



2006 UniServe Science Symposium Program

28 September 2006

Start	Finish			
8:30	9:00	Registration		
9:00	9:15	Welcome		
9:15	10:15	Keynote Address Diagnostic assessment in science as a means to improving teaching, learning and retention <i>Prof David Treagust, Curtin University of Technology</i>		
10:15	10:45	Morning tea		
		EA Auditorium	Room 310	Room 311
10:45	11:10	The role of formative feedback in improving groupwork outcomes <i>Mark Freeman, Diane Hutchinson, Lesley Treleaven, The University of Sydney</i>	Integrating assessment and feedback to overcome barriers to learning at the passive/active interface in mathematics courses <i>David Easdown, The University of Sydney</i>	The ACELL Project: student participation, professional development, and improving laboratory learning <i>Justin R. Read, Mark A. Buntine, University of South Australia, and Geoffrey T. Crisp, The University of Adelaide, Simon C. Barrie, Adrian V. George, Scott H. Kable, The University of Sydney, Robert B. Bucat, The University of Western Australia and Ian M. Jamie, Macquarie University</i>
11:10	11:35	Peer Assessment: Is it fair? <i>Nicole Herbert, University of Tasmania</i>	Computer-aided Assessment in Mathematical Sciences <i>Grant Keady, University of Western Australia, Gary Fitz-Gerald, RMIT University, Greg Gamble, Curtin University of Technology and Chris Sangwin, University of Birmingham</i>	Testing the personalisation hypothesis in pre-laboratory e-learning environments <i>Alexandra Yeung, Adrian V. George, Michael M. King and Siegbert Schmid, The University of Sydney</i>
11:35	12:00	Introductory programming, criterion referencing and Bloom <i>Raymond Lister, University of Technology, Sydney</i>	Enhancing Learning and Measuring Learning Outcomes in Mathematics using Online Assessment <i>Layna Groen, University of Technology, Sydney</i>	A preliminary study on how accuracy relates to student self reports of confidence on a conceptual physics test <i>James Bewes and Manjula D. Sharma, The University of Sydney</i>
12:00	12:25	The case for assessable in-class team-based learning <i>Mark Freeman, Susan McGrath-Champ, Steve Clark and Lucy Taylor, The University of Sydney</i>	Teaching applied statistics courses using computer laboratory final examinations <i>Tania Prvan and Margaret Mackisack, Macquarie University</i>	Developing a prototype conceptual survey in fundamental physics <i>Sura Wuttiprom, Ratchapak Chitaree and Chernchok Soankwan, Mahidol University, Thailand, Manjula Sharma and Ian Johnston, The University of Sydney</i>
12:25	1:20	Summary of posters		
1:20	2:10	Lunch and Poster viewing, Maple demonstration		

2:10	2:15	Pearson Award		
2:15	2:45	Pearson Paper Presentation Integrated Case-based Applied Pathology (ICAP): A Model for Learning and Teaching of Veterinary Pathology <i>Katrina Bosward, Gerard Marcus, Federico Costa and Mark Krockenberger, The University of Sydney</i>		
		EA Auditorium	Room 310	Room 311
2:45	3:10	Science and engineering students' beliefs about plagiarism: "It's only an assignment" <i>Shelley Yeo, Curtin University of Technology</i>	Multi-Dictionary with Word Sense Disambiguation System Architecture <i>Nuntip Rattanawongchaiya and Kanlaya Naruedomkul, Mahidol University, Thailand, and Nick Cercone, Dalhousie University,</i>	Rethinking practical assessment in first year Biology <i>Fiona Bird, La Trobe University</i>
3:10	3:30	Afternoon Tea		
		EA Auditorium	Room 310	Room 311
3:30	3:55	Changing assessment practices. Planning and evaluating the impact of innovations on students experiences of assessment <i>Rosanne Taylor, The University of Sydney</i>	Diverse Assessment Methods in Group Work Settings <i>T.A.G. Langrish and H. See, University of Sydney</i>	An application of student learner profiling: comparison of students in different degree programs <i>Elizabeth May, Charlotte Taylor, Mary Peat and Rosanne Quinnell, The University of Sydney</i>
3:55	4:20	Multiple Choice Questions to Combat Plagiarism and Encourage Conceptual Learning <i>Gareth Denyer and Dale hancock, The University of Sydney</i>	Assessment design for teaching of personal and team interaction skills <i>G.K. Ellem, G.R. MacFarlane, The University of Newcastle</i>	It's all foreign to me: learning through the language of genetics and molecular biology <i>Felicia Zhang and Brett A. Lidbury, University of Canberra</i>
4:20	4:45	Diversity in Assessment and Achievement of Cognitive and Affective Outcomes in the Teaching and Learning of Biology <i>Pauline M. Ross, Deidre A. Tronson and Susan L. Siegenthaler, University of Western Sydney</i>	Diagnostic Tests in a First Year Mathematics Subject <i>Georgina Carmody, Stephen Godfrey, and Leigh Wood, University of Technology, Sydney</i>	Reflective Journals and Critical Thinking <i>Dr Michael Paton, The University of Sydney</i>
4:45	5:00	Closing Address		