-on a university-we Chalmers, Denise of	Page 49 ent self-reflection in ing Environment manda and Laing, Page 107 Int and feedback in-progress report wide initiative et al	iFeedback - a n and providing t individual feedl Young, Simon	ew tool for grading cimely, detailed back to students			

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

October 2011

Short Papers, Workshops and Posters (Abstract Only)

Short Paper - Abstract only

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

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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

Support for this project was provided by the Australian Learning and Teaching Council, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this paper do not necessarily reflect the views of the Australian Learning and Teaching Council Ltd.

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