:: PROGRAM OF EVENTS ::

2:00pm  Welcome by Professor Jill Downie, Deputy Vice-Chancellor Education and Associate Professor David Gibson, Director of Learning Engagement

2:15pm  Associate Professor Nicoleta Maynard, Director of Engineering Education
Facilitating Active Learning and Systemic Thinking in Chemical Engineering Risk Management
Nicoleta Maynard is the Director, Engineering Education Development at Curtin University. She won the Early Career Award for Excellence and Innovation on Teaching at Curtin and the Australasian Association for Engineering Education (AAEE) Award and Engineers Australia Citation Award 2009 for ‘demonstrating a broadly based high quality approach to teaching, curriculum development and educational research’.

2:30pm  Associate Professor Ian Howard, Department of Mechanical Engineering
Lessons learnt and changed understanding: Can Machine Dynamics students survive without my lectures?
A/Prof Ian Howard has been involved in Mechanical Engineering at Curtin as a Teaching and Research Academic for the past 39 semesters. He has taught the Machine Dynamics unit and its original variants over 25 times. When not at work, Ian enjoys many outdoor activities including cycling, camping, walking and spending time close to or in water. His wife and four children have taught him many lessons in life including the need to continue learning.

2:45pm  Dr Ahmed El-Mowafy, Department of Spatial Sciences
Some Strategies to Engage Students in Active Learning: My Experience
Dr Ahmed El-Mowafy is a Senior Lecturer, Department of Spatial Sciences. Before joining Curtin, he taught in the University of Calgary and the UAE University. He has more than 20 years of teaching and research experience in the area of surveying and satellite positioning with an extensive publishing record. He is the recipient of the Curtin University 2012 ‘Excellence & Innovation in Teaching Award’ (Physical sciences and related studies).

http://scieng.curtin.edu.au
3:00pm  Dr Jonathan Paxman, Department of Mechanical Engineering

Problem and project based learning in Mechatronic Engineering
Jonathan Paxman received his PhD in Control Systems from the University of Cambridge, and held teaching at research positions in Cambridge before taking up a postdoc at the ARC Centre for Excellence in Autonomous Systems in Sydney at UTS before joining Curtin in 2007. Jonathan is the Discipline Leader in Mechatronic Engineering in the Department of Mechanical Engineering, and undertakes research in robotics, control systems and meteor fireball imaging.

3:15pm  Dr Natalie Lloyd, Department of Civil Engineering

Cementing the discipline and language specialist relationship
Dr Natalie Lloyd, has extensive research and teaching and learning experience in structural engineering. Her passion for teaching excellence began with a graduate diploma in education and employment at Monash International College. Actively integrating English communication skills and embracing the flipped classroom model has led to the implementation of teaching changes in collaboration with language discipline specialist, Reva Ramiah.

3:30pm  Afternoon Tea

4:00pm  Ms Shelley Appleton, PhD student, Science and Mathematics Education Centre

Flipping the Classroom and Accepting Reality - A Case Study of Making the Model Work
Shelley Appleton is a lecturer from the School of Pharmacy and a PhD student from the SMEC. Known for adopting new technologies into her teaching, Shelley adopted the flipped classroom approach to unit delivery early in 2012. Her presentation will highlight strategies she has found useful to make this approach work.

4:15pm  Professor Vaille Dawson, Dean of Teaching and Learning

Science and Engineering Academics’ Approaches to ‘Flipping the Classroom’
Previously a medical researcher, secondary science teacher and preservice science teacher educator, Vaille Dawson is a Professor of Science Education. She has co-edited three widely used preservice science teacher education textbooks and currently holds an ARC Discovery grant on scientific literacy. Her research interests include scientific literacy, pre-service science teacher education, argumentation and decision-making, research in higher education and socioscientific issues.

4:45pm  Interactive Discussion

5:15pm  Closing Remarks