

Report on
BACS FACULTY
EDUCATIONAL RESEARCH
&
TEACHING SCHOLARSHIP
1990s to July 2006

Education Research and Teaching Scholarship: BACS Faculty

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1. Overview: BACS Educational Research & Teaching Scholarship

The following audit of data on educational research and teaching scholarship in the Faculty of Biological & Chemical Sciences, comprising the Schools of Biomedical Sciences (SBMS), Integrative Biology (SIB) and Molecular & Microbial Sciences (SMMS) (and the relevant former Departments) covers the period from the early 1990s to mid-2006. The records for the earlier part of this period are less complete than those for more recent years, as academic staff who were involved in educational research activities at that time have since moved to other institutions or retired.

School of Biomedical Sciences

Over this period, the educational research efforts in SBMS has included 18 teaching grants totalling approximately \$400,000, 20 teaching awards at various levels and categories, and output including 16 journal articles, 1 book, 50 CAL programs, 14 videos and over 40 abstracts of conference proceedings.

The educational research in the 1990s was initially focussed on the production of video and computer assisted learning (CAL) programs to support the teaching and learning programs in the School, particularly with the shift towards classes with very large enrolments. The updating of these CALs and videos continues and their conversion to web-accessible versions was carried out in the period 1999-2002. Most of the CALs and videos have been revised and are still used in the School's teaching and learning program. Teaching grants in the mid-1990s supported the introduction of such innovations as the BrainZone on-line assessment system, a bulletin board to support communication in large classes and the Ultrascope multimedia workstation.

The SBMS Educational Research Unit, led by Dr Roger Moni, was established in December 2005 to support educational research and to lead evidence-based changes in the teaching and learning program in the School. Roger Moni's appointment specifically in the area of science education in 2005 is providing a major impetus in educational research and teaching innovations in SBMS. These innovations are being supported financially by both the funds generated by the enhanced student change (ESC) since 2005 and by internal and external grants. Specific initiatives that have been implemented in 2004-6 include (i) a personal response as the first writing task for first year students; (ii) an electronic conference with a face-to-face plenary session to provide students with a contextualised research experience in first year (which included the development of software in collaboration with the Centre for Biological Information Technology); (iii) competency-based testing of practical skills; (iv) development and implementation of new practicals with more emphasis on inquiry-based design and on ensuring that techniques relevant to modern biomedical sciences are embedded in the program; (v) planned programmatic development of communication skills in courses in years 1-3 of the BSc program; and (vi) cooperative learning tasks for students in both science and professional programs in contexts relevant to their intended professions. A major focus of the current educational research in the School is to develop a range of robust instruments for the evaluation of research-led learning initiatives in both the science and professional courses in the SBMS teaching and learning program.

The output of peer-reviewed articles was about one per year in the period of the audit. The increase in published abstracts in 2004-6 has been contributed mainly by staff who had completed or are completing a Graduate Certificate in Education (Higher Education) [Grad Cert HE]. This recent increase in published abstracts has not yet been fully translated to an increase in peer-reviewed articles, although there is a large amount of data from projects carried out in 2005-6 that will be being prepared for publication. There has been

a rapid increase in the number of SBMS academic staff completing a Grad Cert HE since 2004. The increase has been maintained in 2006, with an additional six SBMS academic staff currently undertaking the program, of which five are on a full-time basis and will complete the program in December 2006. The action learning projects for some of the current enrollees are jointly supervised by members of the SBMS Educational Research Unit and the School of Education, and the results of these projects will be published in peer-reviewed journals.

School of Integrative Biology

SIB is recognised for its quality and innovation in teaching as reflected in the numerous nominations and awards in teaching and enhancing student learning within The University of Queensland and nationally. SIB courses have consistent high CEVALs at first, second and third levels. In addition, a number staff have completed or are enrolled in the Grad Cert HE, and they bring further pedagogical innovation to SIB undergraduate teaching. These innovations are increasingly being published or presented at conferences focussed on teaching. Internal recognition of the importance of teaching innovation is manifested through the yearly SIB Teaching Innovation Awards. In 2006, three awards were granted to individuals who have developed and implemented novel teaching strategies. Over the last couple of years SIB staff has been seconded to TEDI to develop, design and implement skill-development modules (report-writing, critical thinking) for incorporation into first year BSc courses. More recently, academics have been developing audio/visual podcasts, online studies via a class wiki, web blogs to share current advances in genetics and CAL exercises in real-world breeding programs.

SIB's Flexible Teaching and Learning Program has grown steadily since 2000. It includes courses in entomology, conservation biology and ecology. Development of the flexible program in Entomology was funded by about \$300,000 of UQ strategic funding. Course content is presented using a variety of flexible teaching tools, including CD ROM and online content. In response to a demand for remote delivery courses, CONS6009 and CONS7008 has become part of our remote delivery program in Landscape Ecology, together with two new courses, in Landscape Ecology and Geographical Information Systems for Ecologists (with EPSA), through a grant of \$27,000 from the DVC Academic. This program is coordinated through the Ecology Centre.

In 2006, The ARC Centre of Excellence for Integrative Legume Research (CILR) developed and presented - in partnership with Education Queensland – a professional development program for teachers called “STEP IN LABS!”. This is part of the Queensland Government's Spotlight on Science initiative and includes participants from secondary schools from as far way as Goondiwindi and Thuringowa (near Townsville). This program consists of an extensive series of lectures and workshops designed to educate high school teachers on the cutting-edge techniques used in plant science. In addition, CILR has run Professional Development Workshops for 20 teachers (Western Cape College, Weipa, September 2004) and had representatives at and ran demonstration workshops at CONASTA and CONSTAQ in 2004 and 2005.

School of Molecular and Microbial Sciences

Members of SMMS have consistently demonstrated a strong commitment to educational research and the development of innovative approaches to teaching. This is best evidenced by continuing active staff involvement in Teaching and Learning conferences, the range of teaching grants and awards received (including Peter O'Donoghue's *Prime Minister's Award for University Teacher of the Year* in 2002) as well as the consistently

positive feedback from students in both CEVAL and TEVAL questionnaires for courses delivered through SMMS.

Extensive resource development has been a particular feature, with the mid to late 1990s seeing the production and implementation of an extensive suite of videos and computer assisted learning (CAL) packages to provide background teaching support for ever increasing class sizes, particularly at 1st and 2nd level. These have been progressively updated both in terms of content and mode of delivery in keeping with technology advances, with the introduction this year of podcasts in selected courses. An extensive Computer Managed Testing (CMT) program was instituted in 1st year chemistry in 1995-1996 in recognition of the need for an effective self-directed form of summative assessment. The CMT program ran in both first year courses and in selected second and third level courses in chemistry over the period 1996-2005 with ongoing updates. In 2006, the system was transferred to Blackboard with the database being extended beyond the confines of chemistry to begin covering the other disciplines within SMMS. From the inception of the CMT program, the outcomes have been remarkable, and it has become a focal point for student understanding of lecture content and more importantly for self- and peer-directed learning.

Take-up of innovative modes of delivery has been rapid with the introduction of problem based learning (PBL) approaches in undergraduate classes as early as 1998. The successful application of PBL to large undergraduate classes with students who have significant other time commitments has come from further developments in both delivery and assessment approaches. A focus on retaining effective practical experience in the face of growing class sizes has also seen further innovations such as the development of the Virtual Cell Biology Laboratory. As well as their successful implementation, most of these innovations have been the product of teaching grants awarded and the subject of presentations at Teaching and Learning conferences.

Of particular note was the development of the Peer Assisted Study Sessions (PASS) Program. PASS is a small group, peer based learning model, which was implemented in 1994 by the Departments of Botany and Biochemistry in the Faculty of BACS specifically to provide students in first level courses with structured study in a supportive and peer mentored environment. Now in its 13th year of implementation, this program has extended across two faculties, four schools, and integrated within fifteen different first year courses. Currently PASS sessions are regularly offered across the majority of first level Biology, Chemistry, Mathematics, Statistics, Geography and Planning courses, comprising 163 PASS groups per week, each with 15 to 30 students. Collectively, this initiative supports approximately 3500 first year students every week. Besides the benefits noted for students, leaders and academic staff within the Faculties of BACS and EPSA, the PASS model has been articulated more widely across this university and indeed within other national and international institutions. The PASS experience at UQ has been the subject of numerous conference proceedings and has attracted the attention of many national and international universities keen to emulate the model developed here.

An increasing number of academic staff within SMMS are undertaking the Grad Cert HE with all new staff appointments as of 2006 being asked to make the commitment to embark on these studies within the first year of joining UQ. Publication of the Action Learning Projects conducted during the course will be both encouraged and supported.

2. Teaching Grants

1. **Richards L.** Australian Brain Bee Challenge. *American Association of Anatomists*, 2006. US\$2,800. **SBMS**
2. Mills P, **Bradley A**, Woodall P, Lloyd S, Node M, **Payne J & Anderson S.** Virtual microscopy teaching in first year veterinary science. *First Year On-Line Funding Initiative, The University of Queensland*, 2005. \$10,000. **SBMS & SIB**
3. **Moni RW, Poronnik P, Lluka L**, Roberts-Thomson S, Taaffe D, Moni KB, Furlan W & O'Brien M. A virtual conference in Biomedical Sciences: enhanced first year learning experiences and outcomes for BIOL1015 students. *First Year On-Line Funding Initiative, The University of Queensland*, 2005. \$20,000. **SBMS**
4. **Moni R.** Effective strategies for improving scientific writing among SBMS Honours students. *The University of Queensland New Staff Research Start-Up Fund*, 2004-2006. \$12,000. **SBMS**
5. **Schneider MA, Adkins S, Aitken E & Galea V.** A graduate certificate in plant protection on CD-ROM for the world. *The University of Queensland Postgraduate Flexible Learning Funding Scheme*, 2003. \$25,000. **SIB**
6. **Barnard R.** Grant to send UQ Biotechnology students to the University of California. *University Mobility in Asia and the Pacific Programme*, 2001. **SMMS**
7. **Barnard R.** Grant to review Biotechnology teaching in Australia. *Australian University Teachers Committee and Department of Education, Science and Training*, 2000. **SMMS**
8. Kable S, Buntine M, Ahrling K, Barton A, Bieske E, Bigger S, Brown T, Costin I, Cullis P, DeMarco R, Druskovich D, Dunn L, Harding I, Jones B, Keene R, Knight A, Lim K, McKinley A, Morrison R, Nagy-Felsobuki E, Orr B, Page K, Peel B, Price W, **Riley MJ**, Rummey J, Salter-Duke B, Saunders B, Shapter J, Verity B, Willett G & Wormell P. Australian Physical Chemistry Enhanced Laboratory Learning (APCELL) Project. *National Teaching Development Grant, Committee for University Teaching and Staff Development*, 1999. \$166,761. **SMMS**
9. **Gordh G, Norton G, O'Donoghue P, Sly L, Patterson D, Cribb T, Walter D, Barker S, Bryan J, Austin A, Grigg G, McGee P, Playford J, Bergstrom D, Henwood M, Wardle G & Schneider MA.** BioED – Biodiversity and education in an interactive multimedia environment. *National Teaching Development Grant, Committee for University Teaching and Staff Development*, 1999-2000. \$162,000. **SIB & SMMS**
10. **Riley MJ.** Demonstration experiments in the lecture room environment. *National Teaching Development Grant, Committee for University Teaching and Staff Development*, 1998. \$19,363. **SMMS**
11. **Rothnagel JA & Kidd G.** The virtual cell biology laboratory. *National Teaching Development Grant, Committee for University Teaching and Staff Development*, 1997. \$53,000. **SMMS**

12. Adkins S, **Forrest A, Moritz C**, Navie S, Norton G, **O'Donoghue P, Playford J**, Rand J, Walsh L & Wegener M. Application of a recently developed software product (LuID) to taxonomic and diagnostic learning at The University of Queensland. *The University of Queensland Action Learning Program*, 1996. \$25,000. **SBMS, SIB & SMMS**

13. **Boyes R**, Gofton P, Gollan B, Ridsdale G, **Schneider M**, Searle R, Simpson A, & Stewart-Zerba A. The University of Queensland museums and collections: maximising their contribution to teaching and learning, research, and community Service. *The University of Queensland Action Learning Program*, 1996. \$23,865. **SIB & SBMS**

14. **Bailey A, Oelrichs BA, Huxham, GJ**, Freadman A, **Kaye P** & McKenzie D. Assessment for process and fact. *The University of Queensland Action Learning Program*, 1996. \$16,000. **SBMS**

15. **Bailey A & Oelrichs BA**. *The University of Queensland TEDI Teaching Development Grant*, 1996. \$2,500. **SBMS**

16. **Dale ML & Aitken E**. Communication skills for Science students. *CAUT National Teaching Development Grant*, 1996. \$3,070. **SIB**

17. **Day TA, Oelrichs BA & Bailey A**. Development of a www assessment engine - BrainZone. *The University of Queensland Round 2 Quality Funds*, 1995. \$15,000. **SBMS**

18. **Bailey A, Beswick E, Darch H, Davey B, Huxham, GJ & Oelrichs BA**. Networking to enhance communication in large classes. *The University of Queensland Action Learning Program*, 1995. **SBMS**

19. **Blakeley R, Day TA & Williams L**. Computer managed learning in very large classes: enhancement of teaching and learning in first-year biological science. *The University of Queensland Quality Funds Program TL3*, 1995-6. **SBMS & SMMS**

20. **Campbell G, Williams L & Wood W**. Teaching anatomy across the kilometres: use of the Ultrascop, a multimedia workstation, for teaching and learning anatomy in the four clinical schools in Queensland. *The University of Queensland Round 2 Quality Funds*, 1995. \$56,500. **SBMS**

21. **Dale ML, Aitken E & Riedlinger**. Plant pathology for Science teachers. *CRCTPP Grant*, 1995. \$2,647. **SIB**

22. **Huxham GJ, Oelrichs BA, Manley SW & McManus ME**. A resource for multimedia in mammalian physiology. *New Education Aids in Medicine and Science Grant*, 1995. \$13,750. **SBMS**

23. **Oelrichs BA, Manley S & Huxham GJ**. A journey through the heart. *Apple University Development Fund*, 1995-6. \$20,000. **SBMS**

24. **Bailey A, Beswick E, Davey B, Huxham, GJ & Oelrichs BA.** Enhancing student-staff communication in large classes. *The University of Queensland Action Learning Pool*, 1994. **SBMS**
25. **Day T, McManus ME, Huxham GJ, Oelrichs BA, Zimmermann S, Kaye P, Bailey A & Manley S.** Self-directed learning modules for large science courses. *CAUT National Teaching Development Grant*, 1994. \$53,613. **SBMS**
26. **Huxham GJ, Oelrichs, BA, Manley S & Zimmermann S.** *Apple University Development Fund*, 1994. \$10,000. **SBMS**
27. **Williams LM.** Maintaining quality of learning in very large classes. *CAUT National Teaching Development Grant*, 1994. \$37,900. **SBMS**
28. **Williams LM, Campbell G, Chan K & Verge R.** Evaluation of a computer-managed learning system to replace more traditional practical exercises made complicated with class sizes in excess of 1000. *The University of Queensland Departmental Excellence in University Education Grant*, 1992. \$18,000. **SBMS**
29. **Williams LM.** Grant to set up a computer-based learning unit, Department of Anatomical Sciences. *Alumni Association of The University of Queensland Grant*, 1992. \$89,200. **SBMS**

3. Teaching Awards

- 2006**
- Shaun Collin (SBMS)**
Carrick Citation for Outstanding Contribution to Student Learning
- Shaun Collin (SBMS)**
BACS Citation for Outstanding Contribution to Student Learning
- Roger Moni (SBMS), Philip Poronnik (SBMS), Lesley Lluka (SBMS) & Karen Moni**
BACS Citation for Outstanding Contribution to Student Learning
- 2005**
- Elizabeth McGraw (SIB), Robyn Evans (BACS), Joanne Blanchfield (SMMS), Michael Bulmer, Nick Lavidis (SBMS), Paula Myatt (BACS) & Helen Byers (BACS)**
The Advanced Study Program in Science...enhancing the science experience at UQ
The University of Queensland Award for the Enhancement of Student Learning
- Claire Aland (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Vaughan Kippers (SBMS)**
The University of Queensland Commendation for Excellence in Teaching
- 2004**
- Kay Colthorpe (SBMS)**
Exemplary Service and Commitment as a PBL Tutor. School of Medicine, University of Queensland.
- Terry Tunny (SBMS)**
Exemplary Service and Commitment as a PBL Tutor. School of Medicine, University of Queensland.
- Stephen Anderson, Eileen Beswick, Mark Bellingham, Hardy Ernst, Alex Forrest, Elizabeth Gillam, Lesley Lluka, Rod Minchin, Roger Moni, James Pickles, Philip Poronnik & Ricarda Their (SBMS); Melissa Brown, Peter Dodd, Ron Duggleby, Paul Kroon, Joe Rothnagel, Kim Summers, Leigh Ward, Peter Wilce & Simon Worrall (SMMS)**
Members of team awarded the University of Queensland Health Sciences Faculty Teaching Award for DENT2012
- Jimmy Botella (SIB)**
Australian Award for University Teaching Finalist
- Elizabeth McGraw (SIB), Robyn Evans (BACS), Joanne Blanchfield (SMMS), Michael Bulmer, Nick Lavidis (SBMS), Paula Myatt (BACS) & Helen Byers (BACS)**
The Advanced Study Program in Science...enhancing the science experience at UQ
The University of Queensland Commendation for the Enhancement of Student Learning
- Bernie Degnan (SIB)**
The University of Queensland Commendation for Excellence in Teaching

- 2003** **Elizabeth McGraw (SIB), Robyn Evans (BACS), Joanne Blanchfield (SMMS), Michael Bulmer, Nick Lavidis (SBMS), Paula Myatt (BACS) & Helen Byers (BACS)**
 The Advanced Study Program in Science...enhancing the science experience at UQ
The University of Queensland Commendation for the Enhancement of Student Learning
- Jimmy Botella (SIB)**
Australian Awards for University Teaching Finalist
- 2002** **Peter O'Donoghue (SMMS)**
Joint Winner of the Prime Minister's Award for University Teacher of the Year
- Peter O'Donoghue (SMMS)**
Australian Award for University Teaching in the Field of Biological Sciences, Health & Related Studies
- Simon Cool (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Debra Henley (SMMS)**
The University of Queensland Award for Excellence in Teaching
- 2001** **Jimmy Botella (SIB)**
The University of Queensland Award for Excellence in Teaching
- 2000** **Craig Franklin (SIB)**
The University of Queensland Award for Excellence in Teaching
- Peter O'Donoghue (SMMS)**
The University of Queensland Award for Excellence in Teaching
- First Year Biology Team (Craig Franklin and others)**
Australian Awards for University Teaching Finalist
- Jimmy Botella (SIB)**
Australian Awards for University Teaching Finalist
- 1999** **Alan Cody (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Craig Franklin (SIB)**
The University of Queensland Commendation for Excellence in Teaching
- David Merritt (SIB)**
Dean's Commendation for High Achievement in Teaching
- 1998** **Adrian Bower (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Bernie Degnan (SIB)**
Dean's Commendation for High Achievement in Teaching

- 1997** **Trevor Day (SBMS)**
One of three finalists in the Australian University Science Teacher Award
- Bernie Degnan (SIB)**
Dean's Commendation for High Achievement in Teaching
- 1996** **Trevor Heath (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Trevor Day (SBMS)**
Dean's Commendation for High Achievement
- 1995** **Trevor Day (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Bev Oelrichs (SBMS)**
The University of Queensland Commendation for Excellence in Teaching
- 1993** **Susan Hamilton (SMMS)**
The University of Queensland Award for Excellence in Teaching
- John Woolcock (SMMS)**
The University of Queensland Award for Excellence in Teaching
- 1992** **Lesley Williams, Gordon Campbell, Kenneth Chan & Roy Verge (SBMS)**
The University of Queensland Vice-Chancellor's DEUE Award
- 1991** **Simon Manley (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Christopher Hayward (SMMS)**
The University of Queensland Award for Excellence in Teaching
- 1990** **Walter Wood (SBMS)**
The University of Queensland Award for Excellence in Teaching
- 1989** **Trevor Heath (SBMS)**
The University of Queensland Award for Excellence in Teaching
- Lesley Williams (SBMS)**
The University of Queensland Award for Excellence in Teaching

4. Graduate Certificate in Education (Higher Education)

- 2006** **Roger Coles (SBMS), Andrew Delaney (SBMS), Iris Depaz (SBMS), Ulrike Kappler (SMMS), Carl Stephan (SBMS) and Kristy Weir (SBMS)**
Enrolled full-time to complete in late 2006
- Anne Goldizen (SIB) & Susan King (SBMS)**
Enrolled part-time to complete in late 2007
- 2005** **Claire Aland (SBMS)**
Increasing student engagement with embryology
- Andrew Barnes (SIB)**
Encouraging deep approaches to learning complex biochemical processes in marine students using a combination of different techniques encompassed by the social constructivist pedagogy
- Catherine Chang (SBMS)**
A reading/writing clinic for first year Introductory Biology students
- Deanne Hryciw (SBMS)**
Can scientific literacy be improved in science students using an Opinion Editorial?
- Fred Meunier (SBMS)**
Introducing social constructivism in scientific settings
- 2004** **Philip Poronnik (SBMS)**
An investigation of students' understanding of communication skills and how we teach them
- Ricarda Thier (SBMS)**
Interactive computer animation: a tool for teaching experimental design?
- Elwyn Oldfield (SMMS)**
- 2003** **Kay Colthorpe (SBMS)**
Using an inquiry-based practical class to enhance student understanding
- Hardy Ernst (SBMS)**
Do you want chocolate with that lecture? Encouraging interactivity in lectures to large classes
- Valda Miller (SMMS)**
Fostering deep learning and engagement in Peer Assisted Study Sessions: empowering leaders
- 2001** **Peter O'Donoghue (SMMS)**
Designing a multidisciplinary preclinical course on the ecology of disease using alignment models
- 1997** **Vaughan Kippers (SBMS)**
An evaluation of a problem-based learning (PBL) facilitator training program

1994

David Yates (SIB)

Graduate Diploma in Education (Further Education and Training)

5. Journal Articles and Books

1. **Key B** (2006) *Key Lectures in Development*. University of Queensland, 2nd Edition. **SBMS**
2. **Poronnik P & Moni RW** (2006) The Opinion Editorial: teaching physiology outside the box. *Advances in Physiology Education*, **30**:73-82. **SBMS**
3. **Botella JR** (2005) Balancing teaching and research in higher education. *Studies in Learning, Evaluation, Innovation and Development*, **2**:3-4. **SIB**
4. **Colthorpe KL & Ernst HGG** (2005) Using increased interactivity and student presentations during physiology laboratory sessions to improve active learning and conceptual understanding. Sadler R (Ed). *CD-ROM of papers from the Effective Teaching and Learning Conference, Logan, November 2004* (DEST E1 peer reviewed conference paper). **SBMS**
5. **Ernst HGG & Colthorpe KL** (2005) The effectiveness of increased interactivity in large-class lectures. Sadler R (Ed). *CD-ROM of papers from the Effective Teaching and Learning Conference, Logan, November 2004* (DEST E1 peer reviewed conference paper). **SBMS**
6. **Moni RW, Beswick EA & Moni KB** (2005) Using student feedback to construct an assessment rubric for a concept map in physiology. *Advances in Physiology Education*, **29**:197-203. **SBMS**
7. **Key B & Nurcombe V** (2003) Making developmental biology relevant to undergraduates in the era of economic rationalization in Australia. *International Journal of Developmental Biology*, **47**:105-115. **SBMS**
8. **O'Donoghue PJ** (2003) Teaching quality matters in higher education: instigating cultural change. *Business/Higher Education Round Table (B-HERT) News*, **18**:28-31. **SMMS**
9. **O'Donoghue PJ** (2003) Teaching awards. A. Dressing the criteria. B. Airing your beliefs. *Higher Education Research and Development Society of Australasia News*, **25**:8-12. **SMMS**
10. Overfield JA & **Bryan-Lluka LJ** (2003) An evaluation of factors affecting computer-based learning in haemostasis: a cultural experience. *Bioscience Education E-Journal*, **1**:1-9, <http://bio.ltsn.ac.uk/journal/vol1/index.htm>. **SBMS**
11. **Warburton K** (2003) Deep learning and education for sustainability. *International Journal of Sustainability in Higher Education*, **4**:44-56. **SIB**
12. **Norton GA, Patterson DJ & Schneider MA** (2000) LucID: A multimedia educational tool for identification and diagnostics. *CAL-Laborate*, 15-18. **SIB**
13. **Kidd G & Rothnagel JA** (1999) The virtual cell biology laboratory. *Uniserve Science News*, **12**:26-30. **SMMS**

14. **Lluka LJ & Oelrichs BA** (1999) Replacement and reduction of animal usage in teaching physiology and pharmacology at the University of Queensland. *Australian and New Zealand Council for the Care of Animals in Research and Teaching News*, **12:4-7. SBMS**
15. **Bailey A & Cavallari B** (1998) BrainZone: the evidence. *Active Learning*, **8:26-31. SBMS**
16. **Forrest AS**, Walsh LJ, Isaacs G, **Williams L** (1998) PBL as a tool for integrating anatomy into the dental curriculum. *Journal of Dental Education*, **62:685-692. SBMS**
17. **Forrest AS**, Walsh LJ, Isaacs G, **Williams L** (1998) PBL as a tool for integration of basic sciences into the dental curriculum. In: Conway J, Melville D & Williams A (Eds.): *Research and Development in Problem Based Learning, Volume 4: PBL: A Way Forward*. Australian Problem-Based Learning Network, University of Newcastle. pp. 149-156. (DEST E1 peer reviewed conference paper). **SBMS**
18. **Kippers V**, Price D & Isaacs G (1998) An evaluation of a problem-based learning (PBL) facilitator training program. In: Conway J, Melville D & Williams A (Eds.): *Research and Development in Problem Based Learning, Volume 4: PBL: A Way Forward*. Australian Problem-Based Learning Network, University of Newcastle. pp. 262-274. (DEST E1 peer reviewed conference paper). **SBMS**
19. **Bower AJ** (1997) Co-operation among three Australian medical schools in designing radical medical curricula. *Journal of Higher Education*, **19:15-19. SBMS**
20. **Oelrichs BA, Bailey A, Beswick E, Davey B & Huxham G** (1996) Enhancing staff-student communication in large classes. *Australasian and New Zealand Association for Medical Education Bulletin*, **23:23-30. SBMS**
21. **Stewart TM, Blackshaw BP, Duncan S, Dale ML, Zalucki MP & Norton GA** (1995) Diagnosis - a novel, multimedia, computer-based approach to training crop protection practitioners. *Crop Protection*, **14:241-245. SIB**
22. **Williams LM** (1995) Numbers: problems and solutions. In: Pettigrove M & Pearson M (Eds) *Higher Education Research and Development Society of Australasia*, **17: 53-58. (Peer reviewed conference paper) SBMS**
23. **Huxham GJ** (1994) Interactions in a CAL tutorial. *Australasian and New Zealand Association for Medical Education Bulletin*, **21:15-19. SBMS**
24. **Oelrichs BA & Huxham G** (1994) Developing psychomotor skills: some problems and solutions. *Australasian and New Zealand Association for Medical Education Bulletin*, **21:38-42. SBMS**

6. Major Reports

Gray P, **Barnard R (SMMS)**, Franco C, Rifkin W, Hine D, Young F (2003) Review of Australian Biotechnology in Education. Higher *Education Division, Department of Education, Training and Youth Affairs, Commonwealth of Australia.*

7. Development of Computer-Assisted Learning Programs

1. Huxham GJ & Beswick E *Cyanosis and gas exchange*. 2002. **SBMS**
2. Ernst H & Watson M *Electromyography*. 2002. **SBMS**
3. Ernst H & Evans S *Osmosis basics*. 2002. **SBMS**
4. Beswick E, Oelrichs BA & Ernst H *Echocardiography*. 2002. **SBMS**
5. Huxham GJ *ECG vectors*. 2002. **SBMS**
6. Ernst H *Skeletal muscle physiology*. 2002. **SBMS**
7. Beswick E *Autonomic nervous system problems*. 2001. **SBMS**
8. Huxham GJ & Oelrichs BA *Control system simulation*. 2000. **SBMS**
9. Kerlin P & Huxham GJ *Intestinal fluid and electrolyte movement in health and disease*. 1999. **SBMS**
10. Huxham GJ & Beswick E *Mechanisms of hypoxaemia in pneumonia*. 1999. **SBMS**
11. Oelrichs BA *Kidney review*. Version 1 1999; Version 2 (web-based) 2000. **SBMS**
12. Bore P & Huxham GJ *The chest X-ray: revealing structure and function*. Version 1 1999; Version 2 (web-based) 2001. **SBMS**
13. Oelrichs BA *Toad heart experiments*. 1998. **SBMS**
14. Oelrichs BA *Vision*. Version 1 1998; Version 2 (web-based) 1999-2000. **SBMS**
15. Oelrichs BA *Water diuresis*. Version 1 1998; Version 2 (web-based) 1999-2000. **SBMS**
16. Martin L & Oelrichs BA *Measuring uterine movements*. Version 1 1998; Version 2 (web-based) 2000. **SBMS**
17. Oelrichs BA & Huxham GJ *Reflexes of movement*. Version 1 1997-8; Version 2 (web-based) 2000. **SBMS**
18. Huxham GJ & Oelrichs BA *Muscle innervation and function*. Version 1 1997-8; Version 2 (web-based) 1999-2000. **SBMS**
19. Huxham GJ & Oelrichs BA *A journey through the heart*. 1996-7. **SBMS**
20. Huxham GJ *Pulmonary pathophysiology*. Version 1 1996; Version 2 (web-based) 2001. **SBMS**

21. **Oelrichs BA** *The colour of blood*. Version 1 1996; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
22. **Oelrichs BA** *Looking at blood cells*. Version 1 1996; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
23. **Oelrichs BA, Bailey A, Beswick E, Doran M, Pass M & Brown LC** *Water deprivation in the sheep*. Version 1 1996; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
24. **Oelrichs BA, Pass MA & Bell K** *Anaemia*. Version 1 1996; Version 2 1998-9; Version 3 (web-based) 2001. **SBMS**
25. **Huxham GJ** *ECG interpretation*. Version 1 1995; Version 2 (web-based) 2001. **SBMS**
26. **Huxham GJ** *ECG exercises*. Version 1 1995; Version 2 (web-based) 2001. **SBMS**
27. **Oelrichs BA & Pass MA** *Polyuria*. Version 1 1995; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
28. **Pass MA & Oelrichs BA** *Haemorrhage in the sheep*. Version 1 1995; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
29. **Oelrichs BA & Pass MA** *Haemorrhage tutorial*. Version 1 1995; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
30. **Oelrichs BA & Huxham GJ** *Cardiovascular mechanics: model circulation*. Version 1 1994-5; Version 2 1998-9; Version 3 (web-based) 1999. **SBMS**
31. **Oelrichs BA** *Introductory statistics*. Version 1 1994; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
32. **Oelrichs BA** *Acidosis and alkalosis*. Version 1 1994; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
33. **Brown LC & Huxham GJ** *Cardiac pharmacology: managing an infarct*. Version 1 1994; Version 5 1999; Version 6 (web-based) 2001. **SBMS**
34. **Huxham GJ & Oelrichs BA** *Introduction to muscle*. Version 1 1994; Version 2 (web-based) 2000. **SBMS**
35. **Oelrichs BA, Yesberg N & Doran M** *Extracellular fluid regulation*. Version 1 1993-5; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
36. **Oelrichs BA** *Cardiovascular function in the conscious rabbit*. Version 1 1993-5; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
37. **Zimmermann S & McLachlan E** *Autonomic nervous system*. Version 1 1993; Version 2 (**Beswick E & Oelrichs BA**) 2003. **SBMS**

38. **Zimmermann S & Lluka LJ** *Gastric acid secretion*. Version 1 1993; Version 2 (Oelrichs BA) 2001. **SBMS**
39. **Zimmermann S & Lluka LJ** *Peptic ulcer*. Version 1 1993; Version 2 (Oelrichs BA) 2001. **SBMS**
40. **Oelrichs BA** *Control of respiration*. Version 1 1992-4; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
41. **Oelrichs BA** *Measuring blood pressure*. Version 1 1992; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**
42. **Huxham GJ** *Pulmonary physiology (advanced): 1. Basics*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
43. **Huxham GJ** *Pulmonary physiology (advanced): 2. Diffusion*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
44. **Huxham GJ** *Pulmonary physiology (advanced): 3. Perfusion*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
45. **Huxham GJ** *Pulmonary physiology (advanced): 4. Ventilation*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
46. **Huxham GJ** *Pulmonary physiology (advanced): 5. V/Q*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
47. **Huxham GJ** *Pulmonary physiology (advanced): 6. Mechanics*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
48. **Huxham GJ** *Pulmonary physiology (advanced): 7. Blood gases*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
49. **Huxham GJ** *Pulmonary physiology (advanced): 8. Control*. Version 1 1991; Version 2 (web-based) 2000. **SBMS**
50. **Oelrichs BA** *How do the labyrinths work?* Version 1 1991; Version 2 1998-9; Version 3 (web-based) 1999-2000. **SBMS**

8. Development of Teaching & Learning Videos* & Learning Guides

1. **Franklin C, Trezise A, O'Donoghue P, Wijesomo N & Willett K.** *Animal Biology – Learning Guide.* Teaching and Educational Development Institute, The University of Queensland, 144pp. 2001. **SBMS, SIB & SMMS**
2. **Botella J** and others. *Plant Biology and Biotechnology – Learning Guide.* Teaching and Educational Development Institute, The University of Queensland. 2001. **SIB**
3. **Kippers V, Brown LC & Campbell G.** *Human Biology – Learning Guide.* Teaching and Educational Development Institute, The University of Queensland. 2001. **SBMS**
4. **Oelrichs BA & Lee DHK** *The age of ageing.* The University of Queensland TV Unit. 1996. **SBMS**
5. **Oelrichs BA** *Action potentials.* 1995. **SBMS**
6. **Oelrichs BA** *Neuromuscular transmission: the effect of curare.* 1995. **SBMS**
7. **Oelrichs BA** *Brain waves.* 1995. **SBMS**
8. **Huxham GJ, Beswick E & Oelrichs BA** *Echocardiography.* 1994. **SBMS**
9. **Huxham GJ & Beswick E** *The gated heart pool scan.* 1994. **SBMS**
10. **Oelrichs BA** *Control of parotid salivary gland secretion in the sheep.* The University of Queensland TV Unit. 1994. **SBMS**
11. **Oelrichs BA, Kaye P & Bailey A** *Control of respiration.* The University of Queensland TV Unit. 1994. **SBMS**
12. **Lee DHK, Oelrichs BA & Huxham GJ** *Ageing.* The University of Queensland TV Unit. 1993. **SBMS**
13. **Lipton T & Oelrichs BA** *Colour vision.* The University of Queensland TV Unit. 1992. **SBMS**
14. **Oelrichs BA** *Looking at blood cells.* The University of Queensland TV Unit. 1992. **SBMS**
15. **Oelrichs BA & Lipton T** *How do stretch reflexes work?* Also available in Indonesian (translated by Retty Ratnawati). 1991. **SBMS**
16. **Oelrichs BA & Lipton T** *How do the labyrinths work?* Also available in Indonesian (translated by Retty Ratnawati). 1991. **SBMS**
17. **Oelrichs BA & Lipton T** *Toad heart preparation.* The University of Queensland TV Unit. 1990. **SBMS**

* Most of these videos have now been updated and streamed for web-based access.

9. Abstracts of Conference Presentations

1. **Moni RW**, Moni KB, **Lluka LJ & Poronnik P** (2006) Framing research to enhance the quality of teaching and learning in Science. *International Conference on Teaching and Learning in Higher Education, Singapore, December 2006. SBMS*
2. **Hryciw DH, Poronnik P & Moni RW** (2006) Using explicit teaching of the opinion editorial to improve science students' communication through writing. *ComBio2006, Brisbane, September 2006. SBMS*
3. **Summers K** (2006) Teaching principles of genetics through SNP analysis. *11th International Congress of Human Genetics, Brisbane, August 2006. SMMS*
4. Bulmer M, Adams P & **Miller V** (2006) Peer assisted study sessions in Mathematics and Statistics. *3rd International Conference on the Teaching of Mathematics at the Undergraduate Level, Istanbul, July 2006. SMMS*
5. **Colthorpe KL & Ernst HGG** (2006) Can we improve the learning outcomes in physiology by developing the students' group study skills? *Higher Education Research and Development Society of Australasia Annual Conference, Perth, July 2006. SBMS*
6. **Ernst HGG & Colthorpe KL** (2006) Physiology "Lectorials". *Higher Education Research and Development Society of Australasia Annual Conference, Perth, July 2006. SBMS*
7. **Ebert PR**, O'Brien M & **Edwards W** (2006) Using online collaboration to personalise the first year experience and actively engage students in their education. *Proceedings of the 9th Pacific Rim Conference - First Year in Higher Education, Gold Coast, July 2006. SIB*
8. **Miller V, Oldfield E**, O'Brien M, Hughes C, Bulmer M & **Ebert P** (2006) Should peers be the face of first year learning? *Proceedings of the 9th Pacific Rim Conference - First Year in Higher Education, Gold Coast, July 2006. SMMS & SIB*
9. **Kippers V**, Wilkinson D, Ozolins I & Donald K (2006) The role of biomedical sciences in an integrated medical curriculum. *Australian and New Zealand Association for Medical Education Annual Conference, Gold Coast, June-July 2006. SBMS*
10. **Tunny TJ** (2006) Problem-based learning in a graduate-entry medical program: effective case sessions. *Australian and New Zealand Association for Medical Education Annual Conference, Gold Coast, June-July 2006. SBMS*
11. **Aland RC & Kippers V** (2005) Addressing inter-individual variation within a science dissection-based anatomy course. *2nd Annual Conference of the Australian and New Zealand Association of Clinical Anatomy, University of Otago, Dunedin, New Zealand, Abstract #1. SBMS*

12. **Aland RC & Kippers V** (2005) Human biomedical anatomy: a dissection-based anatomy course for science students. *Surgical and Radiologic Anatomy, Journal of Clinical Anatomy*, **27**:S152-S153. **SBMS**
13. **Aland RC**, Harris P, Bore P & **Kippers V** (2005) Reformatting of the presentation of second-year anatomy teaching. *Symposium: Building Medical Education Research Strength, School of Medicine Centre for Medical Education, The University of Queensland, Brisbane*, Abstract #5. **SBMS**
14. Bulmer M, **Miller V**, Byers H, Milne D & O'Brien M (2005) The impact of classroom design on collaborative learning. *National UniServe Conference: Scholarly Inquiry Symposium Proceedings, The University of Sydney*. **SMMS**
15. **Beveridge C & Manathunga C** (2005) Determining authorship rights within postgraduate supervision. *Effective Teaching and Learning Conference, Brisbane*. **SIB**
16. **Colthorpe KL & Ernst HGG** (2005) Enhancing understanding of the physiology of metabolism and energy balance by the use of a guided-inquiry class. *Higher Education Research and Development Society of Australasia Annual Conference, University of Sydney, Sydney*, 202. **SBMS**
17. **Colthorpe KL & Ernst HGG** (2005) Using a student-centred approach to enhance understanding of the physiology of metabolism and energy balance. *Proceedings of the Australian Physiological Society*. **36**:126P. **SBMS**
18. **Ernst HGG & Colthorpe KL** (2005) Creating an effective learning community in a large-class service teaching physiology course. *Higher Education Research and Development Society of Australasia Annual Conference, University of Sydney, Sydney*, 69. **SBMS**
19. **Ernst HGG & Colthorpe KL** (2005) Creating an effective learning community in a large-class service teaching physiology course. *Proceedings of the Australian Physiological Society*. **36**:124P. **SBMS**
20. **Hryciw DH, Poronnik P & Moni RW** (2005) The opinion editorial – a novel assessment task in final year physiology. *Proceedings of the Australian Physiological Society*, **36**:128P. **SBMS**
21. **Kippers, V. & Aland, R.C.** (2005) Integration of anatomy within a PBL-based hybrid medical curriculum. *2nd Annual Conference of the Australian and New Zealand Association of Clinical Anatomy, University of Otago, Dunedin, New Zealand*, Abstract #20. **SBMS**
22. **Kippers V & Aland RC** (2005) Practical anatomy in the first year of a PBL-based hybrid curriculum. *Instructional Methods: 9th Annual Meetin of the International Association of Medical Science Educators, Keck School of Medicine, University of Southern California, Los Angeles, USA*, Poster M8. **SBMS**
23. **Kippers V, Aland RC & Gobe G** (2005) The change of emphasis in first-year anatomy teaching. *Symposium: Building Medical Education Research Strength*,

School of Medicine Centre for Medical Education, The University of Queensland, Brisbane, Abstract #2. SBMS

24. **Kippers V, O'Leary S & Watts M** (2005) Student-produced PowerPoint presentations as part of assessment in postgraduate courses. *Faculty of Health Sciences Teaching and Learning Conference on Assessment, The University of Queensland, Brisbane. SBMS*
25. **Moni RW, Moni KB, Lluka L & Poronnik P** (2005) Enhancing the first-year experiences of undergraduate students enrolled in large classes. *Proceedings of the Australian Physiological Society, 36:123P. SBMS*
26. **Moni RW, Beswick E, Forrest A & Moni KB** (2005) Student perceptions and use of pre-specified criteria in constructing complex concept maps in physiology. *Proceedings of the Australian Physiological Society, 36:127P. SBMS*
27. **Tunny TJ & Groves M** (2005) Evolution and sustainability of PBL. *Proceedings of the Australian and New Zealand Association for Medical Education Annual Conference, 136. SBMS*
28. **Boyes R & Kippers V** (2004) Dissections before, during and after plastination. *12th International Conference on Plastination, Murcia, Spain, Abstract #C-4, p 24. SBMS*
29. **Colthorpe KL & Ernst HGG** (2004) Using increased interactivity and student presentations during physiology laboratory sessions to improve active learning and conceptual understanding. *Proceedings of the Effective Teaching and Learning Conference, Logan, Queensland. SBMS*
30. **Ernst HGG & Colthorpe KL** (2004) The effectiveness of increased interactivity in large-class lectures. *Proceedings of the Effective Teaching and Learning Conference, Logan, Queensland. SBMS*
31. **Kippers V & Boyes R** (2004) Use of plastinated specimens in the delivery of satellite anatomy courses. *Proceedings of the 16th International Congress of the IFAA, Kyoto, Japan. Anatomical Science International, 79:Abstract #P1-054, p 242. SBMS*
32. **Kippers V, Cool S & Aland RC** (2004) Teaching gross anatomy in a PBL-based medical curriculum. *Proceedings of the 16th International Congress of the IFAA, Kyoto, Japan. Anatomical Science International, 79:Abstract #S51-4, p. 151. SBMS*
33. **Miller V, Oldfield E & Bulmer M** (2004) Peer Assisted Study Sessions (PASS) in first year chemistry and statistics courses: insights and evaluations. *UniServe Science Scholarly Inquiry Symposium Proceedings, The University of Sydney. SMMS*
34. **O'Donoghue PJ** (2004) Teaching science: scientifically. *Science Teaching and Research Workshop, Brisbane, November 2004. SMMS*
35. **O'Donoghue PJ** (2004) Problem-based learning (PBL). *Proceedings of Teaching and Learning Showcase Conference, Central Queensland University, Rockhampton, February 2004. SMMS*

36. **O'Donoghue P, Miller V, Oldfield E, Gregg G & Tobin A** (2004) Peer-assisted study sessions (PASS). *Proceedings of Teaching and Learning Showcase Conference, Central Queensland University, Rockhampton, February 2004. SMMS*
37. **Summers KM** (2004) Hot topics in medical ethics. *CONSTAQ, Annual Meeting of the Science Teachers Association of Queensland, Brisbane, September 2004. SMMS*
38. **Tunny TJ & Groves M** (2004) Basic science teaching and curriculum content in a problem-based learning graduate entry medical course. *Proceedings of the Australian and New Zealand Association for Medical Education, 152. SBMS & SMMS*
39. **Bulmer M & Miller V** (2003) Pastoral care in large classes. *Proceedings of the 4th Southern Hemisphere Symposium on Undergraduate Mathematics and Statistics Teaching and Learning, Queenstown, New Zealand. SMMS*
40. **Forrest AS, Gillam E, Huxham G & Henly DC** (2003) A program for basic biomedical sciences using an integrated pedagogical approach. *3rd International Symposium on PBL in Dental Education, Victor Harbour, South Australia, Pos. 13. SBMS*
41. **Henly DC, Gillam E, Huxham G & Forrest AS** (2003) Web-based problem-solving exercises in assessment. *3rd International Symposium on PBL in Dental Education, Victor Harbour, South Australia, Pos. 26. SBMS*
42. **Nurcombe V & Key B** (2003) Novel ways student engagement is achieved in the Developmental Biology classroom at the University of Queensland (Australia). *Developmental Biology, 259:445. SBMS*
43. **Summers KM** (2003) Computer games for teaching genetics. *International Congress of Genetics, Melbourne, July 2003. SMMS*
44. **Brown LC** (2002) Implementing technological teaching in a major Australian university. *XIVth World Congress of Pharmacology, San Francisco, USA. Pharmacologist, 44: Suppl 1, Abstract 9.5, p. A5. SBMS*
45. **Miller V, Oldfield E & Gregg G** (2002) Peer assisted study sessions (PASS): facilitating effective learning in a student directed environment. *Effective Teaching and Learning Conference, Brisbane. SMMS*
46. **Summers KM** (2002) Empowering parents as partners in science education. *Science Works for the Smart State (Conference Proceedings) pp173-175. SMMS*
47. **Summers KM** (2002) The new genetic technologies: ethical and educational issues. *Genomics Society and Human Health Public Lecture Series, University of Western Australia, April 2002. SMMS*
48. **Wallace A, Summers KM & Cunningham F** (2002) "Drawing an ethical line" - the trial of an innovative way to access public perceptions about genetic testing. *Human Genetics Society of Australasia, Annual Scientific Meeting, Adelaide, July 2002. SMMS*

49. Gray P, **Barnard R**, Franco C (2001) Report on AUTC discipline based project: biotechnology. *The Australian Universities Teaching Committee, Fifth National Teaching Forum, Canberra, December 2001. SBMS*
50. **Huxham GJ & Oelrichs BA** (2000) Demonstration of simulation, navigation and questions as tutorial interactions. *Proceedings of the Australian Physiological and Pharmacological Society. SBMS*
51. **Miller V, Gregg G & Kelly B** (2000) Peer assisted study sessions (PASS) in a first year Biology teaching program: strategies developed by undergraduate PASS leaders. *Proceedings of Conference on Effective Teaching and Learning at University, Brisbane, September 2000. SBMS*
52. **O'Donoghue PJ** (2000) Designing a multidisciplinary preclinical subject on the ecology of disease using alignment models. *Proceedings of Conference on Effective Teaching and Learning at University, Brisbane, September 2000. SBMS*
53. **Bailey A & Oelrichs BA** (1997) Experiences with computer based assessment. *Proceedings of the UniServe Science Computer Assessment Workshop, Sydney, p. 37. SBMS*
54. **Bailey A et al.** (1996) Interactions through computers in very large first year classes. *Proceedings of the Australasian Society for Computers in Learning in Tertiary Education Conference, Adelaide, p. 561. SBMS*
55. **Beswick E, Bailey A, Davey B, Huxham G & Oelrichs B** (1996) Using bulletin boards and self tests to enhance staff-student communication in a large student body. 'From virtual to reality', *Proceedings of the Academic and Developers Conference, Brisbane. SBMS*
56. **Kippers V & Wood W** (1996) The role of gross anatomy in the Graduate Medical Course at The University of Queensland. *Proceedings of the Anatomical Society of Australia and New Zealand Conference, Brisbane, p. 28. SBMS*
57. **Kippers V** (1996) Sports medicine in the Graduate Medical Course at The University of Queensland. *State Conference of the Queensland Branch of Sports Medicine Australia, Yeppoon, Queensland. SBMS*
58. **Oelrichs BA, Bailey MA, Beswick EA, Darch H, & Huxham GJ** (1996) Networking to enhance communication in large classes. *Proceedings of the Australasian and New Zealand Association for Medical Education, Sydney. SBMS*
59. **Oelrichs BA, Huxham G, Moss S, Pang G, Barry N & Kelly J** (1996) A journey through the heart: the reality of QuickTimeVR. 'From virtual to reality', *Proceedings of the Academic and Developers Conference, Brisbane. SBMS*
60. **Kippers V** (1994) Functional musculoskeletal anatomy for students of speech pathology and physiotherapy. *Proceedings of the Anatomical Society of Australia and New Zealand Conference, Sydney. SBMS*

NOTE: Details of some additional conference presentations in the 1990s are not available.