

# 2015 Australian Awards for University Teaching

## Australian University Teacher of the Year

### **Associate Professor Halim Rane**

*Griffith University*

Associate Professor Rane has been influential in shaping new forms of teaching Islamic studies in Australia. He is a distinguished scholar and his research has played a significant role in helping to constitute what is a relatively new field of study both here and abroad.

He has been an active academic leader, designing and delivering the Islam-West Relations major, and has been pivotal in re-designing the new Bachelor of Arts at Griffith University. Associate Professor Rane developed and implemented an innovative capstone course, Muslim World Study Tour that takes students to Malaysia, Turkey, Spain and Morocco. This course promotes cultural competence and intercultural understanding and provides students with experiential insights and helps prepare them for a globalised future. Graduates of Associate Professor Rane's courses have secured highly successful jobs in foreign affairs, defence, journalism, international aid agencies and immigration.

Student feedback affirms the transformational nature of his teaching and his ability to engage students and give them important knowledge and skills for their future careers.

### **Associate Professor Kevin Tant**

*Monash University*

Associate Professor Kevin Tant has made significant and imaginative contributions to teaching excellence and student learning in the field of finance. He led the software and hardware design and build of the Simulated Teaching and Research Laboratory (STARLab). This is a state-of-the-art learning environment that enables students to move seamlessly between theoretical models and practical financial trading. The STARLab has been a vital contributor to maintaining Monash Business School's international accreditations, and to curriculum and pedagogic innovation in Australia and the Asia Pacific region.

He is a passionate and effective communicator of his knowledge and has worked closely with colleagues to introduce an additional range of software in subjects such as business and corporate finance, derivatives, equity markets, financial management, investments and portfolio management, and the management of financial institutions. These immerse students in active simulated contexts where the relevance of learning is demonstrable and students are highly motivated and engaged.

# 2015 Awards for Programs that Enhance Learning

## For EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

### National Exceptional Teachers for Disadvantaged Schools Program

*Queensland University of Technology*

This innovative program selects pre-service teachers with the highest academic results and prepares them to specifically work with disadvantaged communities. 80-90% of program participants chose to go on and work in disadvantaged communities. Having exceptional teachers, with the right skills, choosing to make a difference in this way, is incredibly important for the Australian community. The success of the program has led to 6 other Faculties of Education around the country adopting this program.

## For INNOVATION AND FLEXIBILITY IN CURRICULA, LEARNING AND TEACHING

### Academic Operations Sustainability Integration Program

*University of Tasmania*

This Program links teachers and students with university operations in an experiential learning approach that uses the campus as a living laboratory. The program seeks innovative solutions to implement the UTAS Environmental Management Plan. It provides a framework for targeted place-based education projects that focus student learning on the delivery of real-life and measurable operational outcomes for the University.

### National Health Education and Training in Simulation

*Monash University*

Simulation based education is a crucial component of modern health care education. The National Health Education and Training in Simulation program is designed to teach educators how to use simulation methodologies and also to introduce simulation's role in enhancing learning in clinical environments. The program has an extraordinary national reach, ensuring that a diverse range of teachers and students have access to quality learning and teaching through simulation. It has a particular focus on rural participants, and ensuring that simulation based education can be well utilised in the most remote parts of Australia.

### Peer Assisted Learning Program

*The University of Sydney*

Skills in peer teaching, assessment and feedback are attributes that today's medical student graduates are now expected to have, yet traditionally these skills are not commonly part of the student's medical studies. The Peer Assisted Learning program was developed to enable

students to develop these skills as part of their medical studies and has been extremely successful in building the confidence of graduates.

### **For POSTGRADUATE EDUCATION**

#### **Teaching Advantage Program**

*Queensland University of Technology*

Most doctoral students in Australia receive no education for tertiary teaching, although many teach and want to become academics. The Teaching Advantage program prepares doctoral students for current and future teaching appointments. The program provides doctoral candidates with a teaching development program that improves their teaching self-efficacy and enables them to transition successfully into academia.

### **For STUDENT EXPERIENCES AND SERVICES SUPPORTING LEARNING, DEVELOPMENT AND GROWTH IN HIGHER EDUCATION**

#### **Increasing Global Mindedness through International Service-learning: Kenya Immersion Project**

*The University of Notre Dame Australia*

This outstanding project is dedicated to promoting social justice through service-learning, achieved by immersing students in a community that has experienced appalling hardships. The students share their skills and abilities with the Pipeline Internally Displaced Peoples camp near Nakuru, Kenya. The students build connections between their own world and the world of others. This experience provides students with global perspectives and enhances intercultural understanding and empathy. The project and ongoing fundraising provides the community with many educational and health benefits.

#### **New England Award**

*University of New England*

The New England Award program is designed to encourage, recognise and reward students' personal and professional development through participation in extra-curricular activity. It is open to all UNE students and is targeted at 'whole person' development. The underlying philosophy of the program acknowledges that well-rounded graduates have accomplished a combination of academic achievement, real world experience and personal growth.

## For WIDENING PARTICIPATION

### **Aspire UWA**

*The University of Western Australia*

This highly innovative educational outreach program works with 52 Western Australian secondary schools to inspire and assist students from disadvantaged backgrounds to access the lifelong benefits of university study. The program's learning framework is designed to build academic and cultural capacity to support students' educational goals and successful transition to university.

# 2015 Awards for Teaching Excellence

## For BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

### **Dr Craig Engstrom**

*The University of Queensland*

One of the innovative teaching approaches developed by Dr Craig Engstrom is the Online Clinical Assessment of Practical Skills (eCAPS). The key to eCAPS is having students work in collaborative teams to teach and learn from each other. They view online videos of expert clinical examinations and produce their own videos to share with their peers and teachers to show their skill levels and receive feedback to help improve their learning.

### **Dr Mike Weston**

*Deakin University*

Through his teaching Dr Mike Weston brings to life his favourite ancient Chinese proverb  
“tell me- I forget  
show me - I remember  
involve me – I understand”

A true champion of immersion, experiential learning, Dr Weston’s favourite classroom for his students is the “classroom without walls”. Intensive field trips are a core component of his wildlife and conservation biology courses, where students get to experience first-hand working with wildlife and the natural environments they live in.

## For EARLY CAREER

### **Dr Peter Denney**

*Griffith University*

Dr Peter Denney loves teaching first year world history in particular because of the experience of seeing student’s lives transformed and witnessing that moment when they suddenly see the world in a different way. Peter’s students consistently praise his absolute passion for teaching history and relaying it in a way you can understand, interpret and enjoy.

### **Dr Catherine J. Frieman**

*The Australian National University*

Dr Catherine Frieman is an early career academic whose passion has been underwritten with a critical and considered understanding of her role as an educator. She has a rare ability to engage a student’s interest through instilling both pride and self-confidence in the development of a student’s critical thinking skills. Her courses in archaeology make students think in different ways and challenge them to consistent self-improvement.

## **Dr Elizabeth New**

*The University of Sydney*

Dr Elizabeth New leads her chemistry students through enquiry based learning, encouraging them bring their own samples to class and formulate their own research questions so they can have a real taste of how exciting it is when they are genuinely making new discoveries.

Dr New has worked with great imagination and skill in developing not only new research-enriched experiments but also an approach to assessment which has ensured that students have the attributes required in research and the wider workplace.

### **For PRIORITY AREA 2015: HIGH IMPACT INTERVENTION FOR PROGRESSION, RETENTION AND ATTAINMENT**

## **Dr Caryl Bosman**

*Griffith University*

Dr Bosman's success as an educator is linked to her remarkable ability to connect her students to the real world of the planning discipline early in their first year studies so students can genuinely understand and experience what lies ahead in professional planning practice.

Dr Bosman strives to get students to engage with one another to form supportive learning networks. A key strategy is to connect students to their campus to demonstrate the importance of place, a concept central to a career in planning.

### **For HUMANITIES AND THE ARTS**

## **Mr Simon McIntyre**

*The University of New South Wales*

Mr McIntyre's teaching passion is to close the digital literacy gap for students and teachers. He has pioneered award winning online teaching practices, motivating hundreds of students to build their digital literacy and collaborative skills. He also led the design and implementation of a series of award winning UNSW professional development programs for online teaching practices. He designed the world's first fully online Master of Cross-Disciplinary Art and Design program and several successful globally disseminated projects, including the Learning to Teach Online professional development resource and the Massive Open Online Course.

## **Associate Professor Halim Rane**

*Griffith University*

Associate Professor Rane has demonstrated a deep commitment to securing the best possible outcomes for his students. Through his classes in Islamic studies he has established a highly effective teaching model based on ongoing dialogue with students. His students are able to constructively engage with the contemporary challenges in courses focusing on significant social and global challenges. Student feedback affirms the transformational

nature of his teaching and his ability to engage students and give them important knowledge and skills for their future careers.

### **Mr Tim White**

*Edith Cowan University*

Mr Tim White has created a generation of outstanding young percussionists who have gone on to challenge the world. His inclusive and nurturing teaching approaches have enabled him to achieve outstanding success in graduate employment outcomes, and his students have established stellar careers in the percussion world due to their exceptional abilities and musicianship.

### **For LAW, ECONOMICS, BUSINESS AND RELATED STUDIES**

### **Associate Professor Kevin Tant**

*Monash University*

Associate Professor Kevin Tant's passion for teaching has driven him to deliver an educational experience that is motivating, relevant, challenging and inspiring. His flagship innovation is the STARLab which simulates the professional market trading system. Students describe Dr Tant's lessons as inspiring and mind-blowing. Venturing into the virtual world of financial markets is a real highlight for many of his students.

### **For NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION**

### **Dr Asmi Wood**

*The Australian National University*

Dr Asmi Wood has transformed the ANU's Indigenous Law Program, moving it from a zero percentage graduation rate to a 94% graduation rate. Dr Wood has a great ability to inspire and motivate his students. His academic support is matched by the care he takes in supporting them beyond the classroom, including involvement with their families, schools and their cultural activities.

### **For PHYSICAL SCIENCES AND RELATED STUDIES**

### **Associate Professor Joe Hope**

*The Australian National University*

Associate Professor Joe Hope is a world class research physicist with an international reputation as a world class lecturer. In the pursuit of the best learning outcomes for his students, Associate Professor Hope has thrown his lectures out the window and pioneered the flipped classroom model in physics. He has replaced his lectures with best practice online materials and restructured face-to-face time into workshops that allow critical scaffolding activities to help students master key skills and apply them in an authentic context.

## **Mr Michael Jennings**

*The University of Queensland*

Mr Jennings's teaching success is due to his philosophy of identifying and then building upon students' current knowledge. He skilfully connects mathematics to everyday contexts through real-life case studies that illustrate the usefulness and beauty of mathematics. This has inspired and enabled his students to excel in what is commonly regarded as a difficult discipline. Mr Jennings uses technology to gather data and then design innovative resources that support diverse student cohorts, including the internationally renowned GetSet formative feedback system and SmartAss self-testing system.

### **For SOCIAL AND BEHAVIOURAL SCIENCES**

## **Dr Gery Karantzas**

*Deakin University*

Over recent years Dr Karantzas has developed a reputation as a national leader in teaching and learning. One significant contribution has been the development of Collaborative Problem Based Learning approach for psychology teaching. This approach is based on research on how individuals socially construct knowledge through integrating the perspectives and understandings of others.

Dr Karantzas approach has had a national impact in a relatively short period of time, including its uptake by ten psychology departments in Australian universities as well as attracting international attention.

# 2014 Australian Awards for University Teaching

## Australian University Teacher of the Year

**Dr Brydie-Leigh Bartleet**

**Griffith University**

Humanities and the Arts

For well over a decade Dr Brydie-Leigh Bartleet has played a leading role in the development of innovative practices, new curriculum resources, course and program designs, and community engagement initiatives in music learning and teaching across a diverse range of higher education settings. She is a national leader in arts-based service learning with First Peoples and universities, and internationally recognised as a catalyst for the creation of learning programs that mobilise and connect students, educators, administrators and community partners both inside and outside university walls. Brydie-Leigh is an engaged educator who actively works at the interface of universities and communities, musical practices and research, formal and informal learning settings and cultural traditions. She moves in and between many varied settings from Conservatoire classrooms to remote Aboriginal communities and leads her students and colleagues on these learning journeys with her. Her approach is underpinned by active scholarship, as her track record of 100 disciplinary and educational research outputs attests, and she plays a leading role in fostering research training across the student lifecycle. Brydie-Leigh leads Griffith's award winning Winanjikari Service Learning program, the Bachelor of Music Honours degree, and is Deputy Director of the Conservatorium's Research Centre.

# Career Achievement Award

## Professor Paul Ramsden

Professor Paul Ramsden has had a long and pre-eminent career in the field of teaching, learning and policy studies in higher education, raising the profile of teaching in an environment sometimes weighted by an emphasis on research. The focus of his work has not been on teaching at the expense of research but on necessary excellence in both. Professor Ramsden is a dual British and Australian citizen and his work has spanned higher education in Australia and internationally.

Professor Ramsden was formerly Professor of Higher Education and Director of the Griffith Institute for Higher Education at Griffith University (1993–1999), and Pro-Vice Chancellor (Teaching and Learning) at the University of Sydney (1999–2004). From August 2004 to December 2009 he was the founding chief executive of the Higher Education Academy in the United Kingdom. Professor Ramsden is a visiting professor at the Institute of Education, University of London, an adjunct professor at Macquarie University and James Cook University, and a Governor of the University of Glamorgan.

Professor Ramsden's exploration of the student learning experience and its inter-relationship with university teaching began with a PhD which found him part of a research team that uncovered the relations between students' learning outcomes and their experiences of university courses. He continued to develop this work into an understanding of the conditions for effective university teaching.

As Pro-Vice Chancellor at the University of Sydney, Professor Ramsden oversaw major strategic initiatives for improving teaching and learning in a university known for its research capacity. The initiatives saw an introduction of undergraduate teaching funding based on performance, new promotions policies that required a candidate to demonstrate superior or outstanding performance in teaching, and internal review processes led by academics. These new systems led to increased demand and engagement from students and improved levels of student satisfaction with teaching and services, and have been widely emulated elsewhere at institutional and national levels.

In 2008, Professor Ramsden advised the United Kingdom government on the future of teaching and the student experience, contributing at the request of the then Secretary of State an influential essay on curriculum and teaching quality to inform the framework for higher education in England. He was also a panel member for the 2008 Research Assessment Exercise.

Professor Ramsden is, importantly, the architect of the Australian Course Experience Questionnaire (CEQ), which became the basis for the UK's National Student Survey. The CEQ initiated a measurable and sustained examination of the quality of courses and teaching, feeding into a more informed and global perspective on ways and means to support and improve teaching in higher education. In 2010, Professor Ramsden led a major review of the National Student Survey on behalf of the Higher Education Funding Council for England.

Professor Ramsden is the author of *Learning to Teach in Higher Education* and *Learning to Lead in Higher Education* which have become seminal texts on higher education teaching

and management. With the uptake of these texts and his consulting work Professor Ramsden has been influential in an international sphere. Over the period 1993 to 2009 Professor Ramsden consulted at the Copenhagen Business School, Denmark; Council for the Renewal of Higher Education, Stockholm; Nanyang Technological University, Singapore; University of Otago, UNITEC and Auckland University of Technology, New Zealand; Singapore Polytechnic; Ngee Ann Polytechnic, Singapore; and the University of Hong Kong. Professor Ramsden has also advised the government of the Irish Republic on Ireland's future strategy for higher education. From 2007 to 2011 he chaired the international advisory board of the Swedish National Agency for Higher Education.

# 2014 Awards for Programs that Enhance Learning

## NEW SOUTH WALES

### School of Community Health Overseas Workplace-learning Program

Associate Professor Michael Curtin (leader), Ms Kristy Robson, Ms Kay Skinner

Charles Sturt University

Category: Global citizenship and internationalisation

The Charles Sturt University School of Community Health's Vietnam program enables occupational therapy, physiotherapy, speech pathology and podiatry students to complete one of their fourth year placements working in an orphanage for children with disabilities. The intention of this program is to establish a collaborative and sustainable relationship with the orphanage in which our students provide services and training as identified by the host organisation. This program has been operating since 2001 but has undergone significant development from 2008 when the program began collaborating with Yooralla, an Australian disability organisation. In addition to achieving their required discipline specific competencies, students undertaking this program develop skills in cultural competence and trans-disciplinary teamwork. Students overwhelmingly provide positive comments on the transformative nature of this intensive learning experience, about being pushed out of their comfort zone, and on how the program provides them with opportunities to expand their skills in ways that would not have been possible on an Australian placement.

### UNSW Medicine Program

Professor Philip Jones (leader), Professor Patrick McNeil, Associate Professor Anthony O'Sullivan, Dr Peter Harris

The University of New South Wales

Category: Innovation in Curricula, Learning and Teaching

In 2004, The University of New South Wales (UNSW) dramatically transformed its undergraduate Medicine program implementing innovations that have since been sustained and refined. The explicit alignment of all teaching, learning and assessments activities to graduate capabilities, critical for effective professional practice, realises the benefits of an outcomes based curriculum. Assessments are designed to ensure that students' progress in all learning outcomes across the whole program is tracked. Innovative components include an evidence based portfolio that allows students to assess their progress and verify their development. The curriculum structure embeds horizontal and vertical integration to achieve the goals of the spiral curriculum. The division of the curriculum into phases that promote different learning styles steers students through foundation knowledge and skills in medicine, to their application to clinical problems and to the development of professional attributes. A unique design that brings together students from different years has resulted in a powerful culture of peer teaching and support promoting collaborative learning and preparing graduates for work in clinical teams. UNSW graduates are distinguished by their abilities for independent learning, critical analysis and research through their participation in a substantial research project. A systematic approach to evaluation has shown enhanced student satisfaction and outcomes over the past 10 years.

## **Interprofessional Learning Modules: 'Learning Together to Work Together'**

**Associate Professor Tony Smith (leader), Dr Leanne Brown, Ms Elesa Crowley, Ms Rebecca Dutton, Hazel Harries-Jones, Ms Natasha Hawkins, Ms Alexandra Little, Ms Rebecca Marley, Dr Jenny May, Dr Alan Pederson, Ms Kelly Thurlow, Mr Luke Wakely, Ms Rebecca Wolfgang**

### **The University of Newcastle**

Category: Innovation in Curricula, Learning and Teaching

Challenges facing the health system require rethinking service delivery models and how health professionals practice. The University of Newcastle Department of Rural Health (UoNDRH) established an innovative and sustainable approach for health students: 'Learning Together to Work Together'. Over 1,500 students from ten disciplines have participated in Interprofessional Learning (IPL) Modules since 2001. Expertise for development, delivery and evaluation of the modules is drawn from rural based academics and clinicians from medicine, nursing and allied health.

Modules are case based, addressing a range of prevalent health conditions, such as stroke, trauma, diabetes, hip fractures and cancer. Teaching and learning methods include group discussion, simulated learning environments, interactive workstations and role play. Evaluation and research conducted parallel to module delivery indicate that students have a positive educational experience and IPL Modules achieve the aim of promoting the importance of patient focused, collaborative practice. As one student said, it is about: 'Looking at a patient and seeing the various aspects of their life and how each aspect has an impact on their health, and the fact that there are various professionals that focus on a particular aspect, all with the aim of improving the health of that patient'.

## QUEENSLAND

### Widening Tertiary Participation for Students from Pasifika Communities

**Ms Suzanne Wilkinson (leader), Adjunct Associate Professor Barrie O'Connor, Ms Martina Donaghy, Dr Judith Kearney, Mrs Francella Timu, Mrs Emma Tanuvasa, Mrs Glenda Stanley**

#### Griffith University

Category: Widening participation

The Griffith University Widening Tertiary Participation Program for Pasifika Communities is a successful and sustained outreach and community engagement initiative that supports Pasifika peoples by encouraging aspirations for university study, building the capacity of future and current Griffith University students, and enhancing community engagement with higher education. This three and a half year program builds on six years of university partnerships with local high schools and Pasifika communities. Its core is a culturally appropriate strategy developed and delivered in partnership with community. The program's three key phases comprise the Legacy-Education-Achievement-Dream program in high schools, the Griffith Pasifika Association at Griffith University, and the Pasifika Cultural Graduation Community celebration. Collectively, these coordinated and inter-related initiatives: encourage students' aspirations and build their capability for university study; strengthen the capacity of parents, and engage community members to support their children's educational outcomes and futures; support the engagement, retention, success and employability of Griffith Pasifika students; and promote cultural identity and voice in the university community. The program has received recognition at state, national and international levels and has been influential in shaping education policy for Pasifika students.

### Griffith English Language Enhancement Strategy

**Ms Pamela Humphreys (leader), Dr Ben Fenton-Smith, Dr Ana Lobo, Dr Rowan Michael, Mr John Smith, Dr Ian Walkinshaw, Student Linx team**

#### Griffith University

Category: Services Supporting Student Learning

Griffith University has successfully implemented a sustained, whole-of-institution, evidence-based approach to English language development, with the responsibility for English Language Proficiency (ELP) shared by both the institution and the student. The Griffith English Language Enhancement Strategy (GELES) has been designed to enhance the academic success of its international and domestic students with English as an Additional Language (EAL) background, and comprises five components systematically organised across the student lifecycle: an intensive three week preparatory program delivered prior to the start of each semester; a compulsory English Language Enhancement Course undertaken in students' first semester of enrolment; free in-degree English language support via individual consultations and targeted workshops; structured opportunities for social interaction between domestic and international students; and, a subsidised English language test (IELTS) upon graduation. Pilot work commenced in 2008 with full implementation of the

GELES in 2010. Student engagement has been consistently high, with improved learning outcomes and retention of EAL students. Griffith is the first Australian university to introduce a whole-of-university approach which comprehensively operationalises the sector's best practice standards for ELP development.

## **University of Queensland Business School MBA**

**Associate Professor Polly Parker (leader), Professor Fiona Rohde, Associate Professor John Steen, Associate Professor Neil Paulsen, Dr Timothy Kastle**

### **The University of Queensland**

Category: Postgraduate Education

The University of Queensland (UQ) Business School's flagship program, the Master of Business Administration (MBA), is a generalist degree in contemporary management practice that equips graduates with sophisticated skills in leadership and knowledge across business disciplines. MBA students are typically highly experienced managers from a wide variety of industries. A distinguishing feature of UQ MBA students is their extensive industry experience, which on average is 11 years. To better meet the specific needs of such experienced students, the program was comprehensively redesigned in 2007. A unique combination of academically rigorous compulsory courses and complementary value-adding components enhanced student learning through innovative approaches within, and beyond, the classroom. Systematic inclusion of opportunities to connect with industry and the community through projects, and a partnership with Wharton School (whose MBA is rated third globally), differentiated the program in a competitive market and led to widespread benefits for students, staff, employers and alumni. The impact is evident in independent international rankings which have placed UQ MBA at number one in the Asia Pacific region for the last two years and reflect an outstanding rise in global rankings from outside the top 100 in 2008 to 14th in 2013.

## **WESTERN AUSTRALIA**

### **First Year Advisor Network**

**Dr Janine Rix (leader), Ms Suzanne White, Mr Martin Ratcliff, Ms Sherry Fletcher, Mr Larson Lee, Ms Averil Riley, Ms Ann Lefroy, Ms Michelle Wheeler, Ms Leslie Theaker, Ms Rachel Esler, Ms Sarah Chapman, Ms Lauren McNaught, Ms Mandy Kelly, Ms Emer McKernan, Ms Mandy Middle, Ms Helen Rees, Ms Alison Hilton, Ms Kate Swan, Ms Katie Mattner**

#### **Murdoch University**

Category: The First-Year Experience

The First Year Advisor Network (FYAN) is a school-based, university-wide program designed to support all first year students in their academic and social transition to University. The FYAN provides tiered levels of support to all first year students at Murdoch University, through specific and targeted outreach telephone campaigns, a strict open door policy and coordination of multiple initiatives that enhance learning and engagement. First Year Advisors (FYAs) operate within their own schools, but also as the FYAN, to inform best practice in first year experience across the university.

First year students have come to view their FYAs as the clear first point of contact through which they can obtain advice and referrals to all other support services. The suite of activities performed by the FYAN ensures that students obtain assistance and guidance well before any transition issues become overwhelming. A streamlined and standardised approach to data collection enables efficient analysis of factors affecting engagement and attrition for first year students. The program's impact on students and staff has been positive and far-reaching as it has led to significant improvements in the transition of new students and thus the overall first year experience at Murdoch University.

### **Indigenous Cultures and Health**

**Professor Marion Kickett (leader), Ms Louise Austen, Dr Julie Hoffman**

#### **Curtin University**

Category: Educational Partnerships and Collaborations with Other Organisations

Through strong, respectful partnerships based on reciprocity, Indigenous Cultures and Health (ICH) is making a unique contribution student learning. Since 2011, the ICH unit has been taught through a partnership between Curtin's Faculty of Health Sciences and the Centre for Aboriginal Studies to thousands of students annually from over 20 disciplines as part of an interprofessional first year. In 2014, 3300 students are expected to complete the unit, which provides largely non-Aboriginal students with the opportunity to gain insight into the history, diversity and cultural ways of Indigenous Australians. The ICH program works in partnership, with local and national Aboriginal organisations and community members, to ensure that students see the essential need for cultural safety and security when working as health professionals and understand the impact of past policies and events on current and future generations of Indigenous Australians. The reputation of ICH has resulted in a national Health Workforce Australia consultancy to create an Indigenous health

curriculum framework. Indigenous Cultures and Health is innovative in design and underpinned by intercultural pedagogy, a specialised area of education. Aligned with the Universities Australia report calling for graduate Indigenous cultural competency, ICH models excellence in intercultural partnerships and is unparalleled in Australian universities.

## **2014 Awards for Teaching Excellence**

### **AUSTRALIAN CAPITAL TERRITORY**

#### **Mr Chris Browne**

##### **The Australian National University**

Category: Early Career

As a systems engineer and teacher, Mr Chris Browne's classes are centred on the innovative jigsaw classroom approach. Systems engineering is an inter-specialist engineering discipline that integrates traditional engineering specialisations and Chris has created a classroom environment that provides a coherent second year systems experience for students before they go on to specialise in third and fourth year. Placing students at the centre of their learning and providing them with a framework in which to develop, integrate and synthesise their knowledge is at the core of Chris' jigsaw classroom approach. Students are exposed to scaffolded scholarly activities, such as developing peer-reviewed research papers, co-facilitation of tutorials including the preparation of teaching materials, and the development of an individual portfolio applying the course concepts to a system in a research area of their choice. Chris currently teaches two core systems engineering courses, Systems Engineering Design and Systems Engineering Analysis. He also convenes Unravelling Complexity, a cross-college capstone course, which navigates complex problems from a range of perspectives. His research activities are focussed on designing effective hands-on learning activities in engineering topics.

### **NEW SOUTH WALES**

#### **Dr Louise Lutze-Mann**

##### **The University of New South Wales**

Biological Sciences, Health and Related Studies

Dr Louise Lutze-Mann is a highly engaged and engaging teacher of molecular and cell biology who brings an infectious enthusiasm to her teaching in a diversity of contexts. She consistently works to stimulate critical thinking and independent learning in students and to show the application of problem solving in a research context. Her teaching innovations have primarily been aimed at improving the student experience by providing resources that allow students to explore and reflect on the scientific process, provide exposure to modern techniques, enhance technical skills and underpin the understanding of theory. She has employed student-centred strategies in her teaching to enable students to think more like scientists, has innovated through using educational technology, and has countered resource constraints while deepening learning.

## Dr Chris Tisdell

### The University of New South Wales

Category: Physical Sciences and Related Studies

Dr Chris Tisdell is Associate Dean of Science at The University of New South Wales (UNSW) who has inspired millions of learners through his passion for mathematics and his innovative online approach to maths education. He has created more than 500 free YouTube university level maths videos since 2008, which have attracted over 3.6 million downloads. This has made his virtual classroom the top ranked learning and teaching website across Australian universities on the education hub YouTubeEDU. His free online e-textbook, Engineering Mathematics: YouTube Workbook, is one of the most popular mathematical books of all time, with more than 900,000 downloads in over 200 countries. A champion of free and flexible education, he is driven by a desire to ensure that anyone, anywhere, at any time, has equal access to the mathematical skills that are critical for careers in science, engineering and technology. At UNSW he pioneered the video-recording of live lectures. He was also the first Australian educator to embed Google Hangouts into his teaching practice in 2012, enabling live and interactive learning from mobile devices. He has collaborated with industry and policy makers, championed maths education in the media and constantly draws on the feedback of his students worldwide to advance his teaching practice.

## Dr Johanna Macneil

### The University of Newcastle

Category: Law, Economics, Business and Related Studies

Dr Johanna Macneil has pioneered the use of problem-based learning (PBL) in Human Resource Management (HRM) and Employment Relations (ER) education in Australia, developing curriculum, resources, and real world assessments to support the successful use of PBL by students and colleagues, and facilitating excellent student outcomes. Student satisfaction with the courses Johanna teaches has been consistently high during her seven years at The University of Newcastle. Students acknowledge the outstanding support and encouragement she provides for their learning and development: through constructive feedback, and through consistently demonstrated concern and respect for them as diverse and interesting individuals. Johanna has been a faculty and university leader in teaching and learning scholarship, designing and implementing good policy and practice in PBL and in the design of capstone courses, developing learning resources for use across Australia. She has received university and national teaching awards and been Convenor for several years of the Master of HRM Program, her success reflected in the very highest levels of student program satisfaction and impressive growth. Her impact on students' learning and their professional development has been substantial, and her good relationships with students continue long after their graduation.

## Dr Danny Liu

### The University of Sydney

Category: Early Career

Dr Danny Liu is passionate about cultivating scientific discovery and critical thinking skills in his students. Working with large undergraduate cohorts with diverse backgrounds and career trajectories, he has developed innovative technology enhanced and inquiry based teaching approaches to inspire and motivate a new generation of scientists. He has also led the large scale redevelopment of a number of first year biology courses, where his students work through a range of novel student-centric and inquiry driven learning activities that stimulate their curiosity and motivate them to develop deep scientific reasoning skills. In his teaching approaches, Danny emphasises the importance of student-student and student-instructor collegiality, leveraging technology to enhance communication in and out of the classroom, scaffolding programs to build student confidence, and grounding learning in authentic research-enriched contexts. He has received a number of university and national teaching awards, including a Vice-Chancellor's Award for Outstanding Teaching, an Office for Learning and Teaching Early Career Citation for Outstanding Contributions to Student Learning, and an Australian Society of Plant Scientists Teaching Award.

## **Dr Leopold Bayerlein**

**University of New England**

Category: Early Career

Dr Leopold Bayerlein commenced his teaching career as a Lecturer in Accounting at the University of New England in 2011. Leopold's teaching aims to motivate and inspire students through his enthusiasm for learning. Within his teaching, Leopold uses a mentorship role to encourage the active participation of his students. He develops innovative learning materials through a continuous improvement process focused on achieving learning outcomes through identifying and addressing the development needs of students. Using this process, Leopold has developed a virtual internship approach to teaching that intermeshes proven teaching strategies with an immersive virtual workplace simulation. Throughout his teaching, Leopold provides students with timely and supportive feedback, and encourages the provision of student peer-support through communities of practice. His support for the holistic development of students through mentorship, critical discussion, and the provision of flexible study options extends beyond his own teaching. His innovative teaching methods and materials are widely recognised for their quality and have been shared nationally and internationally.

## **Associate Professor Tonia Gray**

**University of Western Sydney**

Category: Social Sciences

Over 25 years, Associate Professor Tonia Gray has sustained a record of excellence and scholarly contribution to the tertiary teaching and learning landscape. The cornerstone of her teaching philosophy is Experience Based Learning (EBL), a highly individualised technique for reflective instruction. Next generation teachers are placed in authentic learning settings and then guided through carefully structured reflection so they not only learn from experience, but also develop robust skills for self-examination and critique. These attributes form the basis of lifelong learning and are integral to students' careers beyond university. Although unconventional, EBL is the signature of Tonia's multi-award winning pedagogy. Immersive, high energy group interactions, punctuated by problem solving activities, storytelling, active listening and reciprocal respect, are the modus operandi of Tonia's work. This collaborative, introspective teaching method demands a supportive, safe and stimulating environment imbued with risk taking and vulnerability, by teacher and student alike. Her expertise and reputation resulted in Tonia being a NSW and Australian national curriculum consultant. With an unwavering commitment to enhancing the quality of teaching and learning, Tonia's passion and innovation have made a longstanding contribution.

## **QUEENSLAND**

### **Professor Stephen Colbran**

**Central Queensland University**

Category: Law, Economics, Business and Related Studies

For 25 years Professor Stephen Colbran has demonstrated an extraordinary capacity to engage, inspire and motivate undergraduate law students and teachers. He is well known across Australia for his passionate advocacy for online legal education, the scholarship of e-learning and teaching, and as a specialist in Civil Procedure (litigation). He has spent his career overcoming challenges faced by online learners, transforming legal education for the twenty-first century and engaging with students in preparation for their contemporary legal careers. Stephen has created the 'ReMarks' e-grading system; conducted research and published findings; delivered conference papers, workshops, and training at most Australian Universities; and transferred the system to educational institutions worldwide. He has a passion for developing interactive visual methods of legal education and effective learning resources, and providing better feedback and assessment as a driver for student learning. His research interests include Civil Procedure, podcasting, postgraduate research and supervision networks, e-grading systems, MOOCs, iTunesU, branching animation, digital flashcards and e-learning. In 2012, under his leadership the CQU Law degree became the first open access accredited law degree available via iTunesU. Stephen is recognised as an outstanding teacher achieving widespread recognition for his contribution to textbooks, electronic teaching resources and educational software.

## Associate Professor Leonie Rowan

### Griffith University

Category: Social Sciences

Associate Professor Leonie Rowan is an imaginative, inspiring and scholarly teacher educator who works side by side with teachers of the future to develop their understanding of what quality teaching for diverse learners actually means: not just in theory, but also in practice. Drawing upon her extensive publication and research track record focused on student diversity and educational outcomes-including four competitive Australia Research Council grants and internationally celebrated books such as *Transformative Approaches To New Technologies And Student Diversity In Futures Oriented Classrooms* (2012)-she simultaneously defines and models quality teaching for diverse learners. For 20 years she has created learning environments that are intellectually demanding, but constructive and supportive and characterised by respectful relationships and opportunities to learn through 'hard fun'. Her unique teaching style has seen her nominated for university teaching awards by literally hundreds of students in the past five years. She received a Griffith Award for Excellence in Teaching (2010); an Australian Learning and Teaching Council citation for her outstanding contribution to learning and teaching in 2011; and, in 2013, was awarded the highly prestigious title of Australian Teacher Education Association: Teacher Educator of the Year.

## Associate Professor Rachael Field

### Queensland University of Technology

Category: Law, Economics, Business and Related Studies

Associate Professor Rachael Field has made a significant and positive difference to the learning experience of law students at the Queensland University of Technology (QUT) and to law student learning nationally. She has achieved national and international standing in the academy as a law teacher and scholar of legal education who is dedicated to promoting law students' success and psychological wellbeing. Rachael supports students to develop a positive professional legal identity, particularly through the teaching of dispute resolution knowledge, skills and attitudes. Her innovative use of a conversational approach models authentic legal practice; challenges and supports students through dynamic classroom discussion; and develops important legal communication skills and positive professional attitudes. Rachael's teaching is informed by her significant portfolio of scholarly research and outputs. She has made important contributions to more than ten national learning and teaching projects, including the development of the Law Threshold Learning Outcomes. Through her Teaching Fellowship, Rachael developed strategies to promote the psychological wellbeing of law students, and established the national Wellness Network for Law. Her important and sustained contribution to legal education has been recognised at faculty, institutional, state and national levels, culminating in 2013 with the award of the title of Queensland Woman Lawyer of the Year.

## Associate Professor Dann Mallet

### Queensland University of Technology

Category: Physical Sciences and Related Studies

Associate Professor Dann Mallet is an applied mathematician and mathematics educator with 15 years' experience teaching and building mathematical models of biological systems. His teaching philosophy is based on establishing exactly where students are located in their learning journey, joining them there, and guiding them through the obstacles on their individual paths. Recently, Dann has concentrated on two main areas: curriculum and classroom innovation to directly impact on student learning and capacity building of colleagues as a teaching leader at Queensland University of Technology (QUT); and nationally to increase the quality of maths learning experiences on a greater scale. His direct impact has involved motivating students through activities that are relevant in their lives, rather than through simply learning mathematics. Dann has developed curricula that connect to professions and the real world inspiring students to study mathematics. He contributes to academic capacity building at all levels: as mentor to early career academics at QUT, as a senior academic with faculty leadership responsibilities, and as leader of the Australian Mathematical Sciences Learning and Teaching Network. Dann's contributions have been recognised with AAUT citations (team in 2006 and individual in 2010), and with QUT Vice-Chancellor's Awards in 2007, 2010, and 2012.

## **Dr Susan Rowland**

### **The University of Queensland**

Category: Biological Sciences, Health and Related Studies

As an educator who teaches biochemistry and molecular biology across all levels of the tertiary curriculum, Dr Susan Rowland has translated her love for research and science communication into innovative and successful courses and extra-curricular activities for her students. Her primary focus has been to help students develop their self-efficacy, and explore their own interests and understandings in science, while also building student connections with working scientists and professional scientific practice. Susan's work in science communication has been commissioned for a government education website and a national good practice guide. Her work in enhancing undergraduate access to genuine research experiences has been recognised with an Office for Learning and Teaching National Leadership for Excellence Program Grant. Susan works actively to mentor and develop the careers and capabilities of others in her community through publications, presentations, committee work, and journal editorships. She is an Australian leader in the Scholarship of Teaching and Learning in science.

## **Dr Janette McWilliam**

### **The University of Queensland**

Category: Humanities and the Arts

Over the last six years Dr Janette McWilliam has been inspiring students through her unique teaching methods, which foster a rich appreciation for ancient cultures at the foundation of western civilization. Her students engage with innovative and personalised web based language learning resources to learn Latin and Greek. They gain real world experience by participating in local and international work integrated learning and study tour programs in Ancient History and Museum Studies, and they undertake advanced research in Australia and Italy. Janette attends to the whole student experience; her approach has a profound impact on student learning outcomes, reflected in her students' success in coursework and research, in their employment in a diverse range of careers, and in winning places in international graduate schools and internship programs. She is also a highly sought after Research Higher Degree advisor, a recipient of a University of Queensland Award for Teaching Excellence, a Faculty of Arts Award for Teaching Excellence and numerous Faculty of Arts Most Outstanding Teacher Nominations. Janette's language learning software, which has attracted national and international attention, is being adopted across two language programs. It not only improves learning outcomes positively, but also helps to make challenging courses fun.

## **VICTORIA**

### **Associate Professor Kieran Lim**

#### **Deakin University**

Category: Physical Sciences and Related Studies

For Associate Professor Kieran Lim, everything is chemistry and chemistry is everything. He uses toys, songs and analogies to help overcome students' fear of chemistry and to help motivate and inspire students to learn. Examples from everyday life illustrate chemistry concepts and make the subject relevant for students. He has been a member of national projects that have improved learning in both large classes and in laboratories. His innovative uses of videoconferencing, spread sheets and online quizzes have enhanced learning and are cited as exemplars of how technology can improve engagement and learning. Since the foundations of university education begin at school level, Kieran's accomplishments also extend to outreach activities for school students, and to professional development for their teachers, especially around the senior high school-university transition. He has been involved in the development of the school level Australian Science Curriculum and in the university level Academic Standards: Threshold Learning Outcomes for Chemistry. His developments and learning resources have been shared with colleagues and the wider academic community through refereed teaching and learning publications, invited conference presentations, and other media, and have been implemented in universities and schools in Australia, North America, UK, New Zealand and Asia.

## **WESTERN AUSTRALIA**

### **Associate Professor Michael Calver**

#### **Murdoch University**

Category: Biological Sciences, Health and Related Studies

Associate Professor Michael Calver's eclectic interests span entomology, history, literature, and music and contribute to make his biology teaching stimulating and fascinating and also unpredictable. Many students attend his classes not just to learn biology, but from sheer curiosity as to what he might do next. Michael's interests also inform his textbook writing and publications in peer reviewed educational literature. Murdoch University recognised Michael's teaching with a 25th Anniversary Special Service Medallion, Vice-Chancellor's Teaching Excellence Awards in 2001 and 2012 and a Vice-Chancellors award for Excellence in Research Supervision in 2005. In 2010 he was made a Fellow of the Royal Zoological Society of NSW for services to zoology (including teaching); in 2012 he received a Certificate of Recognition from the School Curriculum and Standards Authority (WA) for contributions to examining panels; and in 2014 he received an Open Universities Australia NOVA award for excellence in online teaching. Students contact him for professional advice after graduation and recommend him for community education roles. His teaching reputation also leads to invitations to speak or mentor.

# 2013 AWARDS FOR TEACHING EXCELLENCE

## PRIME MINISTER'S AWARD FOR UNIVERSITY TEACHER OF THE YEAR

**Institution:** Macquarie University  
**Name/Team:** Professor John Croucher  
**Category:** Law, Economics, Business and Related Studies

### Synopsis:

For over 35 years Professor John Croucher has been a leading statistician and educator with an international reputation for excellence and innovation. Embracing a philosophy of making statistics relevant and transformative, John is a national and international multi-award winner for his superior learning, innovation, teaching skills, community outreach and research.

Professor Croucher is also a prolific author and much of his work is directed to the improvement of learning and teaching at all levels. He was awarded the prestigious Distinguished Alumni Award from Macquarie for bringing scientific methods, not only to thousands of students, but also to over one million readers of his weekly newspaper column. In 2009 he voluntarily instigated a community outreach program for the Indigenous students in Papua New Guinea where he designed and lectured in a creative pioneer MBA degree. For his outstanding achievements John was made a Visiting Professor and awarded an honorary PhD for his 'outstanding contribution to the development of humanity'.

## NEW SOUTH WALES

**Institution:** University of Technology, Sydney  
**Name/Team:** Professor Rod O'Donnell  
**Category:** Law, Economics, Business and Related Studies

### Synopsis:

Professor O'Donnell is a very experienced teacher focused on improving the education of economists through innovative curriculum design, engaging teaching practice, and novel assessment tasks. For thirty years he has taught around 25,000 students, from introductory to postgraduate levels, at several universities. Previously occupied with the challenges of large class teaching and a university-wide implementation of peer assisted learning, over the last decade he has turned to creating a different form of economics course which exemplifies a new and promising model for undergraduate skill formation.

Professor O'Donnell's approach synergistically combines two objectives, the broadening and deepening of discipline knowledge, and the fostering of a rich set of graduate attributes beneficial to students, employers and society; analytical and critical thinking skills, public speaking, leadership, creativity, self-reflectiveness, and gender, cultural and ethical awareness. His teaching combines multiple economic perspectives with activity-based learning through simulations, interactive class activities and peer mentoring.

**Institution:** University of Western Sydney

**Name/Team:** Dr Joanne Lind

**Category:** Early Career

**Synopsis:**

Dr Joanne Lind is an early career academic in the field of medical genetics; training our future doctors to integrate the sciences with clinical reasoning. She has designed and implemented the genetics curriculum within a new medical school at the University of Western Sydney (UWS) using a variety of teaching delivery strategies, including interactive lectures and online modules, to transition students from rote to constructivist learning in a problem-based course. Joanne links the processes at the cellular level to disease, connecting the dots between science and medicine, and draws on her own experiences as a researcher in the field of genetics, reinforcing that knowledge learned from the foundational sciences is critical in the advancement of medicine.

## VICTORIA

**Institution:** Deakin University

**Name/Team:** Ms Helen Larkin

**Category:** Biological Sciences, Health and Related Studies

**Synopsis:**

Helen Larkin is a leader in providing authentic, creative and inter-professional learning opportunities not only for occupational therapy students, but beyond her own discipline to other health disciplines and more broadly.

By combining theory, concept, practice, reflection and improvement in an ongoing process, Helen ensures the highest quality of learning, engagement and experience for her students. Through the research and application of learning theory to her teaching, Helen has developed innovative practice-based curricula delivered in high support/high challenge classroom and online learning environments. Helen initiated and led a world first, inter-professional education initiative between occupational therapy and architecture students which continue to build the capacity of graduates to work in the newer and emerging areas of universal design practice.

**Institution:** Federation University (formerly University of Ballarat)

**Name/Team:** Associate Professor Robyn Brandenburg

**Category:** Social Sciences

**Synopsis:**

Associate Professor Robyn Brandenburg teaches in the School of Education and Arts. For the past fifteen years she has taught Mathematics Education and Professional Experience Courses in the Bachelor of Education. She is an innovative and passionate scholar who regards student voice and experience and reflection as core to her practice. She has become nationally and internationally renowned for her work in reflective practice through her books, *Powerful Pedagogy* (2008) and *Pedagogies for the Future* (Co-edited, 2013) which have been acclaimed by her peers. Robyn has received numerous awards for her teaching and research.

## QUEENSLAND

**Institution:** Queensland University of Technology (QUT)  
**Name/Team:** Associate Professor Jillian Hamilton  
**Category:** Humanities and the Arts

### Synopsis:

Associate Professor Jillian Hamilton enhances the learning of undergraduate and postgraduate students in art, design and humanities by integrating theory and practice in ways that engage students, deepen their learning, and prepare them for rapidly changing creative professions.

As Discipline Leader of Art and Design at QUT, she revitalised course curriculum to align it with student ambitions and increasing industry expectations of a theory-practice nexus. Her learning and teaching innovation, leadership, and commitment to enabling success for students and teachers in higher education is recognised by faculty, university and national awards. She inspires the next generation of academics through her theory-practice approach to learning and teaching capacity-building programs, and through sector-leading approaches to sessional academic support.

**Institution:** The University of Queensland  
**Name/Team:** Dr Sebastian Kaempf  
**Category:** Early Career

### Synopsis:

Dr Sebastian Kaempf is a Lecturer in Peace and Conflict Studies at The University of Queensland, where he teaches the first year course '*Introduction to Peace and Conflict Studies*', the second year course '*International Peacekeeping*', and the masters course '*Contemporary Peacekeeping*'.

His students attest to his enthusiasm, approachability, commitment, and ability to motivate and interest. His teaching reflects his empathy with, and genuine interest in, engaging and challenging students. He applies Universal Design principles to classroom teaching and curriculum design, offers multiple and diverse assessment items, and employs simulations, self-reflective, and multi-perspective approaches as sources of learning. Dr Kaempf pioneered the use of online teaching in a course that includes students from UQ and 20 partner universities across the globe.

**Institution:** The University of Queensland  
**Name/Team:** Dr Gwendolyn Lawrie  
**Category:** Physical Sciences and Related Studies

**Synopsis:**

Dr Gwen Lawrie is a creative educator dedicated to delivering collaborative active learning environments as a strategy for improving the first-year learning experience in chemistry. Her primary focus has been to shift the paradigm of first-year chemistry to create learning environments where students in very large classes are respected as individual learners.

Gwen encourages students to develop self-awareness of their thinking and learning processes through deep engagement and involvement in a wide range of activities designed to help them find ways to connect to chemistry through discovering personal relevance. Gwen's informed and innovative approaches to teaching, learning and assessment have resulted in enhanced student engagement in chemistry addressing diversity in students' academic ability, interest, prior experiences and career aspirations.

## WESTERN AUSTRALIA

**Institution:** Curtin University  
**Name/Team:** Associate Professor Reena Tiwari  
**Category:** Physical Sciences and Related Studies

**Synopsis:**

Teaching architecture and urban design in two departments (Planning and Architecture) at Curtin University has led Reena to build and manage successful inter-disciplinary units providing students and industry professionals with opportunities to work together on topical projects in Australia, India and Europe, in response to the need for applied, industry relevant, inter-disciplinary teaching.

Reena is passionate about democratic architecture and city building, and her teaching philosophy embodies a service learning model, in that students learn from communities, organisations and industry professionals by working closely with and for them on action projects. The classroom is thus redefined by taking it into the real world and prepares students for global problem solving and competency, while cultivating international and intercultural perspectives through building course units that go beyond national boundaries; Reena has been Visiting Professor at the University of California, Berkeley, and has been a regular guest professor in the prestigious Erasmus Mundus Masters Programme run by the European Commission.

## SOUTH AUSTRALIA

**Institution:** The University of Adelaide  
**Name/Team:** Ms Sophie Karanicolas and Ms Catherine Snelling  
**Category:** Biological Sciences, Health and Related Studies

### Synopsis:

Sophie Karanicolas and Cathy Snelling work together in The University of Adelaide's Dental School, forging a teaching partnership that is exceptional in both its strength and effectiveness. In 2000, Sophie and Cathy developed and implemented a curriculum for the new Bachelor of Oral Health, and continue to co-teach and coordinate this successful program. They both draw upon their varied backgrounds and teaching styles to offer an innovative and student-centred curriculum. Their cutting edge use of online-learning tools, such as blogs, wikis, and Interactive Learning Modules, has earned them a national and international reputation as educational leaders in the field.

**Institution:** University of South Australia  
**Name/Team:** Dr Jacqueline O'Flaherty  
**Category:** Biological Sciences, Health and Related Studies

### Synopsis:

Dr Jacqueline O'Flaherty was a successful research scientist before the realisation that her true passion lay in teaching and sharing her excitement for science. She has developed and taught many Biosciences courses for undergraduate nursing and midwifery students.

Jackie has focused on fostering engagement for online learners, particularly for students at a distance, which has been an elusive combination sector-wide. Her inclusive and transformational teaching practice, including Virtual Classrooms and Peer Mentoring, has been adopted broadly by the Health Sciences Division, across UniSA and in Open Universities Australia courses to assist learners across a range of modes ('here, near and far' students). As an early adopter of technology Jackie facilitates learning and develops strong relationships with her students, who clearly value her personal touch, expert voice and academic guidance.

## TASMANIA

**Institution:** University of Tasmania  
**Name/Team:** Associate Professor Natalie Brown  
**Category:** Social Science

### Synopsis:

As a teaching academic and head of an academic development unit, Associate Professor Natalie Brown provides excellent learning experiences for students, and inspires colleagues. Influenced by her background in science and education, her teaching philosophy espouses the power of experiential learning, engaging students through purposeful, authentic, and contextualised experiences. She immerses colleagues in the complexities, challenges and infinite rewards of teaching through drawing on their disciplines and experiences, and encouraging action research and scholarly reflection.

Associate Professor Brown has been a key contributor to the University of Tasmania's reputation in science and mathematics education, and has built strong connections between students, teachers and scientists.

## AUSTRALIAN CAPITAL TERRITORY

**Institution:** The Australian National University

**Name/Team:** Dr Carol Hayes

**Category:** Humanities and the Arts

### **Synopsis:**

Dr Carol Hayes has been a leader in Japanese studies across Asia and the Pacific for many years. As an early adopter of new digital technologies such as digital story telling she has enhanced her students learning outcomes and invigorated students to learn. The fundamental aim of her teaching is to encourage students to become proactive and self-motivated. Her holistic approach draws together students' general knowledge and their developing Japanese language skills, which she sees as being vital for Australia in this Asian Century. Her students are introduced to authentic material drawn from a variety of media such as literature, film, internet, songs, TV and other popular media. Carol emphasises the importance of grounding commentary about Japanese society and culture in primary sources so her students experience firsthand the cultural richness and diversity of the Japanese language and society.

# 2013 AWARD AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

## QUEENSLAND

**Institution:** CQUniversity Australia  
**Name/Team:** **The HealthFusion Team Challenge**  
Associate Professor Monica Moran, Associate Professor Rosalie Boyce, Professor Lisa Nissen and Ms Jane Furnas  
**Category:** Innovation in Curricula, Learning and Teaching

### Synopsis:

Countless educators have articulated the barriers to interprofessional education (IPE) such as cross-program curricula gridlock, staff and student inertia and timetable overload. Commitment to an IPE ethos is strong but implementation has proved very difficult because of these stubborn structural problems. The program described in this application was developed by academics now located at three Queensland universities and representing four professions. It utilises interprofessional co-curricular learning activities that bypass the identified impediments to IPE and equip students with team skills for real-world practice.

The HealthFusion Team Challenge program has, over its seven year history, been embraced by universities, students and health services providers nationally and internationally.

**Institution:** Griffith University  
**Name/Team:** **GUMURRII Student Support Unit**  
Ms Bronwyn Dillon, Mr Shane Barnes, Ms Kerryn Brown, Ms Kim Cannon,  
Mr Glenn Barry, Ms Letitia Campbell, Ms Jessie Elvin, Ms Rennae Waters,  
Mr John Graham, Ms Michelle Daylight, Ms Carol Edwards, Mr Edward Synot,  
Ms Debbie Woodbridge, Ms Deann Grant, Mr Donald Martin, Ms Jane Wallace, Ms Shaneen Dalton, and Ms Bronwyn Dillon  
**Category:** Widening participation

### Synopsis:

GUMURRII Student Support Unit (SSU) has developed effective programs for outreach, admission, orientation and study support which have achieved successful outcomes for Aboriginal and Torres Strait Islander students. With a physical presence on each of the five campuses, GUMURRII SSU provides a hub for the Aboriginal and Torres Strait Islander students on the campus, fostering a sense of community, enabling them to experience social and cultural activities and providing access to learning resources and personal support. It has also been successful at promoting reconciliation and a greater understanding of Aboriginal and Torres Strait Islander culture and identity at Griffith University.

GUMURRII's impact is enhanced through its effective consultation mechanisms with Indigenous communities and leaders, and through its productive partnerships with University academic and service delivery units. GUMURRII SSU secures high quality outcomes for Aboriginal and Torres Strait Islander students that are significantly above the sector.

**Institution:** James Cook University

**Name/Team:** Bachelor of Medicine - Bachelor of Surgery

Professor Tarun Sen Gupta , Dr Teresa O'Connor, Associate Professor Ruth Stewart, Ms Sharon Barnwell, Ms Simone Ross, Dr Robin Ray, Ms Maggie Grant, Dr Nichole Harvey, Mr Donald Whaleboat, Dr Roy Rasalam, Associate Professor Sarah Larkins, Dr Torres Woolley and Professor Richard Murray

**Category:** Widening participation

**Synopsis:**

The James Cook University (JCU) medical program, established in 1999 has a distinct mission to recruit students from across Australia willing to work in remote and underserved communities, and then train them to be competent graduates with enhanced skills in tropical medicine and the health of Aboriginal peoples and Torres Strait Islanders. The School is committed to addressing health inequalities and workforce mal-distribution in northern Australia.

The School utilises strong international evidence to select and support a high proportion of students from non-traditional backgrounds, thereby widening access to medical education, particularly for rural and Indigenous students. JCU has established a distinctive brand and reputation for its medical program and has the selection processes, curriculum, support strategies, rural clinical placements and research activities to facilitate and actively support student progression to demonstrably confident and competent graduates who choose careers in areas of workforce shortage and contribute widely in terms of service and advocacy.

**Institution:** Queensland University of Technology

**Name/Team:** Teacher Education Done Differently

Associate Professor Peter Hudson, Dr Suzanne Hudson, Mrs Justine Hudson,  
Dr Malian Tamiya

**Category:** Educational Partnerships and Collaborations with Other Organisations

**Synopsis:**

The Teacher Education Done Differently (TEDD) program is founded on sustained local/regional educational partnerships to advance pre-service teacher education in a low socioeconomic regional campus of QUT. Further, through its national partnerships, TEDD's reach and benefits have been extended through embedding in-school development of mentors for pre-service teachers.

At the national level, TEDD's Mentoring for Effective Teaching (MET) provides professional development for mentor teachers to enhance the quantity and quality of mentoring for students during their school experiences. Students are the direct beneficiaries of TEDD's extensive local and national partnerships-built, expanded and sustained over more than eight years. More than 600 pre-service teachers, across 70 local schools and approximately 15,000 primary students have been positively impacted by TEDD's Applied Learning Experiences. Further, MET professional development (facilitated in partnership with more than 25 universities and institutes across Australia) has trained over 900 MET facilitators to enhance pre-service teacher development in over 150 Australian schools.

## WESTERN AUSTRALIA

**Institution:** Curtin University  
**Name/Team:** Enhancing students' learning in laboratories through professional development of demonstrators  
Associate Professor Mauro Mocerino, Associate Professor Marjan Zadnik and Professor Shelley Yeo  
**Category:** Services Supporting Student Learning

### Synopsis:

In response to widespread concerns about the quality of instruction in science laboratories, a science education research-based program was developed to support the professional development of new and experienced laboratory demonstrators. This program includes a one day interactive workshop, a resource workbook and weekly discussion meetings. During the workshop, participants are challenged to think about, and discuss, a range of issues related to teaching and learning in the laboratory class. At the weekly discussion meetings, demonstrators identify the key learning objectives, safety issues, potential pitfalls and suggest possible questions they may ask to probe student understanding.

Feedback from workshop participants over the past 12 years has been overwhelmingly positive, and the team has been invited to facilitate workshops at many Australian universities and the ideas and resources developed have now been adapted at universities in Australia and overseas.

**Institution:** University of Notre Dame  
**Name/Team:** The Rural and Remote Health Placement Program (RRHPP)  
Professor Donna Mak , Ms Marianna Mattes, Professor Jennifer McConnell,  
Dr Dianne Ritson, Associate Professor Chris Skinner, Professor Alan Wright,  
Mrs Ruth Webb-Smith, Ms Elsia Archer, Mr Rod Carter, Mr Stan McDonnell,  
Ms Donna Crook, Mr Don Ennis, Mr Richard Chadwick, Ms Natalie Davey,  
Associate Professor Ilse McFerrall and Ms Deeane Lightfoot  
**Category:** Educational Partnerships and Collaborations with Other Organisations

**Synopsis:**

The Rural and Remote Health Placement Program (RRHPP) is closing the gap between rural and remote Australians and their future doctors. RRHPP reconceptualises the relationship between educators and communities and reorients the priorities of medical education.

This unique program demonstrates the following educational innovations:

- Learning about regional health issues in real-life contexts
- Alignment between classroom learning and the community placement experience
- Collaboration between a medical school, regional Shires and community organisations which are recognised as expert, equal teaching partners.

Evaluations and preliminary data from graduates indicate that the RRHPP is achieving its objectives of developing medical students' understanding of, and empathy for, the health needs of regional Australians and encouraging graduates to practise in regional Australia. This educational approach could be adopted by a variety of professions seeking to improve service delivery to regional Australia.

**Institution:** The University of Western Australia  
**Name/Team:** Undergraduate Learning and Teaching Research Internship Scheme  
Professor Sally Sandover, Associate Professor Lee Partridge and  
Dr Wayne McGowan  
**Category:** Innovation in Curricula, Learning and Teaching

**Synopsis:**

Undergraduate Learning and Teaching Research Internship Scheme (ULTRIS) was established in 2008 at The University of Western Australia (UWA), to provide an opportunity for undergraduate students from across the university to have an authentic research experience, equivalent in rigour to an Honours project. The program is highly innovative, distinctive and unique: the research projects undertaken by the students are in the extra-disciplinary domain of teaching and learning in areas of strategic importance to the institution. Students in the international ULTRIS program, from different locations world-wide, interact and share perspectives, understandings and results as their research projects unfold.

ULTRIS has been recognised as a leader in the field and is at the cutting edge in engaging students in undergraduate research into the Scholarship of Teaching and Learning through facilitating them to work collaboratively within a university and a global classroom.

## **SOUTH AUSTRALIA**

**Institution:** University of South Australia  
**Name/Team:** Student Design and Construction Program  
Mr David Morris  
**Category:** Innovation in Curricula, Learning and Teaching

**Synopsis:**

The Student Design and Construction Program at the University of South Australia is the longest running and largest practice-based teaching program of its type in Australasia in terms of the number, scale and complexity of buildings that have been designed and constructed by students. The program was initiated by David Morris to enhance student understanding of architectural design by providing practice-based learning opportunities that engage students in all stages of the architectural design process from concept to construction.

Over its 20 year history, the program has engaged students of architecture, interior architecture, industrial design, construction management and civil engineering in the design and construction of numerous community projects in very remote locations and extreme climates in Australia and, more recently, overseas. The success of the program and the building projects that result is highly regarded by the architectural profession and the program continues to attract teaching, design and community awards.

## **TASMANIA**

**Institution:** University of Tasmania  
**Name/Team:** Partnerships in Teaching Excellence (PiTE)  
Dr Kerry Howells and Ms Ruth Radford

**Category:** Educational Partnerships and Collaborations with Other Organisations

**Synopsis:**

Since 2009, a successful partnership between the University of Tasmania (UTas) and the Tasmanian Department of Education (Doe) has facilitated the Partnerships in Teaching Excellence (PiTE) program. PiTE is designed specifically to enhance the resilience and capacity of pre-service teachers to teach in schools with a high Educational Needs Index. The PiTE program supports student teachers, who are in their final year of study, to complete extra practicum time working in schools. The positive outcomes of the program have reached across a range of educational contexts to improve the quality of teaching and learning in primary schools, in secondary school specialisations, and in UTas teacher education programs.

Since the inception of PiTE, thirteen Tasmanian schools have been involved in the program and 52 specially trained PiTE graduates have been placed and retained in hard-to-staff, low social economic status and rural schools.

# 2012 Australian Awards for University Teaching

## 2012 Career Achievement Award

- **Professor Emeritus John Hay AC**

## 2012 Prime Minister's Award for Australian University Teacher of the Year

- **Dr James Arvanitakis**  
University of Western Sydney

## 2012 Awards for Teaching Excellence

### Biological Sciences, Health and Related Studies

- **Associate Professor Mounir Ghabriel**  
The University of Adelaide
- **Associate Professor Kerry Reid-Searl**  
Central Queensland University

### Early Career

- **Dr Jessica Vanderlelie**  
Griffith University

### Humanities and the Arts

- **Dr James Arvanitakis**  
University of Western Sydney
- **Professor Rick Benitez**  
The University of Sydney
- **Dr Tama Leaver**  
Curtin University

### Physical Sciences and Related Studies

- **Associate Professor Gangadhara Prusty**  
The University of New South Wales

### Social Sciences

- **Maths Education Team**  
University of Tasmania

Team members: Associate Professor Kim Beswick (leader), Emeritus Professor Jane Watson, Mr Brett Stephenson, Dr Robyn Reaburn, Dr Tracey Muir, Mr David McBain, Ms Virginia Kinnear, Mr Bruce Duncan, Associate Professor Helen Chick, Associate Professor Rosemary Callingham, Mrs Dianne Ashman

- **Professor Philip Morgan**  
The University of Newcastle
- **Dr Lisa Wynn**  
Macquarie University

## 2012 Awards for Programs that Enhance Learning

### Educational Partnerships and Collaborations with Other Organisations

- **Interprofessional Practice Placement Program**  
Curtin University

Team leader: Ms Margo Brewer

- **Remote Area Teacher Education Program**  
James Cook University

Team members: Ms Helen McDonald (leader), Mr Ian Hodges, Ms Gail Mitchell, Associate Professor Lyn Henderson, Mr Max Lenoy, Ms Woendi Southwell

### Innovation in Curricula, Learning and Teaching

- **Patient Partner Program**  
University of Tasmania

Team members: Mrs Jennifer Barr (leader), Dr Natasha Vavrek, Dr Maureen Ryan, Dr Amanda Harman, Mr Adam Hill, Dr Winnie Ho, Dr Dianne Seaton, Dr Ali Kidmas, Dr Helen Dixon, Dr Jane Strong, Dr Beth Mulligan, Dr Andrew Hodson, Dr Helen Parkes, Mrs Maria Unwin, Dr Kathryn Ogden, Associate Professor Jan Radford, Associate Professor Kim Rooney

- **The Spanish Program**  
The Australian National University

Team members: Associate Professor Daniel Martin (leader), Manuel Delicado Cantero, Dr Elisabeth Mayer, Dr Martha Florez, Professor Catherine Travis

## Postgraduate Education

- **The Asia Pacific Palliative Care program**  
Flinders University

Team members: Dr Katrina Breaden (leader), Ms Meredith Legg, Ms Meg Hegarty, Ms Kate Swetenham, Ms Kim Devery, Dr Rosalie Shaw, Associate Professor Cynthia Goh, Professor David Currow, Dr Meera Agar

- **Genes to Geoscience Research Enrichment Program**  
Macquarie University

Team members: Dr Wade Tozer (leader), Associate Professor Marie Herberstein, Associate Professor Damian Gore, Professor Michael Gillings, Associate Professor Simon George, Ms Rachael Gallagher, Udani Chandrasoma, Associate Professor Glenn Brock, Dr Andrew Barron, Dr Drew Allen, Professor Mark Westoby,

## Services Supporting Student Learning

- **Skills for Communicating and Relating in Pharmacy Training**  
The University of Queensland

Team members: Miss Jacqueline Bond (leader), Ms Alessandra Rossi, Ms Margaret Cannell, Ms Michele Feinberg, Terrilyn Sweep, Associate Professor Kathryn Steadman, Dr Wendy Green, Ms Leigh McKauge, Ms Mary Cole, Associate Professor Lynne Emmerton

## The First-Year Experience

- **Queensland University of Technology Student Success Program**  
Queensland University of Technology

Team members: Professor Karen Nelson (leader), Ms Julia Humphreys, Mr Wayne Duxbury, Ms Joanna Bennett, Ms Carole Quinn

## Widening participation

- **The ASPIRE program**

The University of New South Wales

Team members: Ms Ann Jardine (leader), Ms Alana Fasavalu, Ms Rebekah Torrens, Ms Deborah Vadasz, Ms Leanne Kelly, Rochelle Pudney, Ms Vanessa Cali, Ms Kate McGown, Ms Tamsyn Richards, Ms Fiona Nicholson

- **Diploma of Tertiary Studies Pathway**

Monash University

Team members: Dr Stuart Levy (leader), Dr Meighen Katz, Dr Mia Treacey