

Santha James

Melbourne, VIC ♦ 0411364655 ♦ santha.james@acu.edu.au

CAREER OBJECTIVES AND ACADEMIC PHILOSOPHY

My teaching philosophy embodies a passion for science, empathy to the learner in transition and a quest for scholarship of teaching. Deep learning realised through active student participation and innovative practices for high-quality learning experience aim at improving student motivation and retention. Evidence-based practice in developing curricula/teaching resources, technology use, commitment to transition pedagogy and reflective practice, enthusiasm for active learner involvement and being available to students all aim for the goal as expected under *ACU Strategic Plan 2020-2023: Impact through empathy* launched in 2019.

While continuing my rewarding career as an innovative and dedicated science educator, I want to foster critical thinking, facilitate the acquisition of life-long learning skills, develop problem-solving strategies, improve communication skills and strengthen teamwork skills for students coming from diverse backgrounds and educational histories. To achieve these ACU Graduate attributes, I plan the content, resources, methods and assessments to align with the curricular objectives in collaboration with other experts within and outside the discipline.

I seek evidence regarding teaching, learning and transition pedagogy through my research into student learning styles and students' acquisition of science concepts. Thus, my career objective now follows the ACU mission of inclusive quality education that "focuses on identifying and implementing whole-of-university approaches to improving student retention and success.... achieved through quality learning and teaching, a supportive academic culture and an excellent student experience, both curricular and co-curricular".

AWARDS AND RECOGNITION AT ACU

2021: Senior Fellow Higher Education Academy (SFHEA) recognizing professional standards and reflective practices based on the UK PSF (United Kingdom Professional Standards Framework)

2017: Nominated for the Australian Awards for University Teaching 'for engaging students from diverse backgrounds in the science curriculum and inspiring them for critical thinking and lifelong learning through scholarly teaching'

2015: Promotion from Level B to Level C

2014: ACU Citation for Outstanding Contribution to Student Learning: for engaging students from diverse backgrounds in the science curriculum and inspiring them for critical thinking and lifelong learning through passionate and scholarly teaching

2013: Faculty of Arts & Sciences (FAS) Excellence in Teaching Award in recognition of high-quality contributions to student learning in the Biosciences and transformation of teaching through scholarly activities

ACHIEVEMENTS, SKILLS AND ABILITIES

- Project management ability demonstrated by developing and implementing new courses at tertiary level:
 - Successfully developed and launched the Bachelor of Biomedical Science and the combined degrees with Laws, Business and Applied Public Health at ACU as a founding member of the Course Development Committee in 2014.
 - Led the implementation of these courses as the National Course Coordinator (NCC) from 2015 to 2019.
 - Contributed to the innovative curriculum development of the Health Sciences Peninsula Program, particularly that of the new Bachelor of Health Science/Bachelor of Social Work degree (BHSc/BSW), as a founding member of the course development team.

- Reflection and review of every unit/course in collaborative teams for ongoing quality improvement
- Led the digital uplift project for BIOL123 (2021) to motivate the small but diverse Blacktown student community by providing innovative, quality teaching that resulted in 100% pass.
- Demonstrated skills in data collection through student surveys and its analysis and use to make informed decisions in teaching improvements as evidenced from successful grants and publications listed in Tables 1 and 2.
- Demonstrated commitment to pastoral care of students as the course coordinator (CC) on Melbourne campus of ACU.
- Successfully motivated Winter School for supporting retention and course progression of the commencing nursing and midwifery students in 2007.
- Demonstrated strengths in using the latest technologies to facilitate independent and supported learning environments
 - made myself accessible, approachable, and engaging to large classes and interstate groups
 - use of Discussion Forums through LEO for students to post possible solutions as critical thinkers and get feedback, rather than be spoon-fed
 - live zoom classes and mini-vodcasts as part of my blended teaching repertoire with different needs of diverse learners since the 2020 pandemic
 - confident in use of Microsoft Office Applications, multimedia programmes, Statistical Package for Social Sciences for Windows, Internet and intranet applications (Blackboard™, WebCT, Moodle) and collaboration tools (videoconferencing, Zoom, Microsoft Teams)
- Experience in collaborative research with skills in administering questionnaires, collecting data, analysis of plasma samples, input and screening of data and analysis of data using parametric and nonparametric tests for my PhD and education research publications
- Demonstrated ability to work with a multicultural team, and highly developed interpersonal skills
- A variety of teaching strategies and learning skills suitable for undergraduate and postgraduate courses.
- Demonstrated organizational skills and effective presentation skills for seminars / workshops (see Table 2).
- Ability to work under pressure and meet deadlines as demonstrated by the course development experiences.

ACADEMIC EXPERIENCE

January 2015 – To date → Senior Lecturer (full time)

School of Science → School of Behavioural and Health Sciences

*Faculty of Health Sciences, St. Patrick's Campus, **Australian Catholic University**, VIC 3065*

Main Duties (Curriculum Development, Teaching, Academic administration & Service to the community)

- Led the development and implementation of the Biomedical Science courses at ACU since 2014.
- Guided the ongoing course development and curriculum process with situational analysis, aims/goals/objectives/outcomes, organisation of content, learning experiences and evaluation and implementation of Biomedical Science as Acting National Course Coordinator in semester 2, 2015 and as National Course Coordinator from 2016 to 2019.
 - Chaired the Course Implementation Committee and worked towards improving benchmarks and quality of the units of study
 - Served on various School and Faculty Committees
 - Prepared the Course Enrolment Guides for the single and double degrees and edited the relevant sections of the Undergraduate course guide working with CCs from business, public health and laws, the Course governance and marketing teams, to guide the students appropriately
 - Led the course administration duties of timetabling advice, credit approvals, course progression and course completion, consulting with the NHoS, timetable liaison officers and LICs of the various units in the program
 - Mentored changing CCs on Melbourne, Brisbane and Sydney campuses for consistent practices in student management and support such as the Show Cause Panel, Credit approval, Study Abroad and

- Course Completion responsibilities.
 - Success rate in the course rose incrementally from 76.43% in 2016 to 85.84% in 2019.
- Course Coordination of Bachelor of Biomedical Science in Victoria from 2015 to 2019
 - provided course-specific advice to prospective/commencing/continuing students.
 - diligently contacted and advised 'at risk' and 'show cause' students to make them motivated to continue and to helped them with customised course maps.
 - Promoted the new course with University Experience Program, Open Day Workshops and Educator Training Sessions, liaising with marketing and academic colleagues
- Course and unit reviews and redesign for ongoing improvement
 - Biomedical Science Course was formally reviewed in 2018 to plan and implement a better course and produce higher quality 'work-ready' graduates
 - Facilitated the Course Review by sending a survey through ACU@Workplace and organizing two extraordinary meetings of the Course Implementation Committee to involve all Science staff in the process, rather than just the Committee members.
 - Organised the Course Review Committee by inviting the internal and external stakeholders and remained as one of the contact persons, for confirmation of the program maps in consultation with the course governance and Admissions Teams and the various discipline representatives for the double degrees as the Chairperson for the review had resigned before the approval of the course proposals
 - Led the restructuring of BIOL123 with practicals and the incorporation of epidemiological principles and terminology into BIOL124, to ensure that the future biomedical students are not losing out by the removal of PUBH201 from their course map.
 - Every unit (BIOL123/ BIOL124/ BIOL206) and curriculum activity is reviewed at each iteration and incremental changes and innovations are made for quality improvement, analysing student evaluations and performance across campuses.
- Led the development and delivery of quality learning experiences with consistent teaching, assessment and moderation as LIC/NLIC for BIOL123, 124, 206, 125 and 126 as evidenced by SELT scores
 - Designed face-to-face and blended units of study for the new degree
 - Supported high quality teaching of all first-year students with transition pedagogy focus, increasing student satisfaction (evidenced by SELT ratings above 4) and student performance (evidenced by improved pass rates in BIOL123/124).
 - Created resources/activities to provide appropriate scaffolding for learning and student engagement
 - Used a variety of assessments constructively aligned with the Teaching and learning activities
 - Online and in-class quizzes
 - Examinations
 - Debates
 - Oral and poster presentations
 - Wiki projects
 - Critical appraisal of journal articles
 - H5P activities for self-assessment
 - Practical examination for laboratory skills assessment (motivated for and implemented this year to increase engagement and employability of the biomedical science graduates)
- Served as LIC for BMSC306 and taught into BIOL128 (Bachelor of Science), BIOL204 and BMSC306
- Volunteered to lead a professional practice unit, HLSC301 (Community Engagement) in liaison with colleagues from Public Health in its first iteration in 2017
 - challenging experience with non-science topics for discussion
 - organisation of 2 guest speakers
 - guiding individual students to come up with their own Learning Goals and Contracts illuminating ACU's principles of community engagement

- supporting students to find the right placement opportunity.
- Facilitated equitable learning to students from diverse backgrounds
 - Survey of learning styles (Tables 1 and 2) to identify and appreciate each student's uniqueness and the diversity in a classroom and remove mismatch in instructional methods
 - Construction of online resources "digital chemistry lesson" and "foundation biology module" (See Table 1) to support learners from different backgrounds
 - Supervision of Chemistry Bridging course on Melbourne campus in 2015 & 2016
 - Constructive alignment of learning outcomes (LOs) & graduate attributes (GAs) with authentic assessments and student choice
 - Variety of learning and teaching methods
 - face to face lectures with interactive pauses to engage students
 - hands-on practicals and workshops
 - active tutorial discussions
 - flipped learning
 - blended learning strategies (e.g. worksheets, video clips, web links, team tasks, real life volunteers as guest speakers to link theory to real life)
 - leading Digital uplift project of BIOL124 (2020) and BIOL123 Blacktown (2021).
 - online teaching using Zoom
- Service to the wider academic community through peer review of manuscripts for a number of learning and teaching publications:
 - *Nurse Education Today*
 - *Saudi Medical Journal*
 - *Contemporary Nurse*
 - *Anatomical Sciences Education*
 - *Psychological Reports*
 - *Nurse Education in Practice*
 - *HERDSA Conference (Poster Review)*
 - *Global Journal in Health Science*

Jan 2007 – Jan 2014 → Lecturer (full time)

School of Arts and Sciences → School of Science

Faculty of Arts and Sciences → Faculty of Health Sciences

*St. Patrick's Campus, **Australian Catholic University**, VIC 3065*

Main Duties (Teaching, Research, Academic administration & Service to the community)

- Provided high- quality teaching into large biology units serving a multidisciplinary cohort (Nursing, Paramedic, Midwifery, Occupational Therapy, Speech Pathology, Public Health, Exercise Science) in the Faculty of Health Sciences in 2007-2014.
- Actively engaged first-, second- and third-year students as part of the Science team and coordinating teaching/learning and curriculum development as LIC
- LIC for BIOL111, BIOL117, BIOL118, BIOL120, BIOL121, BIOL217, BIOL326
- Taught into BIOL119, BIOL122, BIOL228, BIOL229 and NUR258 units
- Pioneered online topic-wise quizzes to encourage regular self-assessment and feedback to make the students confident learners: this practice evolved into the weekly online quizzes (4.43; *BIOL121-SELT, 2015*) in bioscience units nationally due to the high student appreciation.
- Supported ACU's Atherton Gardens Homework Club over many years, empowering the marginalized school children in the neighbourhood.

Jan 2005-2006

Senior Lecturer (0.8) → Senior Lecturer (full time)

*School of Primary Health Care, Faculty of Medicine, Nursing and Health Sciences,
Peninsula Campus, Monash University, Frankston, VIC 3199*

Main Duties (Curriculum Development, Teaching & Academic administration)

- Developed the unit called Mind and Body (HSC1062) with double credit points in collaboration with 14 academics from Health Science, General Practice, Psychology and Psychological Medicine, following the principle of student-centred learning driven by a case-based approach and effectively integrating physiology and psychology.
- Proposal, development and successful first run of a Health Science unit in Epidemiology and Public Health in Semester 1, 2006 applauded by student representative in Year Level Meeting as the most organised and popular, though demanding unit in the new course.
- Successfully developed and delivered five new cases and adapted five cases developed for Medical and Nursing students each week for the double degree and diploma students in 2006.
- Timely completion of the HSC2031 Unit Guide, Study Guide & Tutor Guide with Teaching and Learning activities (26 lectures and 12 X 2 hours tutorials) complete with readings for final printing/binding made the moderators comment that it was an excellent unit matching objectives, teaching and learning activities and assessment techniques.
- Prepared 17 hours of bridging content (HSC1003), referring to 4 Diploma of HSc units and comparing with the content for Mind and Body for smooth transfer of the Diploma of Health Sciences students to the second year of the double degree.
- Completed the HSC1021 (12 credit points) unit with six components, collaborating with a colleague.
- Volunteered tutorial help to the Diploma of Health Science students who were struggling to cope with the BMS1021 unit (Cells, Tissues and Organisms, offered from Clayton campus).
- Organised a lecture and workshop with three guest presenters on “ageing” as part of HSC1003 (OT/Social Work) when the staff member responsible resigned.
- Prepared 4 tutorials (socially marginalised groups/regulating bodies in public/social mediation of ageing and disabilities/health issues related to Aboriginal and Torres Strait Islanders) by reading up and understanding the topics and the context and then assessed group presentations in HSC1042 (Multicultural Issues for Diploma of Health Sciences) in September/October on request for help from Nursing colleagues.
- Quality teaching of HSC1003 (2005), HSC2031(2006) and HSC1062(2006) with combination of lectures, interactive Internet activities, practicals, and videos/worksheets was highly appreciated by the students during evaluation.
- Contributed to successful course and unit coordination in the Diploma program
- Enhanced Teaching & Learning activities by developing and maintaining MUSO sites for HSC1011 (Professionalism in the health sciences) and & HSC1032 (Health services and health promotion in the Australian context)
- Supported colleagues by proofreading the course handbook, Unit Guides for HSC1032 (Health services and health promotion in the Australian context) & HSC1042 (Multicultural issues in health sciences) and the bridging unit (HSC1003).
- Liaised with Administrative Staff in the HSPP and Faculty regarding undergraduate handbook, website updates, VTAC/Victer publication updates, exam timetable and so on.
- Assisted Admin team to coordinate the prospective student activities – At Monash, Open Day and School visits from our catchment area
- Made a public presentation to prospective students and parents on Open Day, providing course information.
- Year 2 Committee Convenor (2006): convened the planning and evaluation meetings in each semester and reporting to the course management committee for quality assurance of the programs.

- HSC1062 Unit coordinator (Sem 2): responsible for bringing the whole team together, to engage in smooth day to day running of the busy multidisciplinary unit - organising relevant workshop leaders, T & L support, parking permits, attendance registers, case studies, labs, readings, assessments, markers and more to facilitate wholesome learning, prepare lectures and other activities.
- HSC2031 Unit Coordinator (Sem 1): Organisation of guest lecturers, MUSO set ups, assessments, marking and feedback and facilitate the progress of the small group.
- Primary Selection Officer (2005 and 2006): VTAC Selection/Admissions – This role necessitated familiarity with the Omega database, VTAC applicant categories, SEAS categories, pre-requisites, requirements for Social Work and much more.
- Contact person for mid-year intake of Diploma of Health Science students and support to reactivate the Diploma and prepare the course brochure/application form/information pack and so on.
- Chairing Year Level Management Committee Meetings
- Successful site visit placements for 135 students in the Diploma of Health Sciences/Bachelor of Emergency Health as part of the requirements for HSC1021 (Professional Issues) - a mammoth task requiring hours of negotiation with participating institutions and individuals and required setting up of databases.
- Created a unit evaluation questionnaire with quantitative and qualitative elements to evaluate HSC2031, which was hailed by all members of the Department and used for student evaluation of the various Health Science units.

Jan 2004 – Dec 2004 Lecturer (0.6), Applied Sciences, Peninsula Campus, Monash University, Frankston, Victoria, Australia

Main Duties (Teaching and academic administration)

- Quality lecturing to Science for Nursing 1, 3, 4 & 5 students, earning good scores and positive comments in student evaluation surveys.
- Unit co-ordination for Science for Nursing 3
- Development of course materials and tutor notes for the new PBL course to teach Concepts of Pathophysiology, a unit for Nursing Science.
- Organizing and conducting tutorial activities (Science for Nursing 3, 4 & 5) in a variety of ways
- Conducting Laboratory activities for the various levels (Science for Nursing 2, 3, 4 & 5) in an engaging manner
- Up-to-date maintenance of WebCT sites for the courses responsible and support to colleagues
- Continuous assessment through Quizzes and Computer-based Case Studies and setting and marking of Examinations and assignments
- Designated officer-in-charge of the Anatomy Museum

March 2003 – Dec. 2003 Lecturer (Sessional), Applied Sciences, Gippsland Campus, Monash University, Churchill, Victoria, Australia

Main Duties (Teaching)

Demonstrated Quality teaching as a sessional (lecturing to ~ 90 Year 2 Nursing Science students; organizing and conducting tutorial activities in a variety of ways; continuous assessment through Quizzes and Computer-based Case Studies and revision of module notes for 2004) led my supervisor to recommend me to be employed as a 0.6 part-time lecturer at Monash Peninsula

Oct. 2003 – Dec. 2003 Teacher (0.63), Padua College, Oakbank Road, Mornington, Victoria, Australia.

Feb. 2003 – Oct. 2003 Year 10 Biology Teacher (0.2), St. Catherine's School, Toorak, Victoria, Australia.

Jan. 2002-Jan. 2003 Full Time Replacement Teacher (Information Technology and Religious Education), Sacred Heart Girls' High School, Oakleigh, Victoria, Australia.

1986 – 1999 Lecturer, Department of Biological Sciences, University of Northwest, Mmabatho -

South Africa.

Main Duties (Teaching, Curriculum development & academic administration)

- Contributed to the supply of high-quality nurses with proper scientific foundations, by developing and teaching a course in Human Anatomy for the newly introduced course of Bachelor of Nursing Sciences, according to the requirements of the Nursing Association of South Africa.
- Popularised the study of genetics and evolution at the undergraduate level in the University of Northwest, resulting in a demand for postgraduate modules in the area.
- Developed and mounted the honours modules in classical and molecular genetics, despite a severe lack of facilities in the University of North West in South Africa.
- Supervised Honours and capstone student projects; microteaching and teaching practice of the student teachers in schools in the South African University's catchment area.
- Effectively delivered lectures to undergraduate students (Nursing and Science) and postgraduate students (Science and Education).
- Conducted collaborative research in an area of specialisation (Nutritional epidemiology – Plasma fibrinogen of Africans).
- Prepared course outlines, lecture notes and practical manuals for human anatomy, cell biology, genetics and postgraduate diploma in biological education.
- Chaired the syllabus panels for the affiliated colleges of education (Biological Sciences) and the college of nursing (Scientific Foundations of Nursing).
- Revised college biology curriculum to introduce practical work and enable entry of diploma students into the degree programme at levels 1 and 2.
- Served as Examiner/Moderator for the affiliated colleges of education and nursing, maintaining high standards.
- Rendered community service, teaching in Winter Schools/acting as Adjudicator for Science Fair)

ACADEMIC QUALIFICATIONS

2011-2012 Graduate Certificate in Higher Education: Australian Catholic University

2001-2001 Postgraduate Diploma in Computer Education, The University of Melbourne.

1995-2000 Ph.D. in Nutritional Epidemiology, North-west University, NW province, South Africa.

OTHER SCHOLARSHIP OF TEACHING ACHIEVEMENTS

Table 1 RESEARCH GRANTS FOR EVIDENCE-BASED TEACHING		
Applicants (Year)	Research Grants (Amount)	My Contribution
Santha James & BIOL121, BIOL123 and BIOL125 LICs (2018)	ACU Teaching Development Grant 2018 - Gauging Student Pre-concepts in Biology (\$12,000.00)	75%
Genevieve Morris & Santha James (2014)	ACU Teaching Development Grant 2014 – Fundamentals of Biology Module (\$11,540.00)	30%
Santha James & Genevieve Morris (2013)	Digital Chemistry Lessons - Pre-recorded Video Lectures LTC, (\$9,000.00)	70%

Santha James (2012)	International Conference Travel Grant (HERDC Cat 5) "Student learning preferences and academic achievement in biology for health science students: a pilot study". (\$2,000.00)	100%
Santha James (2009)	SAS Conference Grant) "Exploring Learning Styles among First Year Nursing students" Australia & New Zealand Association for Medical Educators, Tasmania (\$600.00)	100%
Santha James & Angelo D'Amore (2008)	FAS Early Career Research Incentive Award (ECRIA) "Do learning styles and preferences matter?" (\$5,000.00)	70%

Table 2 PUBLICATIONS AND PRESENTATIONS

ERA-ranked Journal Publications (C1: HERDC Category)
1. James, S., Morris, G. M., Martinac, B. (2016). Online Science Modules for Transition to University in Health Sciences; 9th Annual International Conference of Education, Research and Innovation – 2016 14-16 November; Seville, Spain. ICERI2016 Proceedings; doi: 10.21125/iceri.2016. 8 pages
2. Mitchell, E. K., James, S., & D'Amore, A. (2015). How learning styles and preferences of first-year nursing and midwifery students change. Australian Journal of Education, 59(2), 158-168. doi: 10.1177/0004944115587917. 11 pages
3. James, S., Pezic, A., Ponsonby, A. L., Lafferty, A., Glasgow, N., Ciszek, K., ... & Douglas, K. (2013). Obesity and asthma at school entry: Co-morbidities and temporal trends. Journal of paediatrics and child health, 49(4), E273-E280. doi: 10.1111/jpc.12160. 8 pages
4. D'Amore, A., James, S., & Mitchell, E. K. (2012). Learning styles of first-year undergraduate nursing and midwifery students: A cross-sectional survey utilising the Kolb Learning Style Inventory. Nurse education today, 32(5), 506-515. 10 pages
5. James, S., D'Amore, A., & Thomas, T. (2011). Learning preferences of first year nursing and midwifery students: Utilising VARK. Nurse education today, 31(4), 417-423. 7 pages
6. James, S., Vorster, H. H., Venter, C. S., Kruger, H. S., Nell, T. A., Veldman, F. J., & Ubbink, J. B. (2000). Nutritional status influences plasma fibrinogen concentration: evidence from the THUSA survey. Thrombosis research, 98(5), 383-394. 12 pages

International Conference Presentations (E2: HERDC Category)
McKenzie, N., James, S., Fernandez, F., Kelly, N., Stevens, J., Rusznak, Z., Mahoney, P., Williams, J., Lay, E., Lord, R., Larkin, M., Mehta, H., Relf, W., Martinac, B., Morris, G., Rouf A. N Gauging Students' Pre-concepts in Biology: SoTL study. Poster presented at: STLHE 2019 SAPES Winnipeg, Manitoba. July 2019.
James, S. (2012). Student learning preferences and academic achievement in biology for health science students: a pilot study. Australia & New Zealand Association for Health Professional Educators 2012 (ANZAHPE 2012) Conference. Rotorua, New Zealand, June 26 – 29, 2012.
D'Amore, A., James, S. & Thomas, T. (2009). Informing Educators about Student Learning and Preferences: A Study of First Year Nursing Students by Poster presentation. SCUTREA (Standing Conference on University Teaching and Research in the Education of Adults). The 39th SCUTREA Annual Conference. University of Cambridge, 7-9 July, 2009.
James, S. & D'Amore, A. (2009). Exploring Learning Styles among First Year Nursing students. ANZAME09 (The Association of Health Professional Education). Launceston, Tasmania, 30 June – 3 July, 2009.
Vorster, H.H., James, S, MacIntyre, U, Jerling, JC, Veldman, FJ, Nell, TA, Venter, CS, Kruger, HS, Kruger, A, Lessing, C. The relationship between plasma fibrinogen and nutritional status: the THUSA study. XVth International Fibrinogen Workshop, Cleveland, Ohio, U.S.A. 13 – 15 August 1998.
James, S., Vorster, H., Jerling, J., Veldman, F., Burger, H., Nell, T., Lessing, C. & Kruger, H. The impact of urbanization and the nutrition transition on plasma fibrinogen of Africans: the THUSA study (Poster). 16th International Congress of Nutrition, Montreal, Canada: 27 July – 1 August 1997.
National Conference Presentations
James, S., Rusznak, Z., Kelly, N., Stevens, J., McKenzie, N, Fernandez, F., Mahoney, P., Williams, J., Lay, E., Lord, R., Larkin, M., Mehta, H., Relf, W., Martinac, B., Morris, G., Rouf A. N. (2021). Abstract accepted for HERDSA 2021, but conference cancelled due to lockdown in Brisbane.
James, S., Zoltan, R., Lord, R. & McKenzie, N. (2018). Gauging Student Preconcepts in Biology, July 27. Poster presentation at the 4th LTC conference, ACU, Sydney.
Lys, I., James, S., Ballard, F., Hurley, L. & Crisp, C. (2018). Student led participation in development of all teaching resources and assessments from second year onwards: Fool's idea or much more? July 27. Round Table presentation at the 4th LTC conference, ACU, Sydney
Lys, I., Martinac, B., James, S. et al. (2018). Get wise with PeerWise for students and academics, July 27. Nuts and Bolts presentation at the 4th LTC conference, ACU, Sydney
D'Amore, A., James, S. & Mitchell, E. (2010). Learning Styles and Preferences: A Study of First Year Undergraduate Nursing and Midwifery Students. Health Professional and Health Sciences Educational Research Symposium 2010. 'From Educational Research to Educational Practice'. 30 September, 2010.
James, S., Vorster, H., Jerling, J., Veldman, F.J. & Nell, T. Association of plasma fibrinogen with serum albumin: A new health indicator from the THUSA study? Fifth biennial congress of the Association for Dietetics in South Africa and 17th biennial congress of the Nutrition Society of Southern Africa. Sun City. 25-29 May 1998.
Vorster, H. H., James, S., Nair, C. H., Kruger, H. S., Nell, T. A. The relationship between nutritional status and plasma fibrinogen. 36th SEMDSA/6th LASSA/4th DESSA workshop, Durban: 2-7 April 2000.

PROFESSIONAL MEMBERSHIPS AND VOLUNTARY AFFILIATIONS

Member: American Association for Advancement of Science (AAAS)

Life Member of the Anatomical Society of Southern Africa.

Affiliation with other health science education journals [Andrology Australia, Biomed Central, Nature...]

PROFESSIONAL REFEREES

Professor David Greene

National Head of School
School of Behavioural and Health Sciences
Faculty of Health Sciences, ACU,
NSW 2135.

Tel: (03) +612 9701 4377

E-mail: David.greene@acu.edu.au

Dr Zoltan Rusznak

Head of Discipline (Science)
School of Behavioural and Health Sciences
Faculty of Health Sciences, ACU
QLD 4014.

Tel: (07) 3623 7583

Email: zoltan.rusznak@acu.edu.au