

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2021



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2021 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

4	FOREWORD
5	CAREER ACHIEVEMENT AWARD
7	AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR
9	AWARDS FOR TEACHING EXCELLENCE
17	AWARDS FOR PROGRAMS THAT ENHANCE LEARNING
25	CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

This work is licensed under a Creative Commons Attribution 4.0 International Licence.

Further inquiries should be made to the Chief Executive.

1 Geils Court, Canberra ACT 2601

P +61 (0)2 6285 8100

E contact@universitiesaustralia.edu.au

universitiesaustralia.edu.au

ABN 53 008 502 930



FOREWORD

2021 was another challenging year for universities, as it was for everyone else. While students and teaching began – cautiously and with interruptions – to return to campus, a mix of different modes and methods necessarily remained in place to deal with the ongoing uncertainty caused by the pandemic.

Universities continued to learn from the experience of shifting to online delivery on a scale and at a speed not previously imagined. Academic and professional staff continued to hone their skills in designing content specifically for an online environment, and in delivering this content in engaging ways.

Much of this work will inform further evolution in how universities teach and students learn.

Just as they always have, university staff across the country try new things each and every day and reflect on their own practice in order to improve students' learning.

The Australian Awards for University Teaching (AAUT) recognise the most outstanding teachers and programs across the sector. This year's awards celebrate university teachers at different stages in their careers, from early career academics to those who have devoted a lifetime and, quite literally, written the book on university teaching.

We congratulate all this year's winners and hope their example and ideas will inspire and instruct teachers throughout the university sector.



Catriona Jackson

Chief Executive, Universities Australia



Professor John Dewar

Chair, Universities Australia

2021

CAREER ACHIEVEMENT AWARD





2021

AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

2021

CAREER ACHIEVEMENT AWARD

ADJUNCT PROFESSOR JOHN BIGGS AM

University of Tasmania

Professor John Biggs AM has had a profound impact on approaches to the design of curriculum, assessment and learning in higher education in Australia and overseas. His development of the SOLO taxonomy, and, in particular, his articulation of the model of constructive alignment, have shaped the practice of an entire generation of tertiary educators in Australia and beyond.

Professor Biggs is the author of 'Teaching for quality learning at university: What the student does', later editions with his wife, Catherine Tang, as co-author; and of 'Evaluating the Quality of Learning: The SOLO Taxonomy (Structure of the Observed Learning Outcome)' with Kevin Collis.

'Teaching for quality learning at university', first published in 1999 and currently in its fourth edition, has garnered more than twenty-one thousand citations, and 'Evaluating the Quality of Learning: The SOLO Taxonomy' almost five thousand. The fifth edition of 'Teaching for quality learning at university' is currently being prepared by Professor Biggs, Catherine Tang, and a third author, Professor Gregor Kennedy, and is due to be published in late 2022. He is also the author of the Learning and Study Process Questionnaires that are used internationally to monitor students' approaches to learning.





2021

AWARDS FOR TEACHING EXCELLENCE

2021

AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

SOCIETY AND CULTURE

PROFESSOR KATERINA TEAIWA

The Australian National University

Professor Katerina Teaiwa is a visionary teacher, mentor and leader, who has made an outstanding contribution to Pacific studies in Australia and globally. She contributes magnanimously to many aspects of Pacific affairs, climate change, the arts, and environmental justice, in and beyond the classroom.

Katerina gives students opportunities to connect with Pacific Studies partners and networks to experience critical, engaged and Indigenous Pacific centred teaching and learning. She insists on cross cultural collaborations to foster students' leadership capabilities, ensuring a creative, unique and meaningful experience. Students are encouraged to embark on a metaphorical voyaging canoe to gain a sense of the Pacific's vast and diverse social and cultural dimensions where no one gets left behind.

Through holistic methods, Katerina inspires students to explore Pacific histories, regionalism, politics, arts, media and environments to understand how each facet contributes to Pacific and Australian identities, pasts and futures. Katerina convened the innovative Pacific Islands field school 2010-2019 and the ANU Asia Pacific Week 2020 and 2021. Using diverse, and engaging approaches, activities and platforms, Katerina inspires both teachers and students to appreciate the knowledges, depths and strengths of Pacific peoples and islands representing some of the most resilient and vulnerable areas of the world. Katerina's commitment to teaching and engaging with the Pacific can be described as one of Australia's national prides.





2021 AWARDS FOR TEACHING EXCELLENCE

NATURAL AND PHYSICAL SCIENCES, AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES

DR BONNIE MCBAIN

The University of Newcastle

Over the past decade, Dr Bonnie McBain has transformed higher education thinking about design of science and sustainability curriculum. By co-developing and applying a new participatory approach of curriculum design—Collaborative Curriculum Design (CCD)—she has enabled science graduates to hone their skills to address ‘wicked’ problems, such as climate change, where the causes are complex and transcend typical disciplinary boundaries. Responding to these complexities needs transdisciplinary practice, which has become crucial in society’s response to wicked problems.

As a complexity scientist at the University of Newcastle, Dr McBain is differentiated by her transdisciplinary approach to teaching as well as research. In capitalising on the three Es of expertise, experience, and evidence, Bonnie’s use of CCD has allowed her to harness the diverse, often marginalised, knowledge needed to build curriculum for sustainability degrees around Australia. This innovative approach has also allowed her to radically re-design how science should be taught and evidenced, impacting the entire BSc program at University of Newcastle (UoN). Given excellent CCD outcomes with UoN students, Dr McBain now builds capacity in CCD with science education leaders around Australia.



2021 AWARDS FOR TEACHING EXCELLENCE

HEALTH

ASSOCIATE PROFESSOR VINOD GOPALAN

Griffith University

Associate Professor Vinod Gopalan is a passionate teacher who has led innovation and student success in histopathology education. Vinod’s student-centred approach incorporates workplace and discipline informed experiential learning approaches that explicitly embed theory into practice by engaging students in ‘deep’ approaches to learning to support academic success and self-confidence.

He is an academic lead for the pre-clinical MD programme, where he convenes a one-year course. Vinod has led the design, teaching and assessment of histopathology curriculum for Griffith University (GU) since 2011 within the Schools of Medicine (~ 500 students), and Medical Science (~40 students). Vinod’s teaching strategies evolved from the initial introduction of online microscopy to a suite of digital learning resources and activities scaffolded within assessment and curriculum, collaboratively designed with industry employers.

Effectiveness of Vinod’s innovative curriculum and learning activities is exemplified through student academic and workplace success, and his leadership has been recognized through a National Teaching Citation (2018) and a Vice Chancellor’s Commendation for University Teacher of the Year (2018). His ongoing academic and research leadership has influenced histopathology learning nationally and internationally through international symposiums, Asia-Pacific education courses, and he supports Australian and international institutions for program accreditation and re-development.



2021 AWARDS FOR TEACHING EXCELLENCE

HEALTH

ASSOCIATE PROFESSOR MICHELLE LAZARUS

Monash University

Effective healthcare education balances medical knowledge learning opportunities with exposure to authentic clinical contexts which are intrinsically complex and uncertain. Uncertainty tolerance (UT) is, thus, a critical clinical skill required for effective healthcare practice. Michelle is the first scholar to identify an approach to fostering learner UT in historically theoretically content-heavy courses.

Associate Professor Lazarus, engaging her rigorous education research practice, challenges the primacy of content over clinical practice opportunities in healthcare education. Her innovative, evidence-based curricular adaptations are globally implemented because of their efficacy in balancing science discipline content with clinical skill development. Her approaches go against the grain of typical medical education practices which silo theoretical content from clinical skills. She passionately advocates for evidence-based educational initiatives, and the unification of discipline content with clinical context locally, nationally, and internationally.

Her work, often challenging unproven educational conventions, yields purposely developed, innovative and effective clinical anatomy resources and teaching practices. This adaptive, evidence informed approach became critically important in supporting pandemic-initiated remote teaching transitions across the globe. Her distinguished reputation and contributions to the field are illustrated through her leadership roles on Q1 publications, speaking invitations, teaching and research awards, curricular adoptions and consultations, alongside outstanding peer and student feedback.



2021 AWARDS FOR TEACHING EXCELLENCE

SOCIETY AND CULTURE AND NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION

DR AMBELIN KWAYMULLINA

The University of Western Australia

Dr Ambelin Kwaymullina is an Aboriginal law academic who comes from the Palyku people of the Pilbara region of Western Australia. Her work focuses on developing and delivering content related to First Nations peoples to best practice standards, and on transforming teaching and learning spaces to be respectful of First Nations peoples, knowledges, and cultures. Ambelin is passionate about 'teaching the teachers' as without culturally competent teachers, there will never be the culturally competent teaching spaces which are vitally needed across legal education.

She has held a formal educative role at the University of Western Australia (UWA) for almost fifteen years. She is the only Indigenous staff member ever to work at the law school. She is also a creative writer and illustrator. She draws on all her storytelling expertise to develop curriculum and to train teachers to deliver Indigenous content.

Her work as a teacher has been recognised with a UWA Student Guild teaching award (2016); two UWA teaching awards (2011 and 2012) and a national citation (2012 OLT Citation for Outstanding Contribution to Student Learning). As a writer/illustrator she has been shortlisted for multiple literary awards and won the Victorian Premiers Book Award and the Aurealis Award. Last year, she put her knowledge of building respectful relationships with Indigenous peoples into a short-form book which was shortlisted for the Australian Book Industry Awards.



2021 AWARDS FOR TEACHING EXCELLENCE

CREATIVE ARTS

DR DIANA TOLMIE

Griffith University

Dr Diana Tolmie is recognised as a world-leading pioneer in innovative course design that reforms the education ethos of the original 19th century conservatoire archetype. For over two decades she has dedicated her energies to elevating the status of the professional musician and ensuring graduates possess the tools and knowledge to adapt and transform an industry and profession that continues to be challenged.

Informed by a 34-year international music career and active research, her teaching practice is underpinned by her Real, Relevant, Respectful and Inspiring Curriculum Design Model that encourages her student musicians to “dream with their eyes open”. She further enables students’ career journeys in providing authentic employability experiences that translate theory into reality fostering a deeper understanding of what it means to be a musician.

Her work spans the pre- to post-tertiary space, leading by example as a strong role model for women in music as an international performer and diverse engagement in the national music community including Chair of Juror Council for the Australian Women in Music Awards. She is a Churchill Fellow and previously awarded an AAUT Citation for Teaching Excellence.



2021 AWARDS FOR TEACHING EXCELLENCE

EARLY CAREER

DR NICK BROWN

RMIT University

Dr Nick Brown has a passion for creating and delivering innovative teaching practice that inspires and empowers engineers to apply their skills for poverty alleviation and social justice. As the inaugural lecturer in Humanitarian Engineering at RMIT University, Nick has been at the forefront of this new teaching area and pivotal in developing high quality, transformational experiences that remain with students long after they have graduated.

Through his teaching of Humanitarian Engineering, Nick equips engineers and technical professionals with the knowledge and tools to rethink engineering as a human centred profession and consider the full impact of engineering on society. The focus of humanitarian engineering is on applying fundamental technical and professional skills to disaster preparedness and response as well as long term development contexts. He has found success applying his teaching philosophy to ensure individuals as well as classes of up to 1000 students have transformational experiences and gain critical learning outcomes.

Nick joined RMIT University in May 2018 in his first academic position and has already become recognised leader in the field of Humanitarian Engineering Education. He has received several university and national teaching awards including an ‘Outstanding Early Career Contributions to Engineering Education’ award from the Australasian Association for Engineering Education.



2021

AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

2021

AWARDS FOR TEACHING EXCELLENCE

EARLY CAREER

DR KATHERINE O'BRIEN

Queensland University of Technology

Dr Kath O'Brien is an educational leader in the area of physical-education teacher-education. She has pioneered an immersive approach to blended learning that draws on innovative digital technology, peer teaching, real-world observations, and authentic assessment. This cutting-edge curriculum design was born out of Kath's previous role as an experienced health and physical education teacher in secondary school settings where she noticed that students often failed to enjoy being part of sport and physical activity.

In 2019, as a mature-aged early career academic, Kath grasped the opportunity to redesign how pre-service HPE teachers learned their craft. Moving beyond static and paper-based representations of professional practice, Kath's special amalgam of content and pedagogy represents a dynamic process of preparing pre-service teachers to respond to the challenges of school-based physical education. Underscored by creating authentic learning experiences that are personally and socially transformative,

Kath's strong commitment to ensuring high quality student learning outcomes is evident in her leadership of curriculum design and renewal, inspirational teaching, scholarship of learning, and ongoing personal and systemic support to teaching colleagues.





2021 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCE THAT SUPPORTS DIVERSITY AND INCLUSIVE PRACTICES

INCLUSION IN ACTION

Edith Cowan University

Professor Rowena Harper	Dr Fiona Navin
Ms Michelle Rogers	Ms Constance Wiebrands
Professor Braden Hill	Ms Kathleen Balson
Dr Andrew Kelly	Ms Trina Reilly
Mrs Tracey Taraia	Ms Liz Beresford

An outstanding student experience that delivers improved outcomes for all does not happen by chance. ECU's purposeful, whole-of-institution inclusion program which spans the student lifecycle adopts contemporary, evidence-informed approaches that, since 2017, have seen the University extend its exceptional performance in QILT surveys, and more significantly, generate considerable improvements in student learning.

Our purpose is driven by the deliberate analysis of data which identifies where we need to work. Our whole-of-institution approach is enabled by the systematic collaboration of student support teams from the PVC Equity and Indigenous portfolio, including Kurongkurl Katitjin and the Equity Projects Team, the Centre for Learning and Teaching, Library, and Student Life Directorates. They come together in the context of structured connections to Schools and academics.

Our program is underpinned by contemporary research and evidence addressing the needs of diverse students. Our initiatives actively normalise help-seeking behaviour and enable the induction and success of varying cohorts of students, including international students. In addition, a unique approach to students with mental health issues strives to keep students engaged in study. Mindful of how different intersections of students' identities create barriers and opportunities for engagement in higher education, ECU's proactive and collaborative agenda, including student partnerships, is increasingly referenced externally.



2021 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE PEDAGOGY

GRIFFITH UNIVERSITY BACHELOR OF PHARMACY PROGRAM

Griffith University

Associate Professor Gary Grant	Mrs Fiona Miller
Ms Denise Hope	Mrs Lee Litfin
Mrs Briohny Spencer	Ms Susie Patton
Mr James Townshend	Mrs Georgina Sanger
Dr Matthew Cheesman	

The Griffith University Bachelor of Pharmacy (BPharm) program successfully uses a whole-of-program approach to enhance student and graduate employment outcomes through development of flexible, future capable, work-ready and influential pharmacy graduates. The innovative program commenced in 2013, delivering an evidence-based curriculum with constructively aligned and scaffolded learning, across core disciplines in addition to experiential and technology-enhanced learning (TEL).

At its core, the program delivers an integrated, internationally recognised curriculum that empowers students to build connected knowledge and skills, while using diverse aligned strategies to evidence student capabilities. Experiential learning woven through the program includes simulation, placements, interprofessional learning (IPL) and culminates in a unique capstone learning event, the PharmG gamified pharmacy simulation.

Griffith is the only Australian university delivering this simulation, in which senior students competitively manage simulated pharmacies over an extended time. PharmG has delivered many core and aspirational learning outcomes and has been the subject of scholarly research and publication. Elements of the BPharm program have been recognised through institutional and national teaching awards. The academic team that developed the program have demonstrated sustained leadership, excellence and scholarship in teaching and learning.



2021 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE PEDAGOGY

INTEGRATING SCIENCE AND PRACTICE (ISAP) AUTHENTIC LEARNING AND ASSESSMENT PROGRAM

Monash University

Professor Marilyn Baird
Dr Kirsten Schliephake
Dr Allie Ford
Dr Liesl Heinrich

Students transitioning to the workforce are 'paper ready', but are they practice ready? Integrating Science And Practice or iSAP offers a strong pedagogical response to the challenges facing universities in preparing practice - ready graduates who are critical thinkers able to act with "morally infused deliberation". The 5-step iSAP program which is discipline agnostic supports authentic assessment, reflective practice and the delivery of feedback at scale.

The program presents students with an authentic workplace scenario and a range of procedural, technical, cultural, professional, political and ethical issues they need to address in the creation of an evidence informed response to them. Upon submission of their response students access model responses from experts/professional practitioners to which students reflect upon by critically comparing their initial responses to those provided by the experts and highlighting the relevance of their learning from the case for their future studies or professional goals. In this way iSAP enables students to explore options and rehearse practice before they apply their reasoning in the workplace, with potential adverse consequences for clients or patients.



2021 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE PEDAGOGY

JINDAOLA

University of Wollongong

Mr Jade Kennedy
Dr Janine Delahunty
Ms Brondalie Martin

Ms Catherine Moyle
Dr Alisa Percy
Dr Lisa Thomas

In 2017, the University of Wollongong's (UOW) Academic Development and Recognition (ADR) team, along with local Aboriginal Elders and community, co-designed Jindaola; an institution-wide Educational Development Grants program aimed at embedding Aboriginal Knowledges and perspectives into the curriculum following a traditional Aboriginal approach for conducting business.

Rather than focusing on embedding predefined 'packages' of Indigenous Knowledges and pedagogies into curricula, Jindaola brings together knowledges and peoples from various faculties, schools, business units and local Aboriginal communities for the purpose of knowledge creation, learning development and sharing; a journey towards 'Curriculum Reconciliation'.

This describes a process of knowledge reconciliation within Country, where participants reflectively reconcile disciplinary knowledge with Aboriginal Knowledges that are situated in the Country on which they teach. Central to Jindaola is the philosophy of knowledge equity and the embracing of diversity, creating a space where different knowledges engage and where all are privileged. The process of this way of curriculum change has direct and indirect impact on diverse Jindaola participants, their colleagues and the students they teach, as well as students who benefit directly from changed curricula, and in/directly from changed teacher practice. In a ripple effect, the impact of Jindaola is ever-broadening through increasing national and international attention.



2021

CITATIONS FOR OUTSTANDING
CONTRIBUTIONS TO STUDENT
LEARNING



NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY



MRS MACHELLE KOSIAK

For leadership that empowers Indigenous midwifery students by connecting communities and higher education: connecting two worlds.

AUSTRALIAN CAPITAL TERRITORY

THE AUSTRALIAN NATIONAL UNIVERSITY



DR TIMO HENCKEL

Emotive Teaching: Humanising Economics to Inspire and Motivate Students.

UNIVERSITY OF CANBERRA



INC6/ UCANNURSEBETTER TEAM

Associate Professor Jane Frost and Ms Kathryn Sainsbury

For the continued development and implementation of a capstone unit which consolidates prior learning through social learning strategies designed to promote a culture of belongingness.



THE HEALTH AND PHYSICAL EDUCATION PROGRAM DELIVERY TEAM

Dr Michael Davies, Dr John Williams, Ms Margie Appel, Ms Joanna Smith and Ms Naomi Nye

Evidence-based practice using pedagogical content knowledge with schools as an authentic learning environment, to prepare outstanding Health and Physical Education teachers for the 21st Century.

NEW SOUTH WALES

CHARLES STURT UNIVERSITY



GRADUATE CERTIFICATE IN WIRADJURI LANGUAGE, CULTURE AND HERITAGE (GCWLCH) TEAM

Uncle Pat Connolly, Uncle Stan Grant senior, Auntie Elaine Lomas, Professor Sue Green, Ms Deb Evans, Ms Letitia Harris and Mr Harry Lambshead

Wiradjuri elders and community working in partnership with Charles Sturt University to ensure the restoration and revitalisation of Wiradjuri language and culture.

MACQUARIE UNIVERSITY



ASSOCIATE PROFESSOR KEVIN BROOKS

For sustained excellence in teaching the psychology of perception through innovative research enhanced learning and teaching approaches that support, engage, and motivate diverse student groups.



CONNECTED CURRICULUM TEAM

Dr Morwenna Kirwan, Professor Catherine Dean, Associate Professor Verity Pacey, Dr Kelly Gray and Ms Alexandra Bhatti

A collaborative and innovative approach to curriculum development that delivers connected, flexible and immersive digitally enhanced learning experiences to support and engage medical and health science students.



DR RIMANTE RONTO

For excellence in inspiring, motivating and engaging public health students in transformative, innovative and real-world learning.



MRS TRISH BEHAN

For sustained commitment to leading impactful and collaborative mental health initiatives to support staff and enhance student experience.



MS ZARA BENDING

For inspiring the next generation of legal scholars, advocates, and changemakers through holistic mentorship and transformative learning design.

THE UNIVERSITY OF NEWCASTLE



ASSOCIATE PROFESSOR KATHLEEN BUTLER

For demonstrated sustained excellence, leadership and innovation in resources to support Indigenisation of Curriculum in local, national and international contexts.



DR KCASEY MCLOUGHLIN

For inspiring law students to think critically about the law and how as future lawyers they might contribute meaningfully to legal reforms that benefit society.



DR NICK RILEY

For sustained commitment to developing innovative, evidence-based 'movement-based learning' strategies in primary teacher Physical Education curricula that impact successfully across multiple Key Learning Areas.

THE UNIVERSITY OF NEW ENGLAND



ASSOCIATE PROFESSOR MELANIE FILLIOS

For transforming the physical experience of learning and teaching zooarchaeology using virtual, online 3D models.



UNE STEM GEMMAKERS TEAM

Dr Nicholas Andronicos, Mr Terry Barnett, Dr Siew Chong, Dr Adrienne Burns and Dr Sinead Henderson

For gamified STEM: Designing advanced game lessons which engaged students and promoted deep learning of foundational concepts in scaffolded life science degrees.

THE UNIVERSITY OF SYDNEY



WORK-INTEGRATED LEARNING HUB TEAM

Dr Steven Hitchcock, Ms Maria Luksich, Ms Jayde Riddell, Associate Professor Rachael Hains-Wesson, Ms Venessa Ahern, Ms Lucinda Crossley-Meates and Dr Meraiah Foley

A flagship placement program that fosters student development for career readiness, curiosity, and independence: a team-teaching approach.

UNSW SYDNEY



ASSOCIATE PROFESSOR ISABELLE JALBERT

For leadership that enhances optometry education through development of evidence-based curriculum and teaching resources, and contributions to teacher training, credentialing assessments and competencies for optometrists.

UNIVERSITY OF TECHNOLOGY SYDNEY



ENVISIONING FUTURES TEAM

Dr Susanne Pratt, Dr Giedre Kligyte and Ms Claire Marshall

For Envisioning Futures: transforming BCI students into transdisciplinary futures thinkers.



MS RAECHEL WIGHT

For creating innovative, authentic online quizzes that develop introductory accounting students' understanding of accounting and assessment literacy.

UNIVERSITY OF WOLLONGONG



CHINESE ACADEMIC BUSINESS LEARNING & EDUCATION (CABLE) TEAM

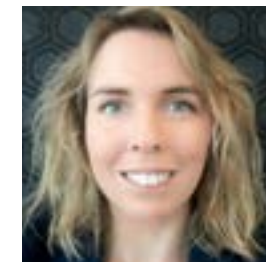
Dr Tairan (Kevin) Huang, Dr Jin Cui, Dr Corinne Cortese and Dr Xiaofei Pan

Faculty based Bilingual Peer-Assisting Learning Program (B-PAL) improves student engagement and academic performances.



MR JADE KENNEDY

For leadership in advancing the practices of Curriculum Reconciliation: The act of building knowledge-based relationships between Aboriginal and disciplinary Knowledges with and on Country.



MISS LAUREN RICHARDSON

Pioneering the innovative design and development of embedding Librarianship skills to facilitate a student centred, engaged and connected lifelong learning environment.



ASSOCIATE PROFESSOR TROY HEFFERNAN

Thirty years of engaging, motivating and inspiring Business students across the globe: Impacting student learning and engagement through research, creativity and enthusiasm.

SOUTH AUSTRALIA

FLINDERS UNIVERSITY



DR CHRISTINE BARRY

Teaching anatomical foundations for clinical excellence: evidence-based approaches that overcome cognitive barriers, develop metacognitive awareness and inspire clinically oriented student learning.



DR VOULA GAGANIS

Heeding the call to action: transforming didactic, anachronistic pedagogy to active learning across large medical science classes to improve student engagement, experience, and academic success.

UNIVERSITY OF SOUTH AUSTRALIA



DR LISA O'KEEFFE

For a digitally innovative approach that engages future mathematics teachers in a cycle of reflective practice which enhances their development as effective teachers.



MRS SANDHYA MARANNA

For assessment practices that foster the development of clinical skills in medical sonography students studying online courses related to women's health.



MS TANYA WEILER

For sustained leadership of the UniSA Aboriginal Pathway Program, enhancing university participation and success of Aboriginal students by studying 'as a community, in the community'.

WESTERN AUSTRALIA

CURTIN UNIVERSITY



DR SHARON SMART

For excellence and leadership in supporting authentic learning experiences for speech pathology students, fostering inclusive quality student learning and assessment to promote engagement and employability.

EDITH COWAN UNIVERSITY



DR CLAIRE LAMBERT

For the sustained development of high impact, industry-based authentic assessments to enhance marketing students' learning and employability outcomes.



DR LESLEY ANDREW

For sustained commitment to advocacy activities, research, and learning and teaching leadership that highlight and redress inequities facing non-traditional health students in higher education.



DR MAGDALENA WAJRAK

For sustained and innovative implementation of electronic technologies in chemistry classes to enhance students' laboratory experience and prepare them for the digital workforce.

INTERNATIONAL STUDENT SUPPORT TEAM

Dr Olivia Gallagher, Ms Jacqueline Sawle, Ms Tania Beament, Dr Esther Adama, Ms Dannielle Beard, Ms Rochelle Russo and Ms Jenny McCleery



For the development and provision of an innovative, tailored program addressing the cultural and specific learning needs of international nursing students to enhance student success.



SUPPORTING ACADEMIC PRACTICE FROM ABOVE AND FROM THE SIDE TEAM

Mrs Jo Lines and Associate Professor Shelley Beatty

Supporting academics from above and from the side: an innovative collaborative approach combining scholarly leadership with practical learning design strategies which positively impact student outcomes.

MURDOCH UNIVERSITY



PROFESSOR CASSANDRA BERRY

For exploring imaginative approaches in bringing science to life, inspiring and motivating students by influencing divergent thinking of diverse cohorts for autonomous learning.



MURDOCH UNIVERSITY SIMLAB™ TEAM

Mrs Ann-Marie Gresele, Dr Susan Ledger, Mr Luke Jago, Mx Samantha Nerida, Mr Wade Ellis, Dr Ellin Sears, Mr Andrew Spicer and Mrs Natasha Dakin

For implementing a mixed reality synchronous learning environment, that develops critical reflective and resilient pre-service teachers ready for classroom work.

THE UNIVERSITY OF NOTRE DAME AUSTRALIA



CLINICAL SKILLS TEAM

Dr Shannon Saad, Dr Cassandra Richmond and Dr Sarah White

For sustained and exemplary longitudinal integration of an evidence-based communication skills curriculum in medicine to enrich medical student learning and enhance future healthcare delivery.



DR BEN PIGGOTT

For sustained best practice in promoting a social justice perspective, highlighting inclusive practice as a critical attribute of pre-service teachers.



THE UNIVERSITY OF NOTRE DAME AUSTRALIA LEARNING AND TEACHING OFFICE TEAM

Professor Carole Steketee, Associate Professor Kathie Ardzejewska, Dr Jenny Pizzica, Dr Alison Casey, Ms Inna Geoghegan and Ms Lyn Marks

For the stewardship of a scholarly approach to fostering a culture of reflective evidence-based practice that enriches our students' learning experiences across all campuses.

THE UNIVERSITY OF WESTERN AUSTRALIA



MR ANTONY GRAY

For employing inclusive teaching principles to transform learning for traditionally 'at risk' students, facilitating their transition and empowering them to excel at university.



DR ELFIE SHIOSAKI

In teaching, Dr Elfie Shiosaki makes an outstanding contribution to student learning about the revitalisation of Indigenous knowledge and ways of knowing.



ASSOCIATE PROFESSOR ELIZABETH QUAIL

For the comprehensive design and delivery of Level 1 curriculum and resources that enable foundational development of key proficiencies for health professions students.

QUEENSLAND

BOND UNIVERSITY



BOND DATA ANALYTICS TEAM

Associate Professor Adrian Gepp, Associate Professor Marcus Randall and Professor Steven Stern

For designing data analytics programs that foster authentic learning experiences focussed on solving industry problems to produce graduates with technical proficiency and practical business acumen.



TACTICAL RESEARCH UNIT TEAM

Associate Professor Robin Orr, Assistant Professor Elisa Canetti and Assistant Professor Ben Schram

For developing innovative student-led research projects and authentic learning experiences within the tactical occupation environment that promote leadership, industry engagement and employability for physiotherapy students.

CQUNIVERSITY AUSTRALIA



CQUNIVERSITY PHYSIOTHERAPY TEAM

Ms Tanya Palmer, Dr Luke Heales, Dr Steven Obst, Mrs Sasha Job, Dr Vanesa Bochkezanian, Ms Samantha Swain, Mr Sean Ledger and Professor Anthony Schneiders

For a transformative approach to physiotherapy simulation that streamlines the transition from classroom to clinic, improving students' self-confidence and clinical placement performance.



DR ELISE CRAWFORD

For creating innovative industry-immersive learning environments where Safety Science students engage in authentic assessment and professional development to prepare them for lifelong career success.



DR ROBERT VANDERBURG

For the innovative creation and implementation of an online literacy and numeracy curriculum consisting of scaffolded test-taking pedagogies with resilience strategies for education students.



DR SONIA SALUJA

For developing innovative discipline-specific assessment strategies contextualised to students' future health professions: building conceptual understanding in a service-taught Neuroscience unit.

GRIFFITH UNIVERSITY



DR ABDULLAH KARAKSHA

For the design and implementation of innovative approaches in mixed mode Chemistry courses that enhance engagement and academic recovery in large first year Health cohorts.



GRIFFITH UNIVERSITY BACHELOR OF MEDICAL LABORATORY SCIENCE PROGRAM TEAM

Professor Indu Singh, Professor Roselyn Rose Meyer, Dr Ian Cassady, Dr Joanne Lewohl, Dr Avinash Kundur and Dr Rebecca King

Work-ready Medical Laboratory Scientists are trained using an Internationally-recognised, Industry-informed program employing innovative case-based active learning, student-centred approaches and assessments.

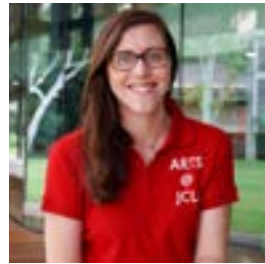


THE INTERACTIVE ORALS TEAM

Associate Professor Popi Sotiriadou and Mrs Danielle Logan-Fleming

Developing the Interactive Oral (IO), an innovative, scalable assessment tool based on replicating situations likely to be encountered in the workplace.

JAMES COOK UNIVERSITY



DR CLAIRE HANSEN

A new approach to motivating English and Education students: Generating passion and utilising place-based learning to inspire engagement with Shakespeare.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



DR BRENDAN MOY

Developing agents of change in physical education teaching practice through an innovative, research informed, university teaching experience and a supportive school culture.



ASSOCIATE PROFESSOR MARIANELLA CHAMORRO-KOC

Bringing the outside world into the classroom: students deliver professional-level solutions to complex, authentic and global design challenges for real-world clients under real-world conditions.



DR SAMUEL CUNNINGHAM-NELSON

For innovatively using technology in large electrical engineering classes to improve learner engagement, enhance feedback and develop understanding of challenging concepts.



KITCHEN LAB TEAM

Dr Dana Burfeind, Dr Christine Devine and Mr Joshua Reilly

For championing creative innovative approaches to supporting scientific literacy and technical skills training that encourage participation and build confidence for all students.

THE UNIVERSITY OF QUEENSLAND



DR CLE-ANNE GABRIEL

For being an internationally recognised leader, trainer and creator of experiential Case Method curricula and resources that prepare management students to make real-life business decisions.



ASSOCIATE PROFESSOR IAN MACKENZIE

For placing learning in unusual and bizarre settings that support deep, transferable learning for Economics students through storytelling, multiple layers of engagement, and authentic assessment.



DR MICHAEL THAI

For harnessing digital technology in the age of online learning to promote belongingness and engagement among students of large, diverse undergraduate psychology courses.



DR ROMA FORBES

For transforming health professional students into effective patient educators through innovative, scholarly, and sustainable experiential learning models that significantly impact graduate preparedness for practice.



DR SARA HERKE

For making mathematics accessible to first-year university students with interactive and targeted support that reduces mathematics anxiety and increases enthusiasm.

UNIVERSITY OF SOUTHERN QUEENSLAND



ASSOCIATE PROFESSOR ANDREW HEMMING

Development of innovative, integrated legal education resources that prepare students for a career in Law using contemporary materials relevant to students and the legal profession.



DR KATIE BURKE

For designing, enacting, evaluating and disseminating a pedagogy of care in a fully online creative arts classroom, bringing the studio learning experience to online students.



PROFESSOR ODETTE BEST

For leadership of Australian Nursing education in the pioneering development of Indigenous curricula and learning resources that support Yatdjuligin - learning in a good way.



MS YVONNE O'NEILL

For creating a transformative program that inspires and empowers Aboriginal and Torres Strait Islander school students to embrace their culture and pursue Higher Education.

UNIVERSITY OF THE SUNSHINE COAST



DR GLYN THOMAS

For excellence in scholarship that informs the design of innovative outdoor education curriculum and the facilitation of engaging, experiential pedagogies that promote authentic student learning.

VICTORIA

DEAKIN UNIVERSITY



ACCOUNTING CAPSTONE FOR EMPLOYABILITY TEAM

Dr Christine Contessotto, Dr Edwin Lim and Associate Professor Luckmika Perera

For excellence in the development of an innovative capstone curricula in accounting which allows the scaffolding of employability skills embedded within authentic learning activities and assessments.

LA TROBE UNIVERSITY



DR DANA WONG

Changing the landscape of clinical neuropsychology practice by training confident, competent, inspired clinicians to deliver neuropsychological interventions for people living with brain conditions.



ASSOCIATE PROFESSOR DASWIN DE SILVA

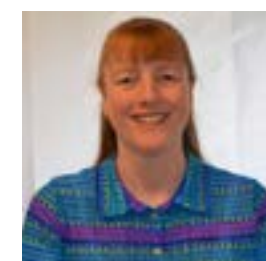
Unravelling Artificial Intelligence – Development of curricula with real-world cases that deconstruct the technical complexities, practical applications and ethical implications of Artificial Intelligence.



HUMAN BIOSCIENCES EMPLOYABILITY TEAM

Associate Professor Louise Lexis, Dr Brianna Julien, Mr Jason Brown, Dr Caroline Taylor, Dr Jarrod Church, Dr Jency Thomas and Dr Chris van der Poel

For developing an integrated curriculum that supports Bachelor of Health Sciences students to become career ready 21st century graduates.



DR KATHERINE ASHMAN

Mentoring for success: accounting work placement program in a regional setting to foster industry engagement and employment outcomes.



LA TROBE UNIVERSITY HUMAN ANATOMY TEAM

Dr Laura Whitburn, Dr Di Hughes, Dr Aaron McDonald, Associate Professor Rod Green, Mr Health McGowan, Dr Anita Zacharias and Dr Lloyd White

The power of peer-review: A discipline-wide collegial approach in the context of developing sustainable blended learning content in anatomy.

MONASH UNIVERSITY



ANIMATING SCIENCE TEAM

Professor Helen Abud, Associate Professor Priscilla Johanesen and Dr Danielle Rhodes

Inspiring students to creatively engage in biological science education by animating molecular and cellular biology concepts.



COLLABORATIVE CARE CURRICULUM TEAM

Associate Professor Fiona Kent, Mrs Amanda Anderson, Professor Tina Brock, Associate Professor Arunaz Kumar, Ms Lorraine Walker and Associate Professor Caroline Wright

A cross-faculty leadership team co-designed, implemented and evaluated an innovative Collaborative Care Curriculum to prepare health students for the critical skill of collaborative healthcare practice.



GUKWONDERUK INDIGENOUS ACADEMIC TEAM

Professor Karen Adams, Ms Colleen Kelly, Ms Petah Atkinson, Ms Rose Gilby and Dr Doris Paton

For leading change in cultural safety and Indigenous health education.

SWINBURNE UNIVERSITY OF TECHNOLOGY



DR JESSICA BALANZATEGUI

For enriching student experiences and outcomes through industry-engaged Media and Cinema and Screen Studies curricula designed to inspire authentic learning grounded in current real-world contexts.



ASSOCIATE PROFESSOR ROBERT GILL

For implementing challenging industry partnerships that fostered communication students' active learning through live projects that enhanced their employability skills and understanding of industry expectations.



STRENGTHS BASED SWINBURNE NURSING TEAM

Dr Loretta Garvey, Professor Georgina Willetts and Mrs Laurina Nieuwoudt

Establishing nursing excellence through innovation in pedagogy and best clinical practice: The Bachelor of Nursing at Swinburne University.



