

ERGA Conference 2007: Timetable of Program

Venue: Lower Napier Building, University of Adelaide (J11 on the North Terrace Campus map)

8:00	Registration
8:45–10:00	Welcome John Willison
8:45–10:00	Opening Plenary: Royce Sadler <i>Assessment Lacunae: Things you would not read about.</i> (LG28)

Concurrent Sessions

	Student diversity: the current generation (LG 15)	e-learning, assessment and feedback (LG 23)	The teaching/research nexus (LG 24)
10:00–10:30	Understanding student attrition in contemporary Australian universities: Evidence from an empirical case study <i>Deng, Lu & Cao</i>	e-Assessment tasks that inform staff teaching <i>Crisp</i>	Annotated bibliographies can help maximise benefit of literature research skills exercises <i>Coulson & McEntee</i>
10:30–11:00	When 'the other' becomes the mainstream: Assessment implications <i>Picard & Myers</i>	Doing it the WIMBA way - an initial evaluation of a voice tool for learning <i>Coleman-George & Warner</i>	An assessment rubric that SHOULD help to minimise inadvertent plagiarism <i>McGowan</i>

11:00–11:25

Morning tea

Concurrent Sessions

	Student diversity: implications for assessment design (LG 15)	e-learning, assessment and feedback (LG 23)	The teaching/research nexus (LG 24)
11:30–12:00	Assessing the Personal: Direct cultural experience and academic writing <i>Westphalen</i>	Developing a Script Concordance Test for assessment in a medical course <i>Duggan</i>	Incorporating research skills development in higher education: a case study in Electronic Engineering Coursework Masters <i>Al-Sarawi, Ng, Willison & O'Regan</i>
12:00–12:30	Assessing 'international perspectives' as a graduate quality <i>Scarino & Crichton</i>	The digital thesis: Assessment challenges and opportunities <i>Green, Donaldson & Mills</i>	Strengthening the teaching and research nexus through formative assessment involving collaborative peer review <i>Wood</i>

12:30–1:25

Lunch (The Medlin Rooms, Level 4, Union Building)

Concurrent Sessions

	Student diversity: implications for feedback (LG 15)	Managing and assessing group work (LG 23)	Quality assurance (LG 24)
1:30–2:00	Assessment and feedback in higher education: Key links in the learning chain <i>Cameron</i>	Group-based assessment as a motivator for Developing individual skill <i>Alexander & Faulkner</i>	One School's response to the First Year Expectations survey <i>Shannon</i>
2:00–2:30	Little by little: Making incremental assessment and feedback efficient in language rich subjects <i>McEntee & Potter</i>	Modes of group-work assessment which avoid students' complaints <i>Shannon & Missingham</i>	Analysis of level 3 undergraduate practicals: Do our students really know what we <i>think</i> they know? <i>Botten</i>
2:30–3:00		Assessment of peer assessment in student presentations: Enhancing student engagement and understanding <i>Brinkworth, Posterino & Saint</i>	A multi-disciplinary program of peer observation partnerships <i>O'Keefe, LeCouteur, Miller, McGowan & Andersson</i>

3:00–3:25

Afternoon tea

Concurrent Sessions

	Assessment methods that build students autonomous problem-solving abilities (LG 15)	e-learning, assessment and feedback (LG 23)	Old assessment methods: new contexts (LG 24)
3:30–4:00	A survey of student attitudes to a sequential assessment method in Engineering <i>Walker</i>	Integrating online assessment into offshore dental teaching resources <i>Steele, Baron, Kardachi</i>	The best of both worlds: Combining oral and written assessment tasks in a Commerce course <i>Langton & Yahanpath</i>
4:00–4:30	3,2,1.... Action: A pilot study investigating the use of Action Planning Statements in tutoring Clinical Skills to second year medical students <i>Selby</i>	Building formative assessment into a dental online teaching resource <i>Murdoch, Steele, Lawson & Richards</i>	To 'cheat' or not to 'cheat'—use of student-prepared notes (cheat sheets) in exams <i>Jerram</i>

4:30

Drinks, Prize Presentation and Close