


TIMETABLE

Venue: Flinders University at Tonsely | Date: 25 September

| START | DURATION | EVENT | | |
|-------|----------|--|---|--|
| 08.30 | 30 MINS | REGISTRATION (COFFEE ON ARRIVAL) | | |
| 09.00 | 10 MINS | OPENING OF CONFERENCE G42 (THEATRE 1) Professor Karen Burke da Silva University of Adelaide | | |
| 9.10 | 70 MINS | KEYNOTE ADDRESS G42 (THEATRE 1) Feedback for Learning: closing the assessment loop Associate Professor Michael Henderson | | |
| | | eAssessment G32 | ePortfolios 1.04-1.05 | Models 1.08-1.09 |
| 10.30 | 30 MINS | Authentic supervised e-Exams: National project, SA experience Geer, White, Hillier and Fluck | Students' Partnership vs Privacy in Assessment: The use of ePortfolio in online Professional Development courses Sharp, Khan, Harvey and Parange | Know your business - a mental model to improve learning and assessment Mackay, Walton and Houston |
| 11.00 | 30 MINS | MORNING TEA | | |
| | | Peer Assessment G32 | Self Assessment 1.04-1.05 | Formative Assessment and Feedback 1.08-1.09 |
| 11.30 | 30 MINS | EFL Students' Anxiety with Grading in Self and Peer- Assessment Nawas | Evaluation of Student-Tutor consensus marking model in 1st year Paramedic Undergraduate Degree: Developing skills in self-evaluation. Pope, Thompson, Couzner, Cayetano and Houston | On formative assessment approaches that improve learning Izu and Weerasinghe |
| 12.00 | 30 MINS | Understanding Online MBA Student Behaviour: Examining the Intersection between Engagement and Academic Performance Wijeratne, Kerr, Wegner and Marchand | Making progress: Helping students to know where they are going and where they have been with the use of progress testing: Design & Implementation Thompson, Houston and Couzner | Feedback Approaches in Optional Academic Support Services (Panel Abstract Submission) Schedneck, Butler and Avard |
| 12.30 | 30 MINS | Providing an equitable, engaging learning experience for off-campus students that improves opportunities for feedback and learning outcomes. List and Mayo | The use of self-assessment and recorded verbal feedback for learning in a purely online external environment: a case study. Osborne | |

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| 1.00 | 50 MINS | LUNCH | | | |
|------|---------|---|---|--|--|
| | | Group Work G32 | Theory and Practice 1.04-1.05 | Creative Play 1.08-1.09 | Feedback 1.01 |
| 1.50 | 30 MINS | Group work for 1st year students: student views and experiences Wanner and Palmer | Construction of a root taxonomy to assess student attitudes towards educational technology Kemp | Workshop proposal: Building Assessment Ecologies Using LEGO Serious Play Habel | Reconfiguring the Feedback Conversation Robinson, Pandya and Mihaylov |
| 2.20 | 30 MINS | A Collegiate Approach to Best Practice Group Work in Law Olijnyk, Castles, Giancaspro, Nosworthy and Viven-Wilksch | Visual recognition memory versus recall in Invigilated Online Exams Sharp | | |
| 2.50 | 30 MINS | | Role of Cognitive Load Theory in designing an assessment model for online postgraduate business courses Goel and Winchester | | |
| 3.20 | 20 MINS | AFTENNOON TEA | | | |
| | | Peer Assessment G32 | Technology and Courses 1.04-1.05 | Environments 1.08-1.09 | |
| 3.40 | 30 MINS | The Assessment Kaleidoscope: one course's journey to optimise assessment equity for enhanced graduate outcomes Naqvi | Improved student engagement and outcomes using a multi-purpose online platform - an alternative option for the one-on one tutor in large classes.. Parkinson-Lawrence, List, Mayo, Todd, Stringer and Orgeig | Flexible and personalised assessment: lessons from students' views and experiences Wanner and Palmer | |
| 4.10 | 30 MINS | Assessment as conversation and peer-feedback mark allocation Willison | 'Students-as-Partners' digital strategies and social media enhanced co-creations for formative assessment and feedback tools to improve student engagement and attitudes in Anatomy Rees, Williams, Lottering and Gutschmidt | Creating Supportive Clinical Learning Environments - where student learning feels facilitated not just adjudicated Ward, Tsiros and Lefmann | |
| 4.40 | 30 MINS | Immersive Technology, Biometrics and the Future of Authentic Assessment Cook | The Role of Innovative Online Quizzes and Videos to Improve Student Learning Williams, Squires and Lottering | Social Media and Student Engagement: An example of Twitter as a learning adjunct in a practical-based topic Mitchell | |
| 5.10 | | WRAP-UP, PRIZES AND DRINKS | | | |