

ACSME 2016 Timetable

Day 1: Wednesday 28 th September 2016			
8:00 – 9:00	Registration (Building 14 – Sir Llew Edwards Building – Level 2 Foyer)		
9:00 – 9:30	Introduction, opening address, acknowledgement of country		
9:30 – 10:15	Keynote 1: Peter Ellerton Chair: Susan Rowland Room 14-212		
10:15 – 10:45	Morning tea		
10:45 – 11:30	Keynote 2: Jackie Randles Chair: Sarah Cresswell Room 14-212		
	THEME 1: WIL and Employability I Chair: Jenny Martin (14-132)	Theme 2: Technology enhanced learning I Chair: Yvonne Davila (14-116)	
11:30 – 11:45	S1 Belward, S (JCU)	S5 Pearce, K/Vanderlie, J (UoSA and Griffith)	
11:45 – 12:00	S2 Ziebell, A (Monash)	S6 Fudge, A (UoSA)	
12:00 – 12:15	S3 Varsavsky, C (Monash)	S7 Al Mamun, Md A (UQ)	
12:15 – 12:30	S4 Jollands, M (RMIT)	S8 Harrison, G (JCU)	
12:30 – 1:45	Lunch		
	Theme 3: Communication Chair: Carol Conway (14-132)	Theme 4: Teacher preparation Chair: Miriam Sullivan (14-212)	Theme 5: Technology enhanced learning II Chair: Dino Spagnoli (14-116)
1:45 – 2:00	S9 Martin, J (Melbourne)	S13 Sheffield, R (Curtin)	S17 Kartsonaki, E (UQ)
2:00 – 2:15	S10 Abraha/Colthorpe (UQ)	S14 Fraser, S (UTAS)	S18 Suphioglu, C (Deakin)
2:15 – 2:30	S11 Georgiou, H (UoW)	S15 Rowen, C (Murdoch)	S19 Chunduri, P/Rylands, L (UQ/WSU)
2:30 – 2:45	S12 Griffiths/Davila, Y (UTS)	S16 Sharma, M (USYD)	S20 Blackley, S (Curtin)
2:45 – 3:20	Afternoon tea		
3:20 – 3:50	Poster Pecha Kucha Presentations Chair: Kay Colthorpe Room 14-212		
3:50 – 6:00	Drinks, Nibbles, and Posters Building 14 - Level 1		

Day 2: Thursday 29 th September 2016			
8:45 – 9:00	Housekeeping & Announcement ACSME 2017		
9:00 – 9:40	Keynote 3: Ruth Bridgstock Chair: Jenny di Trapani Room 14-212		
9:40 – 10:10	Morning tea		
10:10 – 10:50	Keynote 4: Dan Southam Chair: Gwen Lawrie Room 14-212		
	THEME 6: Networking & Collaboration Chair: Margaret Jollands (14-132)	Theme 7: Technology enhanced learning III Chair: Glenn Harrison (14-116)	
10:55 – 11:10	S21 Mocerino, M (Curtin)	S25 Wang, J (UQ)	
11:10 – 11:25	S22 Ainscough, L (UQ)	S26 Lawrie, G (UQ)	
11:25 – 11:40	S23 Groenendijk, L (UQ)	S27 Mulder, R (Uni Melb)	
11:40 – 11:55	S24 Wilson, K (ADFA/UNSW)	S28 Bedford, S (UoW)	
12:00 – 1:15	Lunch		
1:15 – 1:55	Keynote 5: Toss Gascoigne Chair: Sarah-Jane Gregory Room 14-212		
	Theme 8: Transferable skills II Chair: Rachel Sheffield (14-132)	Theme 9: Capacity Building Chair: Delma Clifton (14-212)	Theme 10: Technology enhanced learning IV Chair: Jack Wang (14-116)
2:00 – 2:15	S29 Howitt, S (ANU)	S33 Drinkwater, M (UQ)	S37 Jones, A (USyd)
2:15 – 2:30	S30 Dvorakova, L (UQ)	S34 Ross, P (USyd)	S38 Watson, G (USC)
2:30 – 2:45	S31 Bird, F (LaTrobe)	S35 Johnson, E /Acuna, T (UTaS)	S39 Jazayeri, M (LaTrobe)
2:45 – 3:00	S32 Yeung, A (Curtin)	S36 Schmid, S (USyd)	S40 Hall, B (Swinburne)
3:00 – 3:30	Afternoon tea		
	Theme 11: Transferable/WIL Chair: Dann Mallett (14-212)	Theme 12: Emerging Pedagogies Chair: Jasmina Lazendic-Galloway (14-116)	
3:30 – 3:45	S41 Brady, K (Flinders)	S45 Griffiths, N (UTS)	
3:45 – 4:00	S42 Moroney, T/Czaplinski, I (QUT)	S46 Kuit, T (UoW)	
4:00 – 4:15	S43 Tisdell, C (UNSW)	S47 Devine, C (QUT)	
4:15 – 4:30	S44 Rowland, S (UQ)	S48 Beckmann, E (ANU)	
4:30	Closing Remarks and Thanks (14-212)		
Conference Dinner – Viva Bris Vegas, Rydges South Bank, 6:30 for 7:00 pm			

Poster Pecha Kucha Presenters 3:20 – 3:50 on Day 1

3:20 start with each speaker having 1 minute.

Speakers please line up in order by the speakers' podium in the main auditorium (14-212) by 3:10 pm.

- P1. Stephen Danczak** *Monash University* Development of a Chemistry critical thinking test: initial reliability and validity studies
- P7. Lara Wakeling**, A Green, M Naiker & B Panther *Federation University Australia* An active learning, student-centred approach in Chemistry laboratories: the laboratory as a primary learning environment
- P8. Dominika Bielinski** & J Visnovska *University of Queensland* Co-teaching in mathematics education: Imsite project experience
- P9. Miranda Mortlock** & V Mellor *University of Queensland* Bespoke estyle statistical training for Africa: Challenges and opportunities of developing an online course
- P10. Dino Spagnoli**, S Maisey, T Clemons, N Man, S Wills, I Awidi & M Paynter *University of Western Australia* Using technology to develop transferable skills and enhance the laboratory experience in first year Chemistry
- P12. Greg Watson** & J A Watson *University of the Sunshine Coast* A non-historical introduction for students to the Periodic Table
- P22. Delma Clifton** *Central Queensland University* Making Science visible – control of blood PH
- P25. Tina Acuna** & A Able *University of Tasmania* Good practice guide: threshold learning outcomes for Agriculture
- P26. Amanda Able** *University of Adelaide* Mentor role in research skill development of second year Plant Science undergraduates
- P27. Tom Gordon**, M Sharma & H Georgiou *University of Sydney* A tool for shifting from prescription to inquiry in a formal High School education program
- P28. Lilia Ferrario** & E Beckmann *Australian National University* Teaching Maths tutors to teach: Modules, reflective practice and professional recognition
- P30. Laurence Orlando** & A Pearl *Monash University* Developing critical thinking in stem: a proposed tool
- P35. Dann Mallet** & I Czaplinski *University of Queensland* Preparing future graduates to become lifelong, expert learners: lessons and considerations from a blended engineering mathematics unit
- P36. Simon Bedford** *University of Wollongong* Maximising the teaching and assessment opportunities for higher education students – data driven decision making for quality assurance purposes
- P37. Barbara Meaenhaut**, K Bryceson, K Matthews & L H Phan *University of Queensland* How are Science students learning in the digital age at the University of Queensland?
- P39. Kate Wilson** & D Low *UNSW Canberra* Scaffolding laboratory skills
- P40. Gwen Lawrie** *University of Queensland* Evidencing tacit and explicit disciplinary pedagogical content knowledge as signposts of good teaching practice
- P41. James Hardy**, R Pedwell, L Kuchel, K Colthorpe & S Rowland *University of Queensland* CLIPS: Communication Learning In Practice for Scientists
- P52. Justin Ridge** *University of Queensland* Introducing explicit assessment of research skills in a Master's program
- P58. Dann Bedgood**, C Barril & D Bedgood, Jr. *Charles Sturt University* Compulsory work experience for chemistry majors – structure and success

All posters (presented on Day 1 from 3:50 to 6:00)

1. **Stephen Danczak** *Monash University* Development of a Chemistry critical thinking test: initial reliability and validity studies
2. **Beth Loveys** *University of Adelaide* Learning and teaching community of practice: enhancing academic engagement for delivering high quality innovative teaching practices in Agriculture Science
3. **Peter Arthur**, M Ludwig & P Attwood *University of Western Australia* Using multiple-choice questions to assess student acquisition of scientific inquiry skills and enhance laboratory design and outcomes
4. **David Hoxley**, M Livett & C Varsavsky *La Trobe University* Reconceptualising mathematics and science teacher education programs
5. **Wong Kai Sheng**, B Whiting, C Slade, S Rowland *University of Queensland* Contract cheating websites: an analysis of prices, services, and persuasive techniques
6. **Taryn Axelsen** & L Galligan *University of Southern Queensland* Improving pre-service teachers' confidence in teaching by utilizing the enhancement lesson and reflection process in a Mathematics enrichment program
7. **Lara Wakeling**, A Green, M Naiker & B Panther *Federation University Australia* An active learning, student-centred approach in Chemistry laboratories: the laboratory as a primary learning environment
8. **Dominika Bielinski** & J Visnovska *University of Queensland* Co-teaching in mathematics education: Imsite project experience
9. **Miranda Mortlock** & V Mellor *University of Queensland* Bespoke estyle statistical training for Africa: Challenges and opportunities of developing an online course
10. **Dino Spagnoli**, S Maisey, T Clemons, N Man, S Wills, I Awidi & M Paynter *University of Western Australia* Using technology to develop transferable skills and enhance the laboratory experience in first year Chemistry
11. **Jemma Berry**, A Beasley, Z Baines, Alex Kung, H Taker, M Trinder & E Gray *Edith Cowan University* Introducing authentic research experience at the undergraduate level
12. **Greg Watson** & J A Watson *University of the Sunshine Coast* A non-historical introduction for students to the Periodic Table
13. **Patrick Peacock** *James Cook University* The second year slump in engineering students at James Cook University
14. **Nathan Boase** *Queensland University of Technology* Cerego - an adaptive tool for teaching first year students chemistry AKA: students don't like textbooks
15. **Karen Burke Da Silva**, C Huveneers & J Mitchell *Flinders University* Designing first assessment to increase student confidence and interest in Science
16. **Christopher Love** *Griffith University* Real-world analogies for student understanding of abstract scientific concepts
17. **Timothy McIntyre**, A Roberts, M Wegener, JCP Campuzano, E Kenny & K Matthews *University of Queensland* Dynamic, interactive simulations for enhancing student learning
18. **Jasmine Ng**, D Wache & K-K Teoh *University of South Australia* Student perceptions of the use of online video clips in Mathematics enabling course
19. **Annita Nugent** & A Carroll *University of Queensland* The role of students in driving interdisciplinary collaboration in the learning Sciences – a case study from the Science of Learning Research Centre
20. **Maria Parappilly** *Flinders University* Grouping mixed ability students matters: a pilot study in Physics
21. **Jasmina Lazendic-Galloway** *Monash University* Evaluating transferable skills
22. **Delma Clifton** *Central Queensland University* Making Science visible – control of blood PH
23. **Samuel Priest** & S Pyke *University of Adelaide* Factors underpinning student perceptions of laboratory experiences
24. **Tina Acuna**, M Trotter, A Crosby, T Trotter, N Rizk, S Taylor, S Gregory & W Fasso *University of Tasmania* Smartfarm learning hub: next generation precision agriculture technologies for agricultural education
25. **Tina Acuna** & A Able *University of Tasmania* Good practice guide: threshold learning outcomes for Agriculture
26. **Amanda Able** *University of Adelaide* Mentor role in research skill development of second year Plant Science undergraduates
27. **Tom Gordon**, M Sharma & H Georgiou *University of Sydney* A tool for shifting from prescription to inquiry in a formal High School education program
28. **Lilia Ferrario** & E Beckmann *Australian National University* Teaching Maths tutors to teach: Modules, reflective practice and professional recognition
29. **Jana Visnovska** & K Fry *University of Queensland* Reasoning with fractions: supporting pre-service teachers' learning
30. **Laurence Orlando** & A Pearl *Monash University* Developing critical thinking in stem: a proposed tool
31. **Margaret Wegener**, L Thomas, M Bromley, T Buna, B Tonekaboni & W von Witt *University of Queensland* Communicating Physics with Physio students
32. **Giovanna Di Trapani**, & D Watters *Griffith University* How effective are online Math bench modules for improving quantitative skills in the Biosciences?
33. **Ashley Edwards** *University of Tasmania* Motivating and engaging students through flexible assessment
34. **Sally Schaffer** & S Doggrell *Queensland University of Technology* Lack of recall of Bioscience knowledge by nursing students
35. **Dann Mallet** & I Czaplinski *University of Queensland* Preparing future graduates to become lifelong, expert learners: lessons and considerations from a blended engineering mathematics unit
36. **Simon Bedford** *University of Wollongong* Maximising the teaching and assessment opportunities for higher education students – data driven decision making for quality assurance purposes
37. **Barbara Meaenhaut**, K Bryceson, K Matthews & L H Phan *University of Queensland* How are Science students learning in the digital age at the University of Queensland?

- 38. Alison White** *Griffith University* Embedding an employability skills framework in to a postgraduate coursework program
- 39. Kate Wilson & D Low** *UNSW Canberra* Scaffolding laboratory skills
- 40. Gwen Lawrie** *University of Queensland* Evidencing tacit and explicit disciplinary pedagogical content knowledge as signposts of good teaching practice
- 41. James Hardy**, R Pedwell, L Kuchel, K Colthorpe & S Rowland *University of Queensland* CLIPS: Communication Learning In Practice for Scientists
- 42. Manju Sharma & H Georgiou** *University of Sydney* Using concept inventories: can we tell if active learning approaches work?
- 43. Carol Conway**, N Lloyd & K Sheppard, *James Cook University* Driving students towards their best - an integrated approach to Science reports
- 44. Michelle Coulson** *University of Adelaide* Communicating the unknown: using a concept assessment to characterise student misunderstanding
- 45. Yvonne Davila**, J Reyna, E Huber & P Meier *University of Technology Sydney* Enhancing engagement in flipped learning across undergraduate Science using the flipped teacher and flipped learner framework
- 46. Deanne Hryciw**, K Tangalakis & G Best *University of Melbourne* Development of transferable skills in a low-SES population through peer assisted study sessions
- 47. Osu Lilje**, M Pye, H-d Nguyen & C Taylor *University of Sydney* Challenges for students in the transition to communicating as Biologists
- 48. Sharron Long & E Jennings** *James Cook University* Early days of going blended for Dental students at James Cook University
- 49. Stephen George**, T Overton & C Thompson *Monash University* Investigating the effects of transforming laboratory learning
- 50. Nikola Markovina** *The University of Sydney* Relationship between mathematical confidence and academic performance among undergraduate Biology students
- 51. Maria Parappilly & K Burke da Silva** *Flinders University* Stem women branching out: a community initiative at Flinders
- 52. Justin Ridge** *University of Queensland* Introducing explicit assessment of research skills in a Master's program
- 53. Tania van den Ancker** *Central Queensland University* Prior knowledge and/or perception of readiness may lead to success in undergraduate first year Chemistry
- 54. Christine Devine & S Doggrell** *Queensland University of Technology* Learning together: group support sessions for Pharmacology and their evaluation
- 55. Leon Poladian**, D Tully & J Anderson *University of Sydney* Evolving a community of practice to enhance the pre-service experience of Mathematics teachers
- 56. Catherine Rowen** *Murdoch University* Content delivery alternatives to lectures that students don't attend
- 57. Dan Bedgood**, Y Guisard, J Howitt, P Prenzler, C Barril & D Ryan *Charles Sturt University* RASCH analysis of exams: a way to document graduate outcomes to employers?
- 58. Dann Bedgood**, C Barril & D Bedgood, Jr *Charles Sturt University* Compulsory work experience for chemistry majors – structure and success