

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2020



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FOR UNIVERSITY TEACHING

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FOREWORD

The year 2020 will always be remembered as a uniquely challenging one for our universities – and for the communities that we serve.

The rapid spread of the COVID-19 pandemic across the globe forced the introduction of extreme public health measures to slow the spread of the virus, including lockdowns and border closures. This, in turn, meant that universities had to move swiftly to teaching online – and it forced the academic community to completely re-think how they teach and engage students in a virtual environment.

The response of our universities was phenomenal. In particular, our university staff repeatedly proved their commitment, professionalism, resilience, agility and innovative spirit throughout the crisis.

The Australian Awards for University Teaching recognise this commitment and the achievement of the outstanding teachers in our sector. The awards also support winners to deepen their scholarship and to share their insights with others, so that they contribute to raising teaching standards across the sector.

This year, the awards recognise nine outstanding teachers and programs. In addition, a Career Achievement Award honours the unique contribution of the late Tracey Bretag.

We congratulate the winners of this year's awards – and we know that, through their example, they will continue to positively influence their fellow teachers and inspire their students.



Catriona Jackson
Chief Executive, Universities Australia



Professor Deborah Terry AO
Chair (2019-21), Universities Australia

2020

**CAREER ACHIEVEMENT
AWARD**





2020 CAREER ACHIEVEMENT AWARD

PROFESSOR TRACEY BRETAG

University of South Australia

Professor Tracey Bretag believed passionately in academic integrity as the cornerstone of ethical academic practice. Tracey was a leader in the field of academic integrity research, and throughout her career she worked assiduously to expand the field nationally and internationally, and to translate her own research into practical outcomes. Her work identified the extent of problems such as contract cheating and tackled them head-on. She made a difference to the lives of her own students as well as the hundreds, perhaps thousands, she never met but through her work helped to succeed.

In 2003, Tracey convened the first national conference on educational integrity. This conference continues to be held every two years at various Australian universities. In 2005, with colleague Helen Marsden, Tracey founded the International Journal for Educational Integrity, and from 2006 was its sole editor. Tracey was the former Chair and Founding Member of the Asia-Pacific Forum on Educational Integrity, the Immediate Past President of the Executive Board of the International Centre for Academic Integrity, and an Advisory Board member of the European Network for Academic Integrity. Tracey's standing in the field of academic integrity research was recognised nationally and internationally. She was the recipient of four major research grants funded by the Australian Government Office for Learning and Teaching, with a total value of more than \$860,000. Her 2010-2012 ALTC Grant, 'Academic Integrity Standards: Aligning policy and practice in Australian universities' identified five core elements of exemplary academic integrity policy: access, approach, responsibility, detail and support. Her 2012-2013 OLT Project, 'Embedding and extending exemplary academic integrity policy and support frameworks across the higher education sector' built on this work to develop an academic integrity policy toolkit for Higher Education providers, as well as tailored support resources for educationally less prepared students in higher education.

Tracey's 2016 national study on contract cheating within Australian universities included the largest survey to date of students and teaching staff. Tracey's research into academic integrity was broad ranging and included teaching and learning, publication ethics and research integrity. She published more than 25 refereed academic journal articles and book chapters and presented her research at conferences around the world. Tracey was an Assessor for the AOLT, an ERA Peer Reviewer, and was the Editor-in-Chief of the Handbook of Academic Integrity (2016). For most of her academic career, Tracey taught at the UniSA Business School where she received a number of awards for her teaching including a UniSA Scholarly Teaching and Postgraduate Lecturer of the Year Award in 2003. From 2010, Tracey was an Ambassador for Cancer Council SA, a role she undertook with her trademark energy and enthusiasm. Tracey passed away in October 2020.

2020

AWARD FOR
AUSTRALIAN UNIVERSITY
TEACHER OF THE YEAR





2020 AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

ASSOCIATE PROFESSOR JACK WANG

The University of Queensland

Jack Wang challenges his students to become citizen scientists in the digital age, who learn through creating, analysing, and communicating scientific findings to the masses. Jack embeds disease outbreak scenarios into his teaching, which are brought to life through interactive classroom discussions, audio-visual stimulus, and hands-on undergraduate research experiences. His students are involved in innovative blended learning activities - they participate in crowd-sourced citizen science research projects to discover novel therapeutics against global pandemics and create videos and podcasts to explain their original findings to the general public.

To deliver individualised feedback for these multimedia-orientated assessment tasks, Jack developed a new learning analytics platform, which identified consistent gaps in students' technological and digital literacy. He is a strong advocate for student digital equity, and serves on an interdisciplinary panel promoting sector-wide support for digital literacy.

To further this cause, in 2015 Jack launched the Communication Ambassador Program - a nationwide initiative providing multimedia and communication training for early-career scientists. Jack's work has been funded by faculty, institutional, and external grants, and disseminated through scholarly publications, invited presentations, and peer-mentoring of academics through Advance HE. Jack Wang is a recognised leader in science education, and has transformed learning for thousands of graduates.

2020

**AWARDS FOR
TEACHING EXCELLENCE**





2020 AWARDS FOR TEACHING EXCELLENCE

LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

DR AMANDA WHITE

University of Technology, Sydney

Amanda White is a passionate educator who came from professional practice as an auditor and consultant at an international public accounting firm to teach accounting, specifically auditing – the process of determining whether management are being truthful with investors in their annual reports. Her dedication to improving the student learning experience, not only at UTS but for students around the world, is evidenced by her free learning resources on YouTube and open access initiatives around academic integrity.

Amanda is valued by her students for her dedication to making sure they understand auditing deeply, as well as developing the skills they'll need to become accounting professionals such as oral communication, team work and workplace technologies such as video interviews. She uses flipped learning, team-based assessment and collaborative technologies to build a social learning experience – where students learn from each other as well as from their teacher. Amanda aims to build strong relationships with her students that continue to grow once students leave her subject and graduate university.



2020 AWARDS FOR TEACHING EXCELLENCE

PHYSICAL SCIENCES AND RELATED STUDIES

ASSOCIATE PROFESSOR MICHAEL COWLING

CQUniversity, Australia

Associate Professor Michael Cowling is an award-winning technology strategist and communicator committed to fostering thoughtfulness in educational technology for students and educators. For more than 20 years Michael has been a leader in educational technology and computer science education. He is an Associate Professor in Information and Communication Technology at CQUniversity Australia where he teaches in complex educational settings across six metropolitan and regional campuses, face-to-face and online.

As founder of the CREATE Lab he leads collaborative research and engagement around technology and education. He is an Advance Queensland Community Digital Champion, and an Australasian Society for Computers in Learning in Tertiary Education Community Fellow. His Queensland Government workshop series 'Weaving Technology into the Fabric of the Classroom' has trained hundreds of educators about innovative technology, and in the CSIRO-supported 'Professor Tech' program he has presented to students in over a dozen K-12 schools. His own higher education students, as well as hundreds of school teachers, and tens of thousands of students from kindergarten through to doctoral level have learned directly and indirectly from him, benefitting from his mantra of 'pedagogy before technology' and his commitment to technology as a driver to enhance the student educational experience.



2020 AWARDS FOR TEACHING EXCELLENCE

SOCIAL AND BEHAVIOURAL SCIENCES

PROFESSOR MATT BOWER

Macquarie University

Matt is a passionate and innovative educator who inspires his pre-service teachers about the immense potential of educational technologies through a range of cutting-edge and carefully sequenced design experiences. His authentic tasks and evidence-based pedagogies equip pre-service teachers to have an immediate impact on their field, for instance enabling them to help practicing teachers use technology effectively in response to COVID-19. Pre-service teachers identify how his guidance not only develops their knowledge and skills, but also their confidence and self-identity. His rigorous design-based research approaches enable him to incrementally improve his teaching and share his learning with the broader academy. By researching pre-service teacher learning in a way that involves students, they come to see education as an inquiry-driven, evidence-based and dynamic field in which they can affect positive change.

Matt has amplified the impact of his educational technology innovations through his leadership of institutional and national projects, and by building communities of practice such as the Australian Technologies Teacher Educators Network. His resources and scholarship are utilised by thousands of preservice teachers, educators and researchers around the world, and the quality of his teaching has been recognised through a range of institutional, national and international awards.

2020

**AWARDS FOR PROGRAMS
THAT ENHANCE LEARNING**





2020 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

WIDENING PARTICIPATION

REGIONAL LEARNING HUBS

Edith Cowan University

Miss Elle Banks
Ms Rachelle Rechichi
Mrs Rita Barbour
Ms Lyn Farrell

ECU's Regional Learning Hub team has established unique partnerships with regional innovation centres to create scalable and sustainable processes that widen participation and address the challenges experienced by regional students. The Hubs offer a physical space to develop strong connections to local community and are located in regional areas where there is otherwise no campus presence.

Since the first two Hubs were established in 2016, two more have been added as more requests have been received. The Hubs work in partnership with Innovation Centres to deliver a twofold benefit: 1) for existing students, the social, academic and professional relationships built through Learning Hubs sustain academic persistence, increase self-efficacy and shatter self-imposed glass ceilings. 2) for future students and the broader community, they raise awareness of the benefits of university education and research for Australians living in regional locations.

This scalable and sustainable approach has increased retention, facilitated the development of professional networks embedded in local communities, and given regional students the opportunity to develop their critical and creative thinking in vibrant Innovation Centres alongside local entrepreneurs. The success rate for students who regularly attend the Learning Hubs is 94.2 per cent.



2020 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

INNOVATION IN CURRICULUM DESIGN AND PEDAGOGY PRACTICE

VICTORIA UNIVERSITY FIRST YEAR COLLEGE

Victoria University

Professor Andrew Smallridge
Associate Professor John Weldon
Associate Professor Maxwell Winchester
Ms Loretta Konjarski

Associate Professor Kathy Tangelakis
Dr Alan McWilliams
Associate Professor Tom Clark
Associate Professor Puspha Sinnayah

The First Year College (FYC) at Victoria University (VU) was created in 2017 to enhance the first-year experience on a scale not seen before, with the aim of improving the learning experience and outcomes for all first year students, irrespective of background, education or chosen discipline. In order to most effectively deliver the innovative pedagogy and curriculum the First Year Block Model (BM) was introduced.

In contrast to the semester model where students juggle four units at a time, the BM allows students to immerse themselves in one unit at a time with 30 peers over four weeks, learning actively through collaboration; forming lasting peer connections; receiving timely and targeted support from one facilitator; and crucially, achieving success early to build confidence and motivation. The curriculum was totally redesigned, embedding evidence-based transitions pedagogy and all academics immersed in a dedicated professional learning program.

Three years on, there is substantial evidence that the FYC has been an astounding success. In 2019, VU was the highest rated university in Victoria for commencing student learner engagement (up from 6th in 2017), twelve percentage points above the Australian average. In 2020, the BM was easily adapted to digitally-supported remote delivery, with similar student outcomes.



2020 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCES AND LEARNING SUPPORT SERVICES

UOWx - UOW'S CO-CURRICULAR RECOGNITION FRAMEWORK

University of Wollongong

Ms Amy Thompson
Ms Kylie Austin
Ms Holly Tupper
Ms Siân Hlland

Ms Jade Andrews
Ms Jenna Thorn
Ms Ingrid Ferguson

UOWx enables and formally recognises student engagement in transformational learning experiences outside of their formal curricula, contributing to graduates' active citizenship, personal and professional development.

UOWx sits at the core of the University of Wollongong's (UOW) student experience, through providing at scale, holistic and transformational personal development of students. Through a whole of institution approach, UOWx has formed meaningful partnerships with UOW staff, students and community organisations. The breadth of this engagement across the institution is reflected in the scale of student and staff engagement with over 3,000 students participating in the program each year and 265 learning experiences recognised since the programs launch in 2015. In addition, the depth of engagement with students is strengthened by a reflective framework that encourages deep, transformational learning. This reflective framework enables students to effectively articulate the knowledge and skills gained through engaging in co-curricular activities to the graduate employment market.



2020 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

GLOBAL CITIZENSHIP AND INTERNATIONALISATION

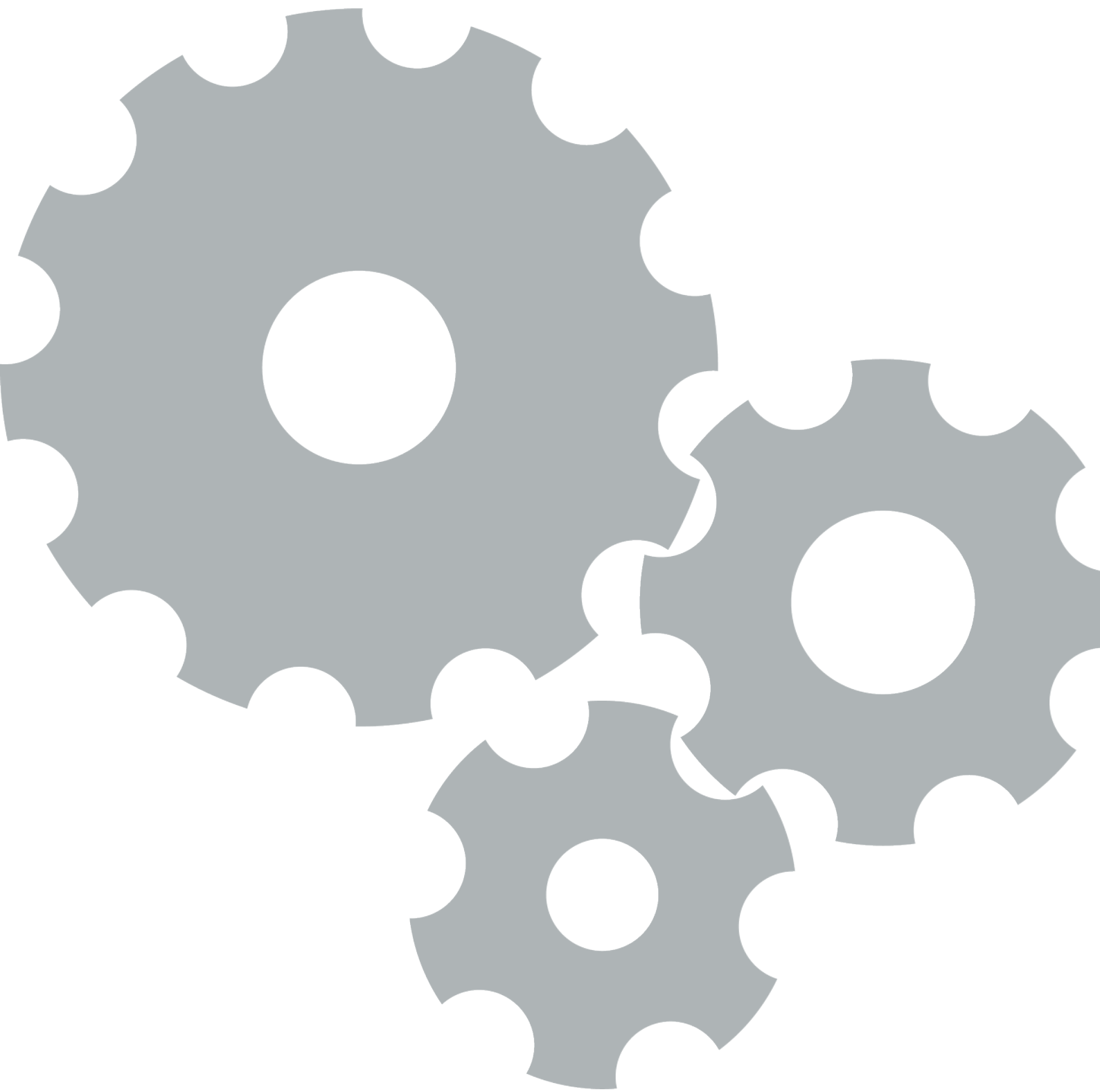
CREATING GLOBALLY READY GRADUATES PREPARED TO TACKLE GLOBAL CONSERVATION EMERGENCIES

Deakin University

**Associate Professor John White
Associate Professor Raylene Cooke
Associate Professor Mike Weston**

The Wildlife and Conservation Biology degree program at Deakin University focuses on developing and delivering highly authentic premium learning experiences using immersive teaching approaches in three key pillars: the remote wilderness field program, the global experience program and work integrated learning. This pedagogical model represents a radical change to how conservation biology is taught at Australian universities, and we have led, sustained and enhanced the transformation and delivery for more than a decade.

The Wildlife and Conservation Biology degree program aims to produce highly employable conservation practitioners who not only have the theoretical knowledge of their discipline but also the skills, experience and attitude required to tackle the global environmental challenges facing society today and into the future. Through the development of highly immersive international units, and continuous quality improvement, we have built global mobility from a base of 5 per cent, to a point now where 79.2 per cent of our graduates in the past 3 years have completed their degree having had an international experience, a level of internationalisation that substantially exceeds the Australian average of 21.9 per cent (AUIDF Learning Abroad benchmarking 2019). Our highly internationalised graduates are now contributing to developing solutions to global conservation challenges both in Australia and around the world.



2020

CITATIONS FOR OUTSTANDING
CONTRIBUTIONS TO STUDENT
LEARNING



NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY



DR MICHAEL NOETEL

For using robust psychological evidence to inform teaching and learning, academic leadership, and critical skills for the distinctive health professionals of tomorrow.

AUSTRALIAN CAPITAL TERRITORY

THE AUSTRALIAN NATIONAL UNIVERSITY



DR GEMMA KING

For the creation of the French-language field school Global Paris: History, Culture and Identity in the French Capital and the culture-centred Intermediate French course that inspired it.



PROFESSOR SAMANTHA BENNETT

For outstanding pedagogical leadership within contemporary music and music technology education that has resulted in transformative experiences for students at ANU, and beyond.



DR SOFIA C. SAMPER CARRO

For the development of courses that immerse students into archaeological science, providing them with a realistic and inspired insight into the discipline.

NEW SOUTH WALES

CHARLES STURT UNIVERSITY



DR NICOLE SUGDEN

For designing innovative, flexible online activities teaching real-life applications of Biopsychology that enhance and contextualise learning and promote long-lasting engagement with the field.

MACQUARIE UNIVERSITY



MS ALEXANDRA BHATTI

For excellence in integrating contemporary practice with innovative and engaging learning approaches that support and motivate diverse public health students with real-world learning.



ASSOCIATE PROFESSOR TIFFANY JONES

For inspiring students and staff to challenge ideological perspectives on social approaches in education, motivating research-based transformations.

SOUTHERN CROSS UNIVERSITY



DR MICHAEL WHELAN

For enhancing student employability in Environmental Science through curriculum based on innovative engagement with employers.

UNIVERSITY OF NEW ENGLAND



DR JENNIFER CHARTERIS

For excellence in fostering high quality student learning, engagement and inclusion in an online practicum preservice teacher education unit.



DR JONATHAN MOSS

For increasing the relatability of quantitative methods units through a personalised approach with impact close to home and further afield.

UNSW SYDNEY



ASSOCIATE PROFESSOR ADRIENNE TORDA

For creating and sharing innovative and effective tools to improve student engagement and critical thinking about medical ethics.



DR DAVID KELLERMAN

For bringing higher education to the forefront of global technology with a deeply integrated, collaborative, AI-driven and human-centred model preparing students for the modern workplace.



DR LYNN GRIBBLE

For a decade of creating, sharing and advocating deeply personalised, learner-centred and innovative online teaching strategies for Business students using readily available technologies.

THE UNIVERSITY OF SYDNEY



DR FIONA STANAWAY

For developing clinically authentic and creative learning experiences that inspire clinician students to develop and apply epidemiological skills to drive improvements in patient care.



DR MAHYAR SHIRVANIMOGHADDAM

For developing The Idea Factory to enhance the learning experience by engaging students in multidisciplinary learning and developing their work-related and critical-thinking skills.

WESTERN SYDNEY UNIVERSITY



MS JACKI MONTGOMERY

For actively fostering academic engagement, personal growth and industry opportunity, significantly enhancing students' career prospects in an extremely competitive environment.



PARAMEDICINE ACADEMIC TEAM

Dr Liz Thyer, Dr Paul Simpson, Mr Buck Reed and Mr Robin Pap

For shaping future paramedicine professionals through fostering independence in learning and work-integrated learning experiences and developing student curiosity in research and teaching.

SOUTH AUSTRALIA

FLINDERS UNIVERSITY



DR MASHA SMALLHORN

For improving student learning outcomes and engagement in large first-year cohorts in biological sciences through research-informed, inquiry-based learning practicals.



WIL IN SPORT TEAM

Dr Deb Agnew and Associate Professor Shane Pill

For innovation, leadership and scholarship of an integrated model of international Work Integrated Learning (WIL) for Sport that has enhanced the student experience.



THE ENVIRONMENTAL HEALTH TEAM

Associate Professor Kirstin Ross, Professor Howard Fallowfield and Dr Harriet Whiley

For engaging students with Environmental Health through creative curricula and accessible, industry informed, authentic learning experiences.

UNIVERSITY OF SOUTH AUSTRALIA



MRS TAMRA ULPÉN

For leadership in enhancing support to meet the academic language and literacy learning needs of non-English Speaking Background (NESB) students at UniSA College's enabling programs.



PRINCIPLES OF PUBLIC LAW TEAM

Associate Professor Matthew Stubbs and Ms Cornelia Koch

For enlivening first-year law students' spirit of discovery in a large compulsory course through an authentic inquiry-based learning experience enabled by flipped classroom pedagogy.



PROFESSOR KERRY WILKINSON

For creative digital technologies that support independent learning, overcome discipline-specific learning and teaching challenges, and inspire winemaking/wine business students to engage with industry practice.

WESTERN AUSTRALIA

CURTIN UNIVERSITY



ASSOCIATE PROFESSOR BILLY SUNG

For inspiring marketing students to learn. Dr Sung's teaching creates an authentic, rewarding and inclusive learning environment that shows learning is practical and industry-relevant.



ASSOCIATE PROFESSOR TONI DOBINSON

For 30 years of promoting cultural and linguistic inclusivity for teacher education students through innovative teaching practices and curriculum transformation.

EDITH COWAN UNIVERSITY



DR FRANCES BARBE

For cultivating the next generation of artistic leaders in Performing Arts through immersive experiences that weave theory with practice, in an internationalised, inclusive, research-informed curricula.



SCHOOL OF SCIENCE WIL TEAM

Associate Professor Justin Brown, Dr Harriet Mills and Ms Sam Phelan

For a comprehensive and tiered approach to Work Integrated Learning in science and computing that creates a unique and transformative student experience.

THE UNIVERSITY OF NOTRE DAME AUSTRALIA



DR DAVID WONG

For combining innovative face-to-face approaches with scholarly and considered use of technology to provide/deliver sustained exemplary student learning experiences.



ASSOCIATE PROFESSOR MICHAEL WAN

For sustained and exemplary leadership in the learning and assessment of clinical reasoning in medical education.



KUJARRA MAPU MUWARR WAKAJKU TEAM

Ms Gillian Kennedy and Ms Anna Dwyer

For a transformative 'third space' cultural learning experience – immersion on Yawuru and Karajarri Country in the course, Aboriginal People: The Silent History.

THE UNIVERSITY OF WESTERN AUSTRALIA



DR ANDREW GUZZOMI

For the development of engaging and novel curricula and resources that are grounded in the history and relevant to the future of engineering.



DR MARCO GHISALBERTI

For embedding rigorous evaluation practices in the redesign and delivery of undergraduate fluid mechanics education at three universities.

QUEENSLAND

BOND UNIVERSITY



ASSOCIATE PROFESSOR COLETTE SOUTHAM

For leading the Australian Business Case Network to enhance business students' real-world applied problem solving through expanded case teaching and writing.



ASSOCIATE PROFESSOR GEORGE HRIVANK

For developing, delivering, and leading a range of innovative design thinking curricula to enhance student engagement and provide authentic experiences to enable student learning.



MR ROB LAYTON

For preparing journalism students for modern and emerging workplaces through authentic experiential learning opportunities that embed technological innovations to engender employability skills.

CQUNIVERSITY AUSTRALIA



DR ASHLEY HOLMES

For applying changemaking principles that enhance student employability through providing socially innovative opportunities for undergraduates to learn project collaboration while solving community digital communication challenges.



DR RAMADAS NARAYANAN

For equipping students to address future challenges in engineering through the development of highly successful industry-oriented authentic tasks and methods, in complex learning environments.

GRIFFITH UNIVERSITY



DR LEANNE KENWAY

For the design and implementation of mixed mode intensive Anatomy and Physiology courses to enhance student engagement and academic recovery in large first year health cohorts.



THE PHARMACY INNOVATION TEAM

Associate Professor Gary Grant and Ms Denise Hope

For preparing pharmacy graduates as competent, confident and collaborative healthcare professionals through design and delivery of a capstone activity, PharmG, an authentic, extended, gamified pharmacy simulation.

JAMES COOK UNIVERSITY



IT@JCU DESIGN THINKING TEAM

Dr Dianna Hardy, Professor Trina Myers, Dr Jason Holsworth and Mr Lindsay Ward

For retraining the brain: Longitudinal learning and authentic assessment to develop a culture of design thinking, problem-solving and innovation in future ICT professionals.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



DR BELINDA SPRATT

For turning on the lights: utilising analytics to create personalised, student-centred teaching approaches that reduce mathematics anxiety and enhance learning outcomes for diverse groups of students.

THE UNIVERSITY OF QUEENSLAND



DR ANNA HATTON

For bringing new life to 'old age': Inspiring learning, positive attitudes, and career aspirations within gerontology through early clinical experiences and innovative resources for physiotherapy students.



DR MICHAEL BERMINGHAM AND PROFESSOR MATTHEW DARGUSCH

For transforming mechanical engineering education through three phases of engagement: hands on experiential learning, online self directed learning and active in class interaction.

THE UNIVERSITY OF SOUTHERN QUEENSLAND



ACADEMIC INTEGRITY TEAM

Dr Kerstin Braun and Associate Professor Noeleen McNamara

For eliminating academic integrity breaches through developing compulsory, assessed first-year Law student curricula and resources, which are preventative, include case scenarios and develop empathy.



DR ASHLEY JONES

For supporting television and radio broadcasting students' learning through student-centeredness, industry engagement and sophisticated technologies, resulting in graduate career success.



MS MELISSA FANSHAW

For supporting success of teacher education students, through a school partnership service, a large online education community and maths curricula aligning university and school approaches.

VICTORIA

DEAKIN UNIVERSITY



INTERNATIONAL STUDENTS TO RESPONSIBLE 'IS' PROFESSIONALS (ISRIP) TEAM

Dr Craig Parker and Associate Professor Harsh Suri

For motivating and providing scaffolded guidance to international students in developing knowledge, skills and confidence to seek career opportunities and become responsible Information Systems professionals.



PROFESSIONAL LITERACY SUITE (PLS) TEAM

Ms Simone Tyrell, Associate Professor Kerrie Bridson, Dr Leanne Ngo, Ms Kim Phu, Ms Sharon Chua, Dr Micaela Spiers and Associate Professor Michael Volkov

For constructing digital learning resources, across the student journey, within a business school context, to support and motivate students to strengthen their professional literacy competency .

FEDERATION UNIVERSITY



DR ANNA FLETCHER

For leading and implementing innovative, research-led approaches that enhance Education students' ability to make discerning pedagogical choices, as members of a Community of Practice.



DR MEGAN JENKINS

For creating psychology graduates for the real world – the development and implementation of a skills-based and experiential fourth-year Psychology program.



MRS NICOLE COOMBS

For immersive modelling and learning partnerships: Innovative pedagogy and assessment that motivates and inspires nursing students in non-clinical Primary Health courses.

LA TROBE UNIVERSITY



DR AMANDA SHAKER

For the creation of engaging and supportive classroom environments that inspire learning of statistics curriculum among cohorts diverse in size, need and background.



PROFESSOR DARREN HENRY

For enhancing student learning, engagement and work readiness through the integration of authentic, experiential simulation activities into the finance curriculum.



DR MONICA PEDDLE

For pioneering excellence in creating and sustaining an effective, innovative web-based resource to develop non-technical skills in undergraduate health professionals maintaining patient safety.

MONASH UNIVERSITY



INNOVATION FOR SUSTAINABLE DEVELOPMENT TEAM

Associate Professor Annette Bos and Mr David Robertson

For design of an interdisciplinary Masters unit which empowers students to confront and address complex problems and collaborate, innovate and influence change toward sustainability.



MS GITANJALI BEDI

For collaborative and 'real-world' teaching and learning approaches that inspire students to strive for positive societal change.



ASSOCIATE PROFESSOR RUTH JEANES

For the development of innovative partnerships and pedagogies that inspire and support student pre-service teachers to develop inclusive practices and contribute to inclusive communities.

RMIT UNIVERSITY



DR ROULA KYRIACOU

For engaging work-ready graduates in large, multidisciplinary pathology classes through curriculum that focuses on contextualised authentic activities and assessment.

SWINBURNE UNIVERSITY OF TECHNOLOGY



TEAM ALTIS

Dr Munwai Wong and Mr Mark Strachan

For excellence in scaffolding students' authentic learning experience using the ALTIS (Authentic Learning Transformation through Immersive Scaffolding) model.

THE UNIVERSITY OF MELBOURNE



ASSOCIATE PROFESSOR GAVIN BUSKES

For creating innovative, engaging, and inspiring learning environments utilising authentic assessment activities to motivate and inspire engineering students to enhance their learning outcomes.

VICTORIA UNIVERSITY



DR SAMY SAKKAL

For excellence and innovation in immunology teaching including the development of innovative digital resources and novel active learning approaches.

NORTHERN TERRITORY

CHARLES DARWIN UNIVERSITY



CDU ACADEMIC INTEGRITY RESOURCE DEVELOPMENT TEAM

Dr Alison Reedy, Mrs Amanda Janssen, Dr Penny Wurm and Mrs Alison Lockley

For developing innovative resources that make visible and clearly communicate the university's procedures and expectations around student academic integrity to the university community.



CDU IT CODE FAIR

Dr Sami Azam, Dr Bharanidharan Shanmugam and Dr Cherry Narumon Sriratanaviriyakul

For inspiring and motivating students to meaningfully enhance their programming skills through the CDU IT Code Fair.



CDU LITERACY FOR SUSTAINABILITY TEAM

Dr Nicola Rolls, Ms Raelke Grimmer, Mr Andrew Pollard, Dr Erica Garcia, Mr Matthew Marchesi, Mr Merin Nielsen, Dr Adelle Sefton-Rowston and Ms Sharon Bridgeman

For Academic Literacy for Exploring Sustainability: inspiring, motivating and enabling first year students' successful learning and sustainable citizenship.

TASMANIA

UNIVERSITY OF TASMANIA



DR ISABELLE BARTKOWIAK-THÉRON

For innovation in policing of vulnerable people teaching and assessment, which led to state, national and international leadership in police education scholarship.

