

[THE INTERNATIONAL FIRST YEAR IN
HIGHER EDUCATION CONFERENCE]

16TH INTERNATIONAL
FYHE
CONFERENCE 2013

7 - 10 JULY 2013
TE PAPA TONGAREWA
Museum of New Zealand, Wellington

[Proceedings]

Parallel Session 1	1A [RP]	1B [RP]	1C [NB]	1D [NB]	1E [NB]	1F [NB]	1G [NB]
11:00am - 11:30am	Supporting transition to law school and student well-being: The role of professional legal identity <i>Rachael Field, James Duffy, Queensland University of Technology. Anna Huggins, University of New South Wales.</i>	The Diploma of Tertiary Studies: 13 years of bridges, transitions and voices <i>Stuart Levy & Mia Treacey, Monash University</i>	A first year- final year peer mentoring program for Diagnostic Radiography students in medical radiation physics <i>Sarah Lewis, Elaine Ryan, John Robinson, Mark McEntee, Patrick Brennan, Roger Bourne, The University of Sydney</i>	Supporting good first year course design: The FY PATI <i>Sharon Cooper, Katherine Lindsay & Vivien McComb, The University of Newcastle</i>	Unscrambling the egg: A muddled path to a holistic, coherent and integrated institution wide approach to first year student transition. <i>Betty Gill, Lien Lombardo, Sharon Short, University of Western Sydney</i>	Learning initiatives to support articulating students in Corporate Law at Victoria University: evaluation of impact of Corporate Law workshops <i>Helen Murphy, Juana Maria Rodriguez, Angelo Veljanovski, Victoria University</i>	Empowering student leaders to nurture the first year experience through cross-cultural diversity: Nāu te raurau, Nāku te raurau, ka ora ai te iwi <i>Deborah Laurs, Dayna Eggeling, Peta Maria Harris, Te Pūtahi Atawhai, Victoria University of Wellington, New Zealand</i>

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Parallel Session 2	2A [RP]	2B [RP]	2C [NB]	2D [NB]	2E [NB]	2F [NB]	2G [NB]
11:40am - 12:10pm	Embedding Core Information Skills At The Point Of Need In First Year Science <i>Michael Arndell, Adam J. Bridgeman, Rebecca Goldsworthy, Charlotte E. Taylor, Vicky Tzioumis, The University of Sydney</i>	From drowning to bouncing: the SKIM model for informing academic processes that are energy-builders rather than energy-suckers <i>Gregory Nash and Florin Oprescu, University of the Sunshine Coast</i>	Peer to peer support for students at risk <i>Carol Hoyle, Deakin University</i>	Reviewing and Enhancing First Year Assessment Practices in the Griffith School of Environment via an established First Year Community of Practice (CoP): A Preliminary Review <i>Cathy Howlett, Michael Arthur, & Jessica Blomfield, Griffith University</i>	Achieving academic engagement: Supporting academics to embed first year transition pedagogies in the curriculum <i>Kathy Egea, Jo McKenzie, Neela Griffiths, University of Technology Sydney</i>	A Moot Point?: Self-management in Law School <i>Teresa Dluzewska, Dianne Kirby, Sher Campbell & Katherine Lindsay, University of Newcastle</i>	Engaging ethnically diverse first year students <i>Linda Leach, Massey University</i>

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Parallel Session 3	3A [RP]	3B [RP]	3C [NB]	3D [NB]	3E [NB]	3F [NB]	3G [NB]
12:20pm - 12:50pm	Designing and evaluating an empowering online pedagogy for commencing students: a case study <i>Jill Lawrence, University of Southern Queensland</i>	"I would've been so overwhelmed...": The importance of TAFE in supporting success for low-SES students in HE <i>Norah Hosken, Clare Land, Sophie Goldingay, Deakin University, Peter Barnes, Kerry Murphy, Gordon TAFE</i>	Enhanced learning in first year sciences (ELFS) at the University of Adelaide: A curriculum to engage students and a first year experience program to foster a sense of belonging <i>Karin Barovich & Leah Panakera-Thorpe, University of Adelaide</i>	Enhancing First Year student learning experiences: An innovative strategy to engage commencing students in learning while fostering a sense of belonging <i>Alison Hine, University of Western Sydney</i>	From TAFE to university: Paving the pathway with more than good intentions <i>Iris Ambrose, Marie Bonne, Kate Chanock, Sandra Jardine, La Trobe University</i>	iMAPS: Inspiring Maori and Pasifika Success "Insanity is doing the same thing over and over again but expecting different results." <i>Janet Akeripa, Auckland University of Technology</i>	Adopting a Pedagogy of the Heart: Strategies for engaging FY health sciences students by evoking understanding of the lived experience of future patients and practice <i>Tania Leiman, Elizabeth Abery & Eileen Willis, Flinders University</i>

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Parallel Session 4 **4A** [RP] **4B** [RP] **4C** [NB] **4D** [NB] **4E** [NB] **4F** [NB] **4G** [NB]

1:50pm - 2:20pm	Using a maturity model to move student engagement practices beyond the generational approach <i>John Clarke, Ian Stoodley, Karen Nelson, Queensland University of Technology</i>	"You actually believe in yourself": The Diploma of Health Science as a pathway for disadvantaged rural and regional students <i>Virginia Dickson-Swift, Stacey Bracksley, Fiona Dangerfield, Kirk Peterson, & John Sawtell, La Trobe University</i>	Health sciences peer-mentoring: A student-staff-alumni collaboration <i>Remona Mekdessi, Bret Curan, Brian Lam, Allison Grech, Melanie Nguyen, The University of Sydney</i>	Surviving the first year: An interpretive description of the experiences of mothers as university students <i>Amanda Draper & Jennifer Sharp, Edith Cowan University</i>	Shaping student experience and transition at ANU <i>Laura-Anne Bull, Paul Preston, Shweta Mariwala, Australian National University</i>	Embedding the teaching of Statutory Interpretation in a first year Australian law program <i>Gina Curró & Michael Longo, Victoria University</i>	Cattle Class: A discussion of selected issues associated with teaching and learning in large, interdisciplinary first-year cohorts <i>Claire B. Phipps, Auckland University of Technology</i>
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Parallel Session 5 **5A** [RP] **5B** [NB] **5C** [NB] **5D** [NB] **5E** [NB] **5F** [NB] **5G** [NB]

2:30pm - 3:00pm	Stop struggling for the struggle's sake: Make it meaningful <i>Molly Townes O'Brien & Stephen Tang, Australian National University</i>	Ways to Engage Tertiary Preparation Students in Transformative Learning <i>Julie Penno, University of Southern Queensland</i>	Using formative feedback to identify and support first-year chemistry students with missing or misconceptions <i>Gwen Lawrie & Anthony Wright, University of Queensland, Madeleine Schultz & Timothy Dargaville, Queensland University of Technology, Glennys O'Brien & Simon Bedford, The University of Wollongong, Mark Williams & Roy Tasker, The University of Western Sydney</i>	First Year Health Interviewing in a Virtual World <i>Melanie Nguyen, Krestina L. Amon, the University of Sydney</i>	Up, down, turning around: the challenges of implementing a whole-of-university approach to transition <i>Salah Kutieleh & Sandra Egege, Flinders University</i>	...the confidence to believe...: Academic transformations through a short-term paid research internship for undergraduate students from equity backgrounds <i>Beverley Miles, Justin Dutch, Gail Whiteford, Macquarie University</i>	Have you heard about The Hub? Building social capital and promoting access to integrated life and learning support <i>Zarlasht Sarwari, University of New South Wales</i>
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Parallel Session 6 **6A** [RP] **6B** [RP] **6C** [NB] **6D** [NB] **6E** [NB] **6F** [NB] **6G** [NB]

3:10pm - 3:40pm	Designing a pre-degree program to foster a sense of belonging <i>Susan Johns, Lynn Jarvis & Sue Kilpatrick, University of Tasmania</i>	Supporting first year students' engagement - building resilience <i>Susan Mlcek, Venkat Pulla, Charles Sturt University</i>	Feedback for success <i>Anne Kerridge, University of Southern Queensland</i>	The application of a set of principles to safeguard student learning engagement. <i>Tracy Creagh, Karen Nelson and John Clarke, Queensland University of Technology</i>	Transition Pedagogy and core foundation units: a case study <i>Brian Zammit, Victoria University</i>	Track and Connect: A tailored individual support program for at-risk students at the University of Sydney <i>Cassie Khamis, Felicity Kiernan, University of Sydney</i>	First Year Matters: Building School of Medicine First Year Coordinators CoP <i>Louise Reynolds, Jane Bickford, Flinders University</i>
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Parallel Session 7	7A [RP]	7B [RP]	7C [NB]	7D [NB]	7E [NB]	7F [NB]	7G [NB]
4:10pm - 4:40pm	An SMS a day keeps attrition at bay. Findings from an intervention using SMS with first year students from a regional Australian university <i>Jane Foster, William Allen, Florin Oprescu, University of the Sunshine Coast, Margaret McAllister, CQU</i>	The Impact of Online Peer Mentoring on First Year Student Transition, Problem Solving Skills, and Academic Success <i>Heather Smith & Lorelle Burton University of Southern Queensland</i>	Nice to meet you: Creating a space for intercultural engagement <i>Catherine Gresham, Christine Symons & Patricia Dooeey, Curtin Business School</i>	In praise of bandaid solutions: (Relatively) easy, low-cost measures to boost student acculturation and academic skills <i>Colin M Clark Rita Kusevskis-Hayes, University of New South Wales</i>	Navigating the icebergs: aligning the first assessment with a transition framework <i>Mark Smith, Unitec, Institute of Technology</i>	We're over here! Promoting campus support services to our students <i>Melissa Moore, University of Newcastle</i>	Australian Indigenous Cultural competence and nursing <i>Jessica Biles, Charles Sturt University</i>

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Parallel Session 8	8A [RP]	8B [RP]	8C [NB]	8D [NB]	8E [NB]	8F [NB]	8G [NB]
9:00am - 9:30am	Tū Kahika, a culturally responsive foundation program in health science for Māori students <i>Joanne Baxter, Zoe Bristowe, Dougal Thorburn, University of Otago</i>	The impact of First Feedback Face-to face (FFF) on first year students' meanings, perceptions and attitudes towards assessment feedback <i>Gregory Nash, Marama Liebergreen, Janet Turley, Gail Crimmins, Richard Bond, Florin Oprescu & Peter Dunn, University of the Sunshine Coast</i>	Engaged Teaching for Engaging Students: Explicit, Inclusive, AVID <i>Katie Hughes, Claire Brown Victoria Institute for Education, & Kathy Tangalakis, Victoria University</i>	Where are you coming from? Your Culture, My Culture: a sense of belonging in our global community <i>Olexij Straschko, Tristana Sidoryn, University of South Australia</i>	Supersonic schema switching: Transitioning final year Chinese students into their first year at an Australian university <i>Shalini Watson, Patricia Dooeey, Christine Symons, Curtin University</i>	Continuing success of a strategy to support accelerated nursing students at two diverse campuses <i>Sally Schaffer, Sheila A Doggrell, Adam Polkinghorne, Queensland University of Technology</i>	Is H+ the symbol for acid? Provision of learning support in foundation-level chemistry for Bachelor of Nursing students enrolled in bioscience subject <i>David van Reyk, Karyne Cheng Siew Ang, University of Technology, Sydney</i>

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Parallel Session 9	9A [RP]	9B [RP]	9C [NB]	9D [NB]	9E [NB]	9F [NB]	9G [NB]
9:40am - 10:10am	Belonging in Education: Lessons from the Belonging Project <i>Lucy Morieson, David Carlin, Bronwyn Clarke, Karli Lukas, Rachel Wilson, RMIT University</i>	A Culture of Success: Building Depth into Institution-Wide Approaches to First Year Transition <i>Joanne Paterson Kinniburgh, University of Technology Sydney</i>	Otago Locals – fostering a sense of belonging. A Nuts and Bolts Session <i>Stephen Scott, Angela McLean, Carole Scott, Sandra Spence & Hayley Horwood University of Otago</i>	Capacity building and cultural change: the Widening Participation Scholars Network <i>Simon Barrie, Amani Bell, Annette Cairnduff & Mary Teague, University of Sydney</i>	Transition in, Transition out: a sustainable model to engage first year students in learning <i>Andrea Chester, RMIT University, Lorelle Burton, University of Southern Queensland, Sophia Xenos, Karen Elgar, Bianca Denny, RMIT University</i>	Linking Literature - engaging first year students with real world bookclubs <i>Sharyn Jameson, Australian Catholic University</i>	More than Generic Skills: Systematic Integrated Learning Advisers (SILA) Supporting First Year Students in Low Retention Courses <i>Andrea Lynch & Trudy Quantrill, James Cook University</i>

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Parallel Session 10	10A	[RP]	10B	[RP]	10C	[NB]	10D	[NB]	10E	[NB]	10F	[NB]	10G	[NB]
10:40am - 11:10am	What is student centredness and is it enough?		Broadway UWA: A case study in widening participation		Get Set, Go! Preparing for success in first year engineering		POPO/POPO PLUS: a new approach to improve the engagement and success of Pacific students in the first year of health sciences at University		Using draft SafeAssign to allow students to take responsibility for reducing plagiarism		Jack Reacher's Rules - Always Keep your Exit in View: Using an ePortfolio from Day 1 to Foster Work Ready Students		'Third generation' conversations – A partnership approach to embedding Research and Learning skills development in the first year	
	<i>Janet A Taylor, Southern Cross University</i>		<i>Judy Skene, Elaine Lopes, The University of Western Australia</i>		<i>Lorelle J. Burton, University of Southern Queensland</i>		<i>Faafetai Sopoaga, Tony Zaharic, Malia Lameta, University of Otago</i>		<i>Ann Parkinson, University of the Sunshine Coast</i>		<i>Romy Lawson, Alf Kuilboer, Laurie Murphy & Mandy Shircore, James Cook University</i>		<i>Anne Taib & Julie Holden, Monash University</i>	

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Parallel Session 11	11A	[RP]	11B	[RP]	11C	[NB]	11D	[NB]	11E	[NB]	11F	[NB]	11G	[RP]
11:20am - 11:50am	Transforming Learning through Capacity-Building: Maximising Life and Learning Support to Mobilise Diversities in an Australian Pre-Undergraduate Preparatory Program		Building a sturdy foundation - creating an engaging first year course that prepares a diverse student demographic for an undergraduate Built Environment programme		Manual 4 Success: Promoting students life success and resilience		Supporting Maori and Pacific Undergraduate Targeted Admission Scheme		Friends on Campus - Building Early Connections		Assessing the impact of an intrusive academic support initiative		Bridging the transition process for first-year students in distance construction programs – a case study in Australia	
	<i>Phyllida Coombes, Independent Scholar, P. A. Danaher, University of Southern Queensland, Geoff Danaher, Independent Scholar</i>		<i>Josua Pienaar, Nadine Adams, Antony Dekkers, CQUniversity</i>		<i>Carolyn Daniels & Kylie Radel, Central Queensland University</i>		<i>Moana Oh, Sereana Patterson, Peni Fa'alogo, Margaret Henley, The University of Auckland</i>		<i>Cheryl Burgess, Gail White, University of Newcastle</i>		<i>Elizabeth Carmela Levin, Bruce Mowson, Swinburne University of Technology</i>		<i>Peng Wu, Central Queensland University</i>	

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Parallel Session 12	12B	[NB]	12C	[NB]	12D	[NB]	12E	[NB]	12F	[NB]
12:00pm - 12:30pm	Integrated learning centres: enhanced life and learning support for all students		The class that makes you look good [social networking for learners]		Making the implicit explicit: Successful student skills for commencing cohorts		Co-Creation & Just in Time Orientation: Engaging Students across the multi-campus and distance education environment		Academic Integrity: building discipline specific "stories"	
	<i>Carmen Yan, Monash University</i>		<i>Mishal Smith, Christian Heritage College</i>		<i>Karin Medew, Tanya Harden, Lisa Wirihana, Glo Bielenberg, Joanna Bennett, Queensland University of Technology</i>		<i>Kath Attree & Dr Felicity Small, Charles Sturt University</i>		<i>Fiona Henderson, Brian Zammit, Paul Whitelaw, Victoria University, Melbourne</i>	

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Parallel Session 13	13A	[RP]	13B	[NB]	13C	[NB]	13D	[NB]	13E	[NB]	13F	[NB]	13G	[IP]
1:30pm - 2:00pm	Exploring the disconnections: Student interaction with support services upon commencement of distance education		From Other Lands Mental Health And Wellbeing Of International University Students During The First Year Of Study		Towards a university-wide approach to developing first-year students' academic literacy and professional communication skills		Overcoming the challenges of teaching the First Accounting course where learners have English as Second Language (A Case Study)		Teaching Journeys: Developing inspiration and networks in first year teacher education students		Addressing the language and literacy development of undergraduate health and biomedical sciences students - an on-going, collaborative process		The Hero's Journey: Stories of women returning to education	
	<i>Mark Brown, Helen Hughes, Massey University. Mike Keppell, Natasha Hard, Liz Smith, Charles Sturt University</i>		<i>Stephanie Ambrosi, Sharron King, Janette Young & Nicholas Procter, University of South Australia</i>		<i>Kathy Brady, Flinders University</i>		<i>Mary A. Lego, RMIT International University, Vietnam</i>		<i>Susan Beltman, Curtin University</i>		<i>John Hamilton, Victoria University, Melbourne</i>		<i>Sarah O' Shea, University of Wollongong, Cathy Stone, Open Universities Australia & University of Newcastle</i>	

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Parallel Session 14	14A	[RP]	14B	[NB]	14C	[NB]	14D	[NB]	14E	[NB]	14F	[NB]	14G	[IP]
2:10pm - 2:40pm	Three-tiered support: Individual, school and institution-wide initiatives through a first year advisor network		Placement 101 Preparation and planning for industry placement		All they need is some TLC: revisioning the regional support structures in a distance education institution with specific emphasis on the development		Enhancing the sense of capability of students who commence their first year of study in the second year of the Bn program - a learning community approach		Analytics: An exploration of the nomenclature in the student experience		Student Equity Advisors: A model for student equity support		The Hero's Journey: Stories of women returning to education	
	<i>Helen Kemp, Ann Lefroy & Natalie Callan, Murdoch University</i>		<i>Maria Oram, Lisa Wirihana, Joanna Bennett, Queensland University of Technology</i>		<i>Willem van Schoor, University of South Africa</i>		<i>Eddie Blacklock, Marion Tower, Bernadette Watson, Glenys Tronoff, Catherine Heffernan, Griffith University</i>		<i>Rhonda Leece, University of New England</i>		<i>Melanie Johnston, Michele Doray, Jim Elliott, Curtin University</i>		<i>Continued from Session 13G</i>	

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Parallel Session 15	15A	[RP]	15B	[RP]	15C	[NB]	15D	[NB]	15E	[NB]	15F	[NB]
2:50pm - 3:20pm	Framework for Curriculum Design: use of a design framework for first year curriculum		'Inspired by Business': A case of mentoring among disadvantaged first year students		One size does not fit all: Adaptation of PAL to suit a small pathway institute		Indicators of student progress as flags for early intervention at UNSW		Emotional Intelligence development in Diagnostic Radiography and Radiation Therapy students: an international, longitudinal study		Yet to Complete: Causes of attrition amongst diverse students	
	<i>Deborah Murdoch, Charls Sturt University</i>		<i>Helena Liu, Swinburne Leadership Institute, Susan McGrath-Champ, Sarah Fletcher, University of Sydney Business School</i>		<i>Lyn Tracey & Aaron Ruutz, Queensland Institute of Business & Technology</i>		<i>Rita Kusevskis-Hayes Colin M. Clark, University of New South Wales</i>		<i>Sarah Lewis, University of Sydney, Stuart McKay, Jonathon McNulty & Peter White, The Hong Kong Polytechnic University</i>		<i>Keshara de Silva, Alison Baker, Katie Hughes, Victoria University</i>	

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POSTER SESSION

WELLINGTON 2013

#	TITLE	AUTHORS	VIEW ABSTRACT	VIEW POSTER
01	Using Quick Response Codes Within a Teaching Context	Helen van Huet School of Community Health, Charles Sturt University	[ABSTRACT]	[POSTER]
02	Campus connections: the importance of student volunteering	Zarlasht Sarwari and Annie Thompson Student Development – Participation & Engagement, The University of New South Wales	[ABSTRACT]	[POSTER]
03	Journeys: Building Graduate Capabilities for Life Long Learning	Victoria Menzies, Pamela Weatherill, Karen Nelson & Tracy Creagh; Queensland University of Technology	[ABSTRACT]	[POSTER]
04	Exploring the transition experience of students migrating from vocational education and training (VET) to university	Joanna Bennett, Dr Mandy Lupton, Professor Karen Nelson, Queensland University of Technology	[ABSTRACT]	[POSTER]
05	Loss of bioscience knowledge amongst nursing students	Sheila A Doggrell, Adam Polkinghorne, Sally Schaffer, Jenny Ekberg, Ana Pavasovic, Bradley Wightman, School of Biomedical Sciences, Faculty of Health, Queensland University of Technology (QUT), Queensland, Australia	[ABSTRACT]	[POSTER]
06	"Surviving Bioscience and Pharmacology - an eBook for accelerated students in Nursing"	Sheila A. Doggrell, Sally Schaffer and Adam Polkinghorne, School of Biomedical Sciences, Faculty of Health, Queensland University of Technology	[ABSTRACT]	[POSTER]
07	Peer Learning Boosts First Year Success	Graham Jordan, First Year Coordinator, School Geography Planning Environmental Management, The University of Queensland	[ABSTRACT]	[POSTER]
08	Identification of at-risk students and strategies to improve academic success in first year health programs	Andrew Pearson School of Medical Science & Institute for Glycomics, Griffith University	[ABSTRACT]	[POSTER]
09	Examining Retention and Academic Performance of International and Domestic First Year Nursing Students with English as Additional Language	Roy Xun Zheng, Bronwyn Everett, Paul Glew, Yenna Salamonson, School of Nursing & Midwifery, University of Western Sydney	[ABSTRACT]	[POSTER]
10	Let the journey begin: cultivating student identity and a sense of belonging through a formal academic welcome	Karin Medew, Academic Skills Advisor Isabel Alvarez Munoz, Student Services Team Leader (Queensland University of Technology, Caboolture Campus)	[ABSTRACT]	[POSTER]
11	Reflection as a Dialogic Strategy for Developing a Professional Identity	Associate Professor Jillian Hamilton, Creative Industries Faculty, Queensland University of Technology	[ABSTRACT]	[POSTER]
12	Is the 50 minute lecture dead? An alternative way to deliver large class introductory geology teaching	Associate Professor Karin Barovich, School of Earth & Environmental Sciences, University of Adelaide	[ABSTRACT]	[POSTER]
13	Using e-learning to enhance students' discipline specific academic language	Anita Chard, Tricia Hopton, Leigh Pointon, Gerard Roache, Kathy Turner, Queensland Institute of Business and Technology	[ABSTRACT]	[POSTER]
14	Students' Perceptions of Learning and Teaching - A pilot project utilising instant feedback for curriculum design	Kylie Bradfield Lecturer in Education, Lisa Wirihana, Academic Coordinator for Nursing, Glo Bielenberg, Lecturer in Nursing (Queensland University of Technology [QUT], Caboolture Campus)	[ABSTRACT]	[POSTER]
15	Student Peer Teaching in Laboratory Classes	Dr Kathy Tangalakis, Dr Rudi Klein and Associate Professor Alan Hayes, College of Health & Biomedicine, Victoria University	[ABSTRACT]	[POSTER]
16	Group work Assessment Using Technology at Victoria University	Kerry Pantzopoulos (Centre for Collaborative Learning & Teaching), Kathy Tangalakis (College of Health & Biomedicine) and Denise Jackson (Careers Education & Employment) Victoria University	[ABSTRACT]	[POSTER]
17	Widening participation: A closer look at retention, progression and academic success of commencing health & science students	Lien Lombardo - Office of the Pro Vice-Chancellor Education (Health & Science), University of Western Sydney, Betty Gill, Lucie Ramjan, Graham Gough , Yenna Salamonson - School of Nursing and Midwifery, University of Western Sydney, Trevor Bailey - School of Science and Health, University of Western Sydney, Surendra Shrestha - School of Computing, Engineering and Mathematics, University of Western Sydney	[ABSTRACT]	[POSTER]
18	Mature Age Students in First Year Engineering	Upul Gunawardana, School of Computing, Engineering and Mathematics, University of Western Sydney	[ABSTRACT]	[POSTER]
19	Academic Skills auditing helps inform the refinement of two first year science subjects to improve student success at University and beyond	Mrs Hannah P. Wilkinson & Dr John D. I. Harper, School of Agricultural and Wine Sciences, Faculty of Science Charles Sturt University	[ABSTRACT]	[POSTER]
20	Breaking down barriers, building opportunities	Ms Sonya Holm Centre for Teaching and Learning (Manawatu), Massey University	[ABSTRACT]	[POSTER]
21	A Social Justice Framework for safeguarding student learning engagement	Tracy Creagh, Karen Nelson and John Clarke, Learning and Teaching Unit, Queensland University of Technology	[ABSTRACT]	[POSTER]

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PUBLISHING DETAILS

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