Design, develop, evaluate: The core of the learning environment

The theme of this year's Forum, 'Design, develop, evaluate: The core of the learning environment', was chosen to reflect the Higher Education climate, particularly as it relates to the establishment of TEQSA and the Australian Quality Framework.

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TL Forum Proceedings Editors

Review procedure - All research and professional practice papers will be subjected to a double blind peer review process using an external panel of reviewers.

Papers are listed in alpha order by first author		*Category of refereed paper*
Frank Bate & Carole Steketee	Implementation of a hybrid mobile web learning environment in the health professions: A design based research approach	Prof Practice [PDF] [HTML]
Daniel Boase-Jelinek, Jenni Parker & Jan Herrington	Peer reviews: What can we learn from our students?	Research [PDF] [HTML]
		Prof Practice

Sandra E Carr, Zarrin Seema Siddiqui, Diana Jonas-Dwyer & Susan Miller	Enhancing feedback for students across a health sciences faculty	[PDF] [HTML]
Yu Dong & Anthony Lucey	Relationships between student satisfaction and assessment grades in a first year engineering unit	Research [PDF] [HTML]
Ahmed El-Mowafy, Michael Kuhn & Tony Snow	A blended learning approach in higher education: A case study from surveying education	Research [PDF] [HTML]
Joginder Kaur Gill & Zed Rengel	Designing an online lecture in the discipline of Soil Science	Prof Practice [PDF] [HTML]
Phil Hancock, Gillian Dale-Jones & Keith Willey	Impact of collaborative peer and self assessment on students' judgment and written communication	Research [PDF] [HTML]
Gregory S. C. Hine	The importance of action research in teacher education programs	Prof Practice [PDF] [HTML]
Alexandra Ludewig & Iris Ludewig-Rohwer	Does web based role play establish a high quality learning environment? Design versus evaluation	Prof Practice [PDF] [HTML]
Keith McNaught & Gerard Hoyne	Testing program reveals deficient mathematics for health science students commencing university	Research [PDF] [HTML]
Catherine Moore & Susan Teather	Engaging students in peer review: Feedback as learning	Research [PDF] [HTML]
Angus Morrison-Saunders & Julia Hobson	Subject centred learning enables effective tertiary teaching	Research [PDF] [HTML]
Daniel Oswald, Steven Hinckley & Graham Wild	Low cost educational video for first year undergraduate students using oscilloscopes	Prof Practice [PDF] [HTML]
Fernando F. Padró & Anita Frederiks	Evaluating the impact of the learning centre on student learning and satisfaction	Research [PDF] [HTML]
Jenni Parker, Dorit Maor & Jan Herrington	Under the hood: How an authentic online course was designed, delivered and evaluated	Research [PDF] [HTML]
Rowena H. Scott & Eddie van Etten	Environmental and conservation volunteering as workplace integrated learning	Research [PDF] [HTML]
Dorothy Spiller & Trudy Harris	Learning from evaluations: Probing the reality	Research [PDF] [HTML]
Teh Eng Choo (Elaine) & Megan Paull	Reducing the prevalence of plagiarism: A model for staff, students and universities	Prof Practice [PDF] [HTML]
Katharina Wolf & Catherine	Managing ambiguity: A critical reflection on a	Research [PDF] [HTML