

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2022



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING



UNIVERSITIES
AUSTRALIA

2022 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

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2022 FOREWORD

Teachers have one of the most honourable and important jobs in the world – shaping the future of people from all backgrounds and at all stages of life. Universities simply couldn't educate the almost one and a half million students they do each year without them.

Not only would universities struggle, but our communities and the nation more broadly would not be able to function if not for the essential service teachers perform in setting millions of Australians up for a fulfilling career and ensuring we have a skilled and productive workforce to drive our economic, social and cultural progress.

The Australian Awards for University Teaching is one of the ways we say, 'thank you' to those who make the education dreams of millions possible year in, year out.

We know that it isn't always easy. COVID-19 highlighted that, yet we were constantly amazed, and will be eternally proud, of the commitment teachers displayed to their profession and their students during those dark days.

They showed tenacity in finding, engaging and staying connected to as many students as possible, ensuring universities continued to operate while other sectors shut down. They displayed flexibility and agility in transitioning smoothly and rapidly to online and remote learning practices, limiting disruption to students' participation and progress.

In 2022, adopting the "new normal" of learning, educators continued to apply a mix of teaching modes and methods to meet professional standards and the needs of a wide range of students. Academic and professional staff rolled out innovative content and platforms for both online and in-person learning environments, optimising students' learning experiences and opportunities.

There is no limit to what our educators can achieve, and they must continue to be supported and empowered to perform their vitally important roles. More jobs in the future will require a university degree – a need that can only be satisfied by a strong, capable and inspired teaching workforce.

These awards recognise the most outstanding teachers and programs across the sector, celebrating university teachers at different stages in their careers, from early career academics to those who have devoted a lifetime to learning and teaching.

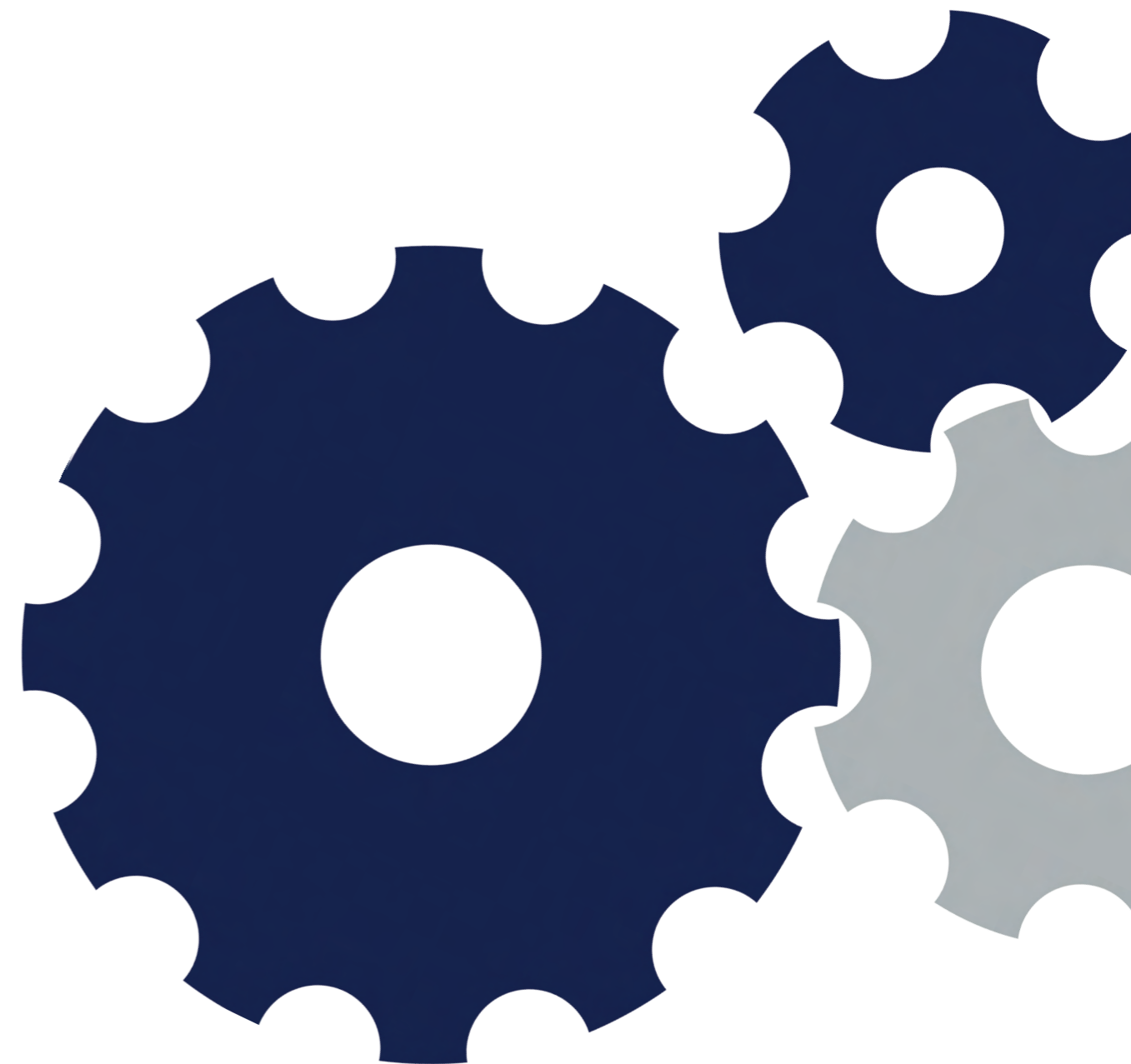
We congratulate this year's winners and hope their example will inspire current and future leaders in education.



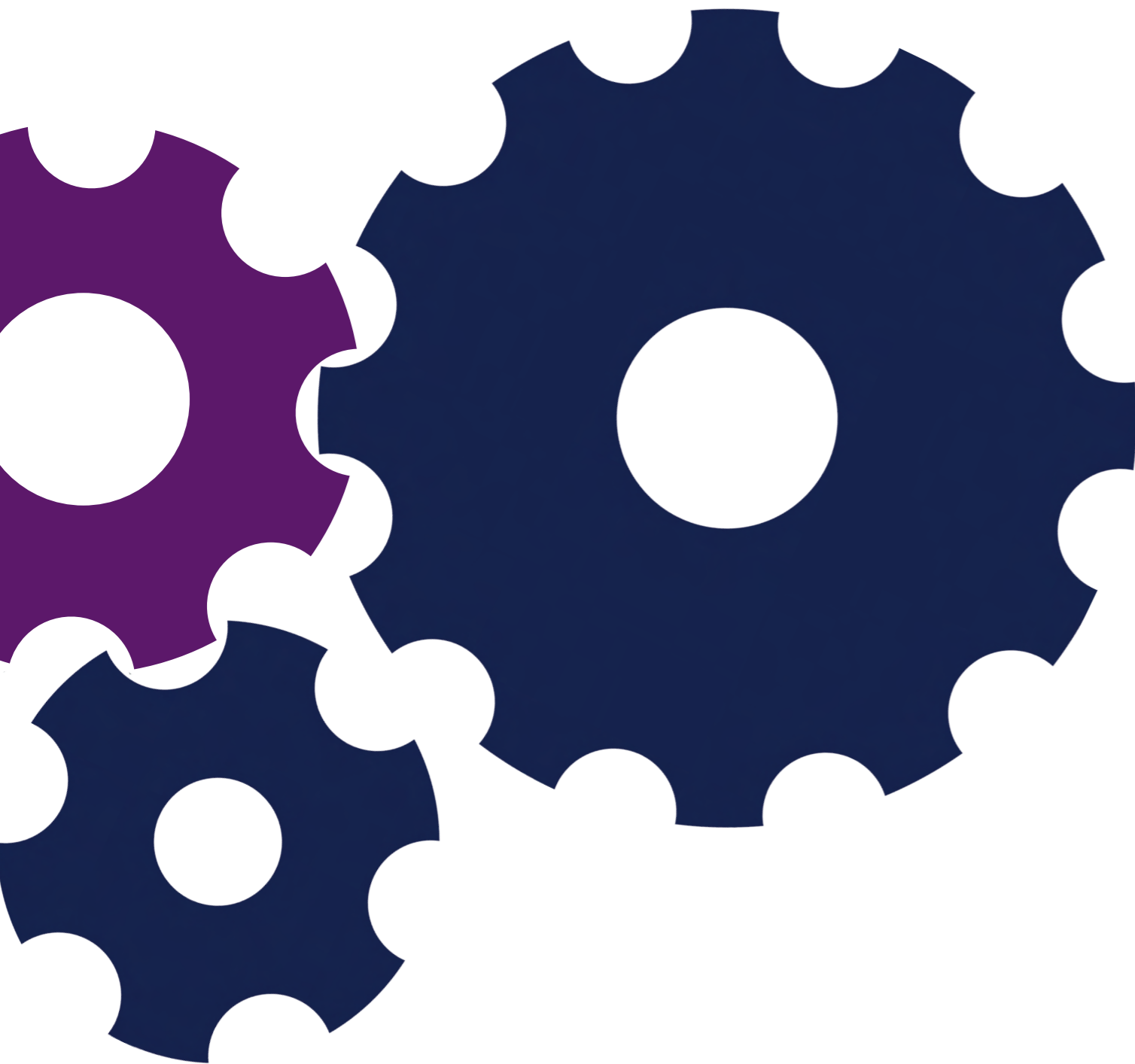
Catriona Jackson
Chief Executive, Universities Australia



Professor John Dewar AO
Chair, Universities Australia



2022
**CAREER ACHIEVEMENT
AWARD**





2022

CAREER ACHIEVEMENT AWARD

PROFESSOR DAVID BOUD

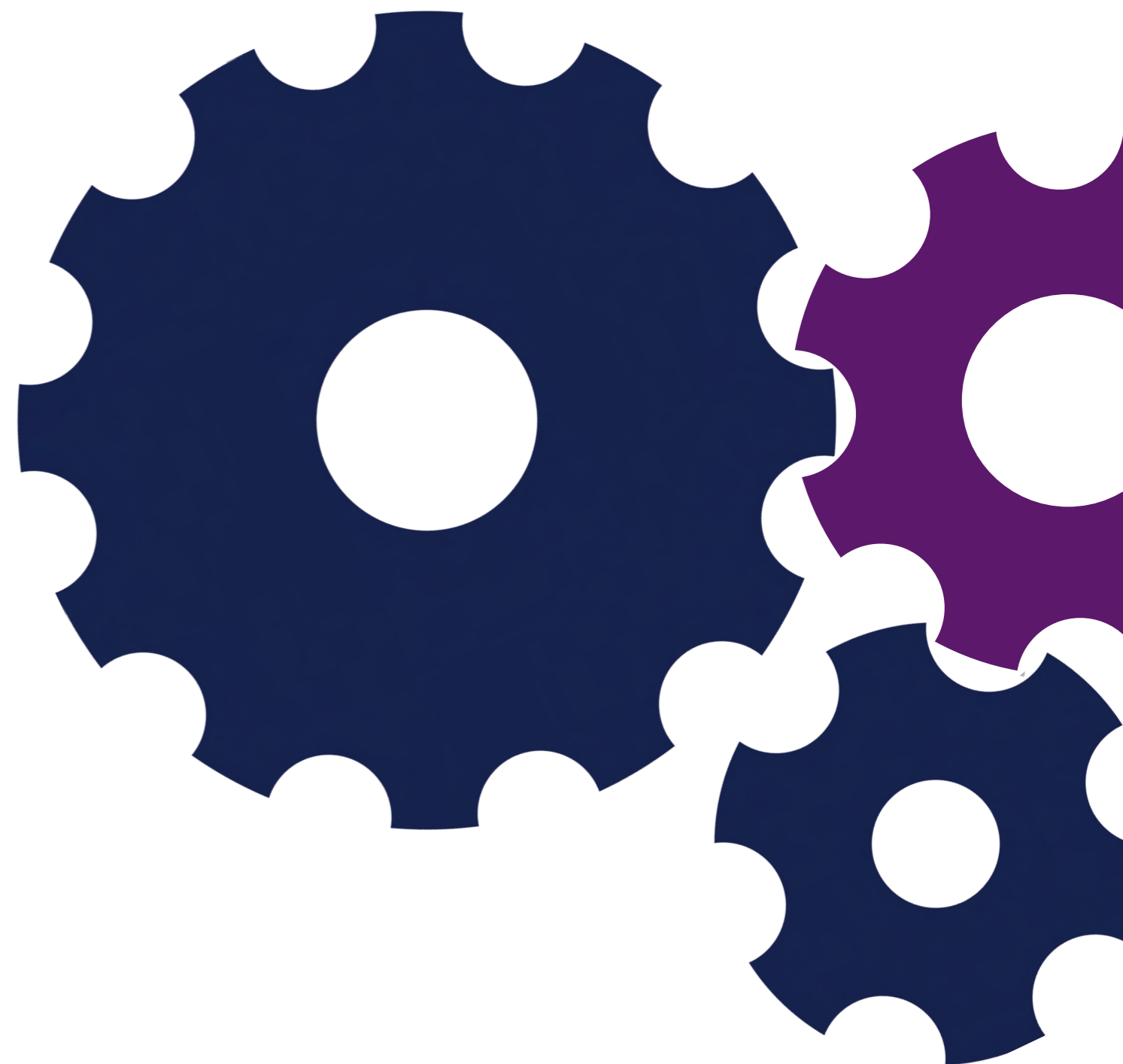
Deakin University

Alfred Deakin Professor David Boud is an internationally renowned educational researcher whose contribution over the last 40 years has shaped the practice of higher education globally. Through pioneering research and development, he has led and guided practical application of his work in assessment reform across the Australian higher education sector. A pre-eminent scholar in his fields of higher and professional education, workplace learning and assessment and feedback, Professor Boud is the world's top-cited author in the field of Higher Education, in 2019, 2020 and 2021.

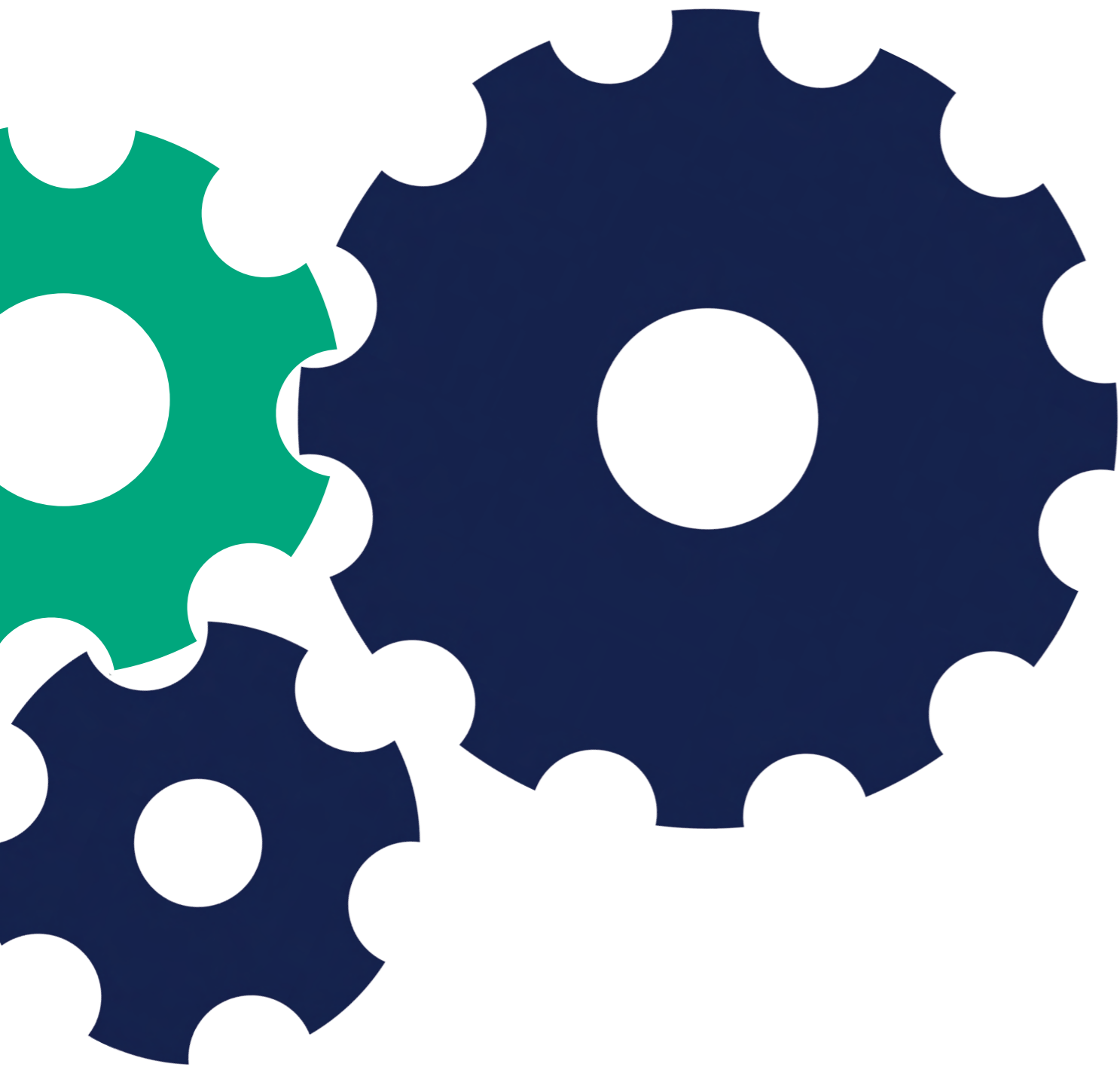
Professor Boud's work is positioned as an exploration of how individuals can take greater responsibility for their own learning in educational and work contexts. Early work examined student autonomy and reflection in contexts such as problem-based learning and teaching laboratories. Work-based and lifelong learning were logical extensions to further develop concepts of learner autonomy. Professor Boud applied this work in his postgraduate teaching and innovative course development, and in leadership of development programs at The University of New South Wales and University of Technology Sydney.

More recent work on learning-centred approaches to assessment, building assessment skills for sustained learning and designing new approaches to feedback has influenced educators to move beyond certification of outcomes to the productive use of assessment for learning. Professor Boud focuses on sustainable assessment, feedback as a process, self-assessment and the development of students' evaluative judgement.

As a widely recognised leader in higher education, Professor Boud has fostered application of his work in 85 education institutions in 19 countries, including 32 Australian universities. He has led or participated in 13 national collaborative projects to advance higher education practice in Australia, changing on-the-ground teaching and institutional policies. In 2014, he established the Centre for Research in Assessment and Digital Learning at Deakin University and has guided its development as the national leading centre for higher education research and application. He is a prolific collaborator and mentor, linking learning and teaching leaders everywhere through research and co-publication.



2022
**AUSTRALIAN UNIVERSITY
TEACHER OF THE YEAR**





2022
**AUSTRALIAN UNIVERSITY
TEACHER OF THE YEAR**

SCIENCE

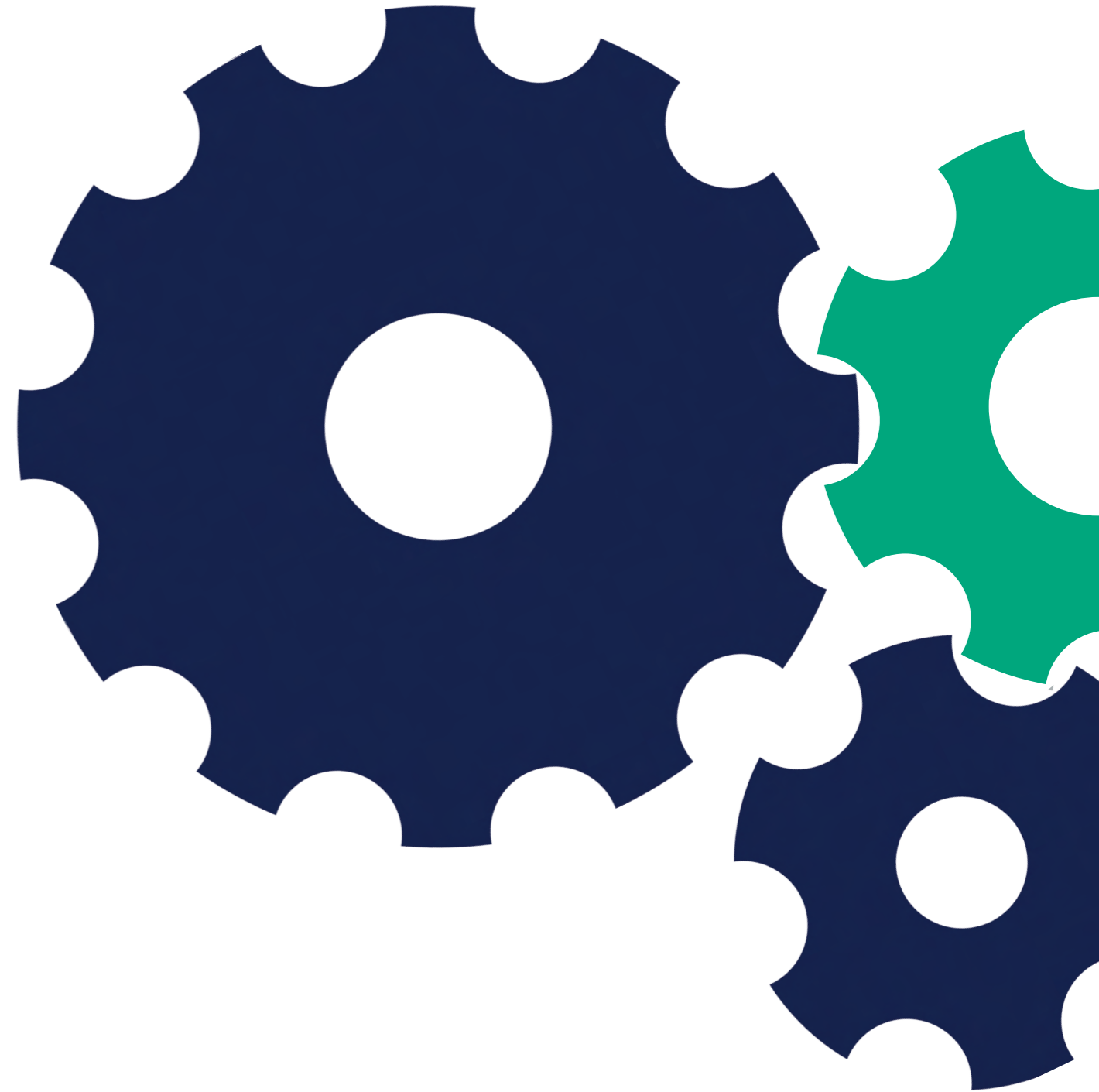
DR POH WAH HILLOCK

The University of Queensland

Dr Poh Wah Hillock is an innovative leader who has enhanced learning and teaching and the student experience at the University of Queensland (UQ). With her philosophy of identifying and then building upon students' current knowledge, Poh has motivated and inspired countless students to excel in what is commonly regarded as a difficult discipline – Mathematics.

As the Director of First Year Mathematics and Senior Fellow of the Higher Education Academy, Poh's work focuses on helping her first year mathematics students open doors to success. Many students are underprepared for first year mathematics and need support to bridge the gap between high school and university mathematics. By building a comprehensive support network which leverages high impact practices, such as differentiated and collaborative learning, Poh has significantly improved students' mathematical understanding and confidence. A key element of the support network is Poh's award-winning Support Learning Tutorial which recognises students as individuals with specific learning needs. Through Poh's concerted efforts, failure rates have plummeted, not through the lowering of academic standards, but through improved student understanding. Poh does not just open doors, she guides her students through.

Poh also led the successful transformation of UQ's first year mathematics courses, delivering flexibility and high value on-campus learning experiences. The support network and course redesign have made a lasting impact on teaching and learning in the first year mathematics cohort at UQ, as evidenced by high course ratings, positive feedback from students and tutors and recognition from colleagues and teaching awards. Her work has been recognised with six teaching excellence awards: one national and five UQ awards. She has published in international journals, presented at national and international conferences, and represents Queensland on the Australian Mathematical Society Standing Committee on Mathematics Education.



2022
**AWARDS FOR
TEACHING EXCELLENCE**





2022

AWARDS FOR TEACHING EXCELLENCE

NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION

A/PROF BENJAMIN WILSON

The University of Canberra

Associate Professor Ben Wilson is a Jagera man from the southern suburbs of Meanjin (Brisbane), with his Country extending out through Ipswich to Boonah. He currently teaches in the Faculty of Education at the University of Canberra (UC). Ben has been teaching ecocentric approaches to education through Indigenous ways of knowing for the past three years at UC and believes in the power and utility of First Nations knowledge to affect change in education systems. His work is predicated on Transformational Learning Theory, experiential learning, and building sustainable, equal power relationships with students. His work is recognised throughout the Australian Capital Territory (ACT) as creating positive, lasting change in teachers both pre-service and working in schools.

Ben brings a wealth of expertise, knowledge, and experience to his role as a university educator, having been a cultural consultant for over ten years in the education sector. Previously, he worked with the Stronger Smarter Institute as a national facilitator, a role that took him to Indigenous communities all across the continent. Further, he spent his early career as a high school teacher in both the public and private sector in Meanjin (Brisbane).



2022

AWARDS FOR TEACHING EXCELLENCE

SCIENCE

DR BETH LOVEYS AND DR KARINA RIGGS

The University of Adelaide

Since 2011, Education Specialists Beth and Karina have led the transition of second year students through to completion in the School of Agriculture, Food and Wine at the University of Adelaide. Their approaches have enhanced student learning and engagement through fit-for-purpose initiatives to address the needs of their students. Their curriculum enhancements have exposed undergraduate students to real-world research which has built student confidence and self-awareness in their growing scientific expertise. Innovative involvement of students as co-designers of assessment has had remarkable impacts on learning as the students as partners take ownership in the process. The team has provided leadership to their colleagues across the university through sustained Communities of Practice, resulting in measurable changes in both student and staff engagement in learning and teaching across the institution. Their dynamic, student focused teaching practices and disciplinary expertise has resulted in both university and community impact and has been recognised through teaching awards and grants, culminating with the Stephen Cole Elder Award and Vice Chancellor and President's Award for Excellence in 2019. Nationally their expertise has been acknowledged through an OLT citation in 2015, disciplinary recognition in 2022, and invitations to present at conferences and to contribute to national curriculum development.



2022

AWARDS FOR TEACHING EXCELLENCE

SCIENCE - EARLY CAREER

DR JESSICA DANAHER

RMIT University

Jessica has sustained excellence in learning and teaching across RMIT University food science undergraduate and postgraduate courses in Melbourne and Nanjing. She influences and inspires students to learn by embedding gamification and personalisation strategies into her teaching. This includes creating blended learning environments which foster the ability for students to co-design assessments, such as completing negotiated and interest-led projects, to meet their individual learning requirements. Jess implements flexible strategies to tailor her blended learning workshops from hands-on authentic activities for onshore cohorts, to equivalent digitally-enabled experiences for offshore cohorts and those experiencing online learning during COVID-19 disruptions. Her agile and sustainable approach ensures equitable educational experiences and is continuously showcased as an institutional exemplar. The sustained upwards trajectory in Jess' teaching scores, which continuously exceed University benchmarks, has led to Jess sharing her experiences as a contributor to media events and communities of practice. She enhances the education experience through leadership on various innovative curricula design working groups and her contributions to academic publications on educational gamification and internal briefing paper 'The Future of STEMM/Digital Education'. Recognition of her high-quality scholarly teaching extends from students onshore and offshore, peers in VE and HE sectors, and local and international award bodies.



2022

AWARDS FOR TEACHING EXCELLENCE

ENGINEERING - EARLY CAREER

A/PROF NIC CONNELLY

RMIT University

Ms Connelly is passionate about aviation and loves sharing this with her students. As an Associate Professor in Aerospace Engineering and Aviation, teaching for her is an infusion of passion and experience, combined with curiosity and enthusiasm, which ignites both teachers and students to read the world and respond and educate accordingly. As an air traffic controller Ms Connelly was considered a guardian of the sky, choreographing the complex airspace above, safeguarding millions of lives as they moved across the sky. Today she considers herself a guardian of our future, by shaping young minds and creating possibilities through educating, inspiring, and motivating our prospective aviation industry leaders. Ms Connelly believes that the more interactive the learning journey is for students, and the more authentic the learning is through industry contextualisation, results in flow on effects that ensures a meaningful academic experience for students, leading to competent and well-equipped future leaders for our aviation industry. Her approach to implement courses in a blended learning mode required an integration of real-world scenarios, complex problems and their solutions, role-playing, case studies and, supported by flexible learning methodologies using technologically enhanced approaches to suit the students' needs, with a purposeful focus on authenticity of the learning journey.



2022

AWARDS FOR TEACHING EXCELLENCE

HEALTH

PROF PAUL WHITE

Monash University

Professor White has led transformational change in pharmacy and pharmacology education, as Associate Dean Education of his Faculty, ranked #1 in the world in Pharmacy and Pharmacology. Over 20 years, he has developed models that enable educators to engage students in deep, sustained learning and explicit skills development at scale, thereby impacting many thousands of students and educators around the world. His innovative model of concept-based problem-solving produced dramatic increases in pharmacy student exam performance, and long-term retention of applied knowledge. His Active Learning model transformed the culture of his faculty and has impacted educators around the world. He conceived and co-leads an international project involving educators from 22 countries which has identified consensus Core Concepts of his discipline. In assessment, he has contributed to the development of pharmacy student skills via a reflective practice model. He led an award-winning “four pillars” faculty approach to pharmacy and pharmaceutical science curricula, which has produced graduates with improved knowledge and skills as assessed by their employers. His leadership has impacted education programs across Australia’s largest university. Professor White has won faculty, university, national and international teaching awards for his innovative teaching models and educational research that has been transformative for his discipline.



2022

AWARDS FOR TEACHING EXCELLENCE

HEALTH

A/PROF JODIE COPLEY

The University of Queensland

Associate Professor Jodie Copley’s long-term leadership has transformed clinical education and shaped the lifelong education of occupational therapists. This unique clinical education approach effectively prepares students for increasingly complex healthcare systems that demand high-level teamwork and cultural sensitivity, allowing graduates to thrive. To create highly employable and clinically effective graduates, in the late 1990s Jodie pioneered student-led placements and interprofessional student clinics, now worldwide trends in health professional education. Over 25 years, she has led the development of a curriculum that has become an international benchmark. By scaffolding simulation with early exposure to working with clients and authentic role play assessments, students excel in industry placements and are work-fit on graduation. She has nurtured sustained and reciprocal relationships with community and industry partners to address placement shortages, by developing innovative models generating more than 230 university-driven placements per year. Jodie’s leadership of interprofessional and cultural responsiveness education is exemplified by her development of pedagogical tools filling long-term gaps in teaching students to work sensitively with First Nations people and evaluating students’ effectiveness in healthcare teams. Her clinical teaching innovations have both national and international influence, resulting in wide-scale adoption of her methods and approaches in both student and professional education.



2022
AWARDS FOR TEACHING EXCELLENCE

SOCIETY

A/PROF XIAOPING GAO

The University of Wollongong

Xiaoping is an enthusiastic and innovative teacher of languages and cultures. With over 25 years' commitment to teaching excellence, she has developed a holistic and multi-dimensional model that combines engaging teaching approaches, cutting-edge resources and technologies, and inclusive real-world learning contexts. Her model underpinned by Sociocultural Theory has enhanced second language learning and student experiences and fostered bilingual and intercultural competencies. Her authentic tasks, technology-enhanced resources, and world-related and competency-based curricula have created enjoyable, interactive and inclusive learning environments that engage students in learning, enhance learning outcomes and experiences, and motivate students to strive for excellence. These approaches have been embedded into initiatives, including multi-dimensional evaluation and internationalisation partnerships that have enabled diverse cohorts to excel through real-life communication with a wide range of knowledgeable others. Her leadership in interdisciplinary, national and international projects and professional community building has amplified the impact of her innovations on teaching excellence and language studies. Xiaoping's high-quality work, professionalism and dedication to student learning have shaped globally-competitive graduates and lifelong learners. Her teaching practice, resources, and scholarships have inspired others at institutional, national and international levels to implement innovative pedagogy and technologies to cope with challenges faced in teaching and achieve their best.



2022
AWARDS FOR TEACHING EXCELLENCE

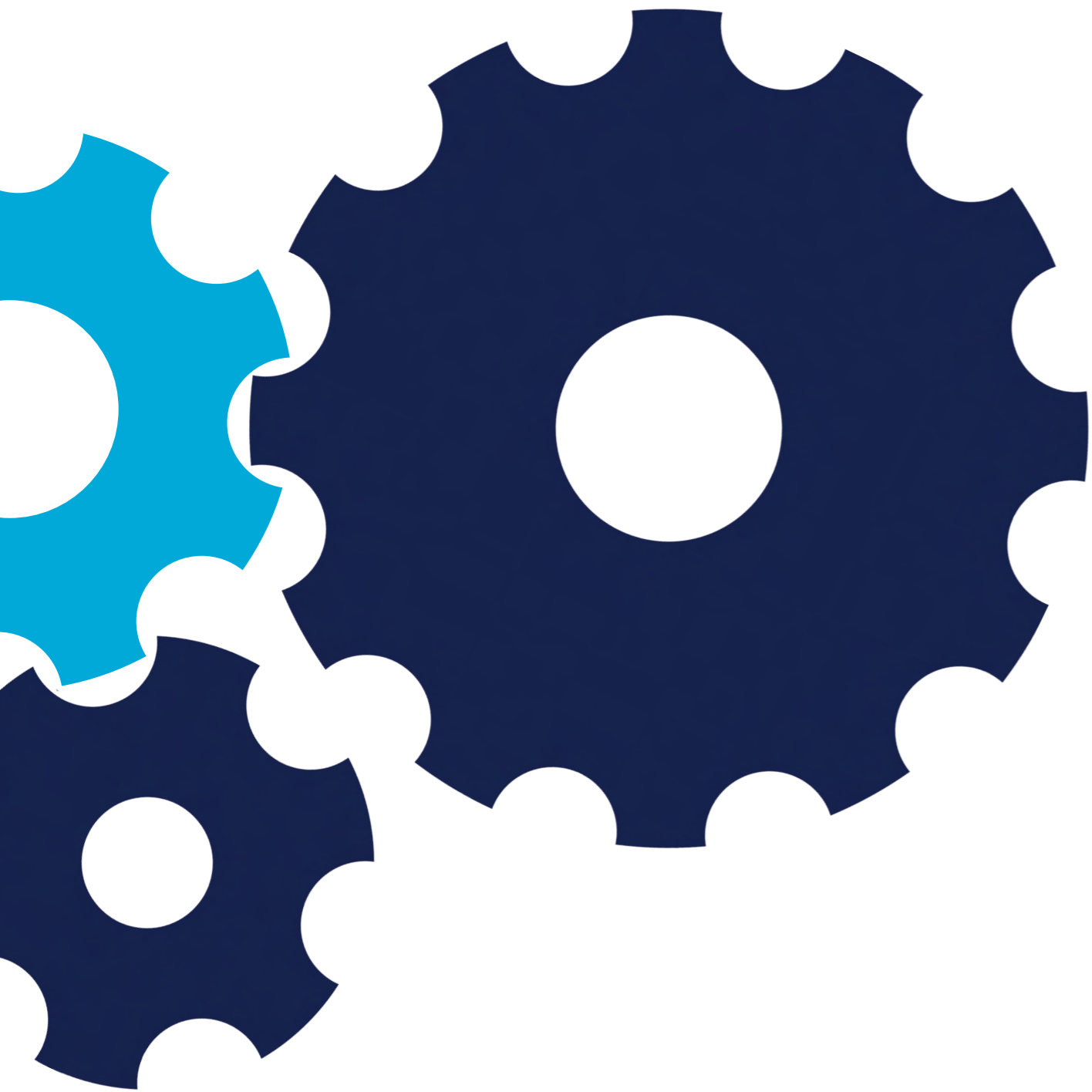
ART

A/PROF STEVEN PACE

Central Queensland University

Steven Pace is an award-winning educator who brings an experience design mindset to his role as an Associate Professor and Head of Course for the Bachelor of Digital Media at Central Queensland University (CQU). A distinctive feature of his teaching practice is his application of user experience design principles to pedagogy with the aim of creating engaging learning experiences for diverse cohorts of students. Over the past 30 years, Steven has taught more than 14,000 students, including a higher-than-average proportion from disadvantaged backgrounds. Based in Mackay, he is a champion of accessible education for regional students and a pioneer in online learning and teaching. Steven co-founded CQU's digital media course for flexible, multi-campus delivery in the 1990s when digital media technology and online learning were in their infancy. In the decades since then, he has led many innovative projects that have enhanced the learning experiences of students. Steven's teaching and leadership have been recognised by multiple awards including National ICT Educator of the Year. He is an Advance Queensland Community Digital Champion and a Senior Fellow of the Higher Education Academy. His professional contribution has extended beyond his institution through research, scholarship and service activities both nationally and internationally.

2022
**AWARDS FOR PROGRAMS
THAT ENHANCE LEARNING**





2022
AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCE THAT SUPPORTS DIVERSITY
 AND INCLUSIVE PRACTICES

**EMBEDDING ENGLISH
 LANGUAGE PROGRAM TEAM**

University of Technology Sydney

- Dr Rosalie Goldsmith
- A/Prof Caroline Havery
- Mr Neil James
- Dr Emily Edwards
- Dr Deborah Nixon
- Mr Joseph Yeo

The Embedding English Language program is unique amongst language support programs in Australian universities in its reach, scope, and impact on students. The program screens all commencing students for their academic language level, provides targeted, subject-specific language development for international and domestic students who require additional support, and embeds milestone assessments in the curriculum to assess students' language use in context and give students feedback. The program has had a positive impact on students, curriculum design and assessment in faculties at the University of Technology Sydney, and it has enhanced faculty teaching practices. The innovative and research-informed design of the program provides a model of good practice in the Australian higher education context and has been presented and published widely. It is recognised, both nationally and internationally, as a leader in its field in the provision of disciplinary language support for international and domestic students. Furthermore, the program enables students to track their language development throughout their degree programs.



2022
AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCE THAT SUPPORTS DIVERSITY
 AND INCLUSIVE PRACTICES

RETENTION@CHARLESSTURT

Charles Sturt University

- Dr Kelly Linden
- Mr Neil Van der Ploeg
- Dr Noelia Roman
- Dr Sarah Teakel
- Mr Ben Hicks

The Charles Sturt Retention Team have built, tested, evaluated, and refined a whole of institution Retention Model through 17 action-research cycles. The Retention Team has triumphed in breaking down Faculty and Divisional silos to introduce new ways of working, facilitate meaningful data sharing, and establish a 'retention culture' across the university. The work of the Retention Team incorporates three main parts; (i) embedding best-practice transition pedagogy (ii) pre-census outreach support for disengaged students who do not submit an early assessment item and (iii) embedded tutor support in key first-year subjects. Informed by the action-research cycles, the Team is now highly accurate in identifying disengaged students and have developed innovations to support students who would otherwise receive a fail grade and/or accrue unnecessary debt. This work has impacted student learning with increases in student progress rates and retention when disengaged students have dialogue with the Outreach Team or meet with an embedded tutor. Every aspect of this work supports student equity groups, which are over-represented at our regional University. The Retention Team has received widespread recognition internally, nationally, and internationally. Their work has been shared through publications, conference presentations, and directly through invitational presentations at multiple universities.



2022 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE AND PEDAGOGY PRACTICE

QUT MEDICAL IMAGING SIMULATION PROGRAM

Queensland University of Technology

A/Prof Debbie Starkey
Mr Cameron Moore
Dr Therese Gunn
Ms Vicki Braithwaite
Prof Pamela Rowntree
Mr Ajesh Singh
Ms Noirin Neligan

The QUT Medical Imaging Teaching Team has created a unique, integrated learning environment to support students in maximising the learning opportunities provided through clinical placements, while eliminating the inherent risks to patient and student safety. The QUT Medical Imaging Simulation Program (QMISP), embedded across the entire QUT Medical Imaging degree, provides best-practice, cohesive learning experiences supported by innovative simulation technologies to ensure students develop the skills to thrive in the rapidly evolving area of healthcare.

The establishment of the QMISP and customised laboratory equipped with innovative simulation tools has been transformative for medical imaging education. The QMISP's approach systematically combines blended theory, scenario-based learning, and practical work-integrated experiences, in scaffolding student progression from novice to professional frontline health practitioner providing diagnostic health care. As a result, the QUT Medical Imaging degree continues to be a highly regarded choice for prospective students. High graduate employment levels, exceptional feedback from employers and clinical providers are testament to the program's efficacy. Despite COVID-19's disruption of university teaching, flexible access to QMISP elements allowed continuation of the QUT MI degree throughout the pandemic. The QMISP initiatives have been shared widely and its value recognised through national and international take-up and teaching awards.



2022 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

CURRICULUM TRANSFORMATION AND INNOVATIVE AND PEDAGOGY PRACTICE

QUT DESIGN FOR IMPACT

Queensland University of Technology

Mrs Melanie Finger
Dr Claire Brophy
Mr Dean Brough
Dr Liz Brogden
Ms Bethan King
Mr James Macaulay
Dr Deanna Meth
Dr Gregor Mews
Prof Lisa Scharoun
Ms Sheona Thomson

Four innovative, authentic and transdisciplinary 'Impact Labs' (ILs) were introduced as a compulsory spine across the reimagined Queensland University of Technology (QUT) Bachelor of Design curriculum in 2019. In response to stakeholder feedback on shifting employer and global needs, the four units, 'Place', 'People', 'Planet' and 'Purpose', aim to future-proof students' design careers. The ILs employ a range of learning approaches to incrementally develop students' theoretical understandings of self, society and global issues while laying foundations for collaborative design. Student learning is cumulative and applied within experiential, inquiry-led, team design challenges developed in collaboration with over 45 community and industry partners. With IL experiences systematically repeated across their years of study, students progressively build essential core design knowledge, skills and twenty-first century capabilities: transdisciplinary collaboration, productive reflection, networking and profile-building. Student design solutions have received industry endorsement, with some proving demonstrably marketable. Students value the contribution of the labs to their development as ethical designers with enhanced employability. The scalability of the model is evident through its support of large cohorts of students from across two faculties and seven major study areas, while facilitating intimate, transformative and ethically grounded design experiences. The model has received significant national and global recognition.

2022

**CITATIONS FOR OUTSTANDING
CONTRIBUTIONS TO STUDENT
LEARNING**



NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY



DR JOHN MAHONEY

For making best-practice teaching approaches easy to access and more digestible in health sciences and beyond.

NEW SOUTH WALES

MACQUARIE UNIVERSITY



DR JOEL FULLER

For excellence in inspiring and supporting postgraduate physiotherapy students using innovative teaching approaches and authentic, student-centred learning experiences.



DR JOHN TURCHINI

Focussing the lens on pathology medical education: getting to the diagnosis through integration, team based gameplay, clinical scenario generation and delight.

THE UNIVERSITY OF NEWCASTLE



DR MARIE HADLEY

Enabling law students to bridge the gap between knowing the law and expressing that knowledge effectively through creative resources and an innovative Curricular Justice Model.



DR MEREDITH TAVENER

For creative contributions to student learning in Health that embed qualitative research-integrated culture into curriculum design through authenticity of teaching and meaningful resources.

UNIVERSITY OF NEW ENGLAND



DR KRISTY O'NEILL

For Health and Physical Education (HPE) curriculum development that builds Initial Teacher Education (ITE) student engagement in online learning.



A/PROF STUART WARK

Improving graduate clinical competence: Development, implementation and quality improvement of a new medical degree across the University of New England and University of Newcastle.



DR SUPAWADEE MOSS

For successfully transforming theoretically-based auditing subjects that re-engage students through story-telling and authentic practice.

UNIVERSITY OF SYDNEY



MS CORINA RADULESCU

For developing a scalable co-designed interdisciplinary curriculum to foster students' problem-solving skills using complex, authentic learning scenarios.



MS FRANCES BARRACLOUGH

Preparing our future health care workforce to deliver integrated, person-centred care—a new model of training.

UNIVERSITY OF TECHNOLOGY SYDNEY



EVENT CREATION LAB **PROF CARMEL FOLEY AND MS MEG HIBBINS**

An innovative subject that inspires students, engaging them in developing professional capabilities for transitioning to employment and contributing to social justice.



VIRTUAL EMPATHY MUSEUM **DR JACQUI PICH, PROF TRACY LEVETT-JONES, MS NATALIE GOVIND, DR SAMANTHA JAKIMOWICZ, DR FIONA ORR, MS SUE DEAN, PROF MICHELLE KELLY AND PROF JANE MAGUIRE.**

For developing healthcare student's empathy skills.

UNIVERSITY OF WOLLONGONG



DR EMMA HEFFERNAN

Creating real-world connections to engage, motivate and inspire students in Architectural Engineering as future leaders in a sustainable built environment.



DR NOELENE WEATHERBY-FELL

Building pre-service teachers' resilience through inspiring practices that equip them to navigate their teaching journey and achieve high quality outcomes as effective and reflective practitioners.

UNIVERSITY OF NEW SOUTH WALES



A/PROF ANG LIU

For creating learning opportunities and personalised experiences for engineering students to collaboratively learn and practice engineering design through research-informed approaches.



A/PROF MICHAEL KASUMOVIC

For developing innovative and inclusive digital learning strategies that promote authentic skills-based learning in science courses to improve critical and analytical thinking.

WESTERN SYDNEY UNIVERSITY



MATHEMATICS EDUCATION SUPPORT HUB **A/PROF LEANNE RYLANDS, MS LYN ARMSTRONG, MS ADELLE COLBOURN, DR MERRYN HORROCKS, DR GIZEM INTEPE, MS SUSAN MCGLYNN, DR JIM PETTIGREW AND MR DON SHEARMAN.**

For integrated institution-wide delivery of mathematics, statistics, and numeracy support; for supporting staff to assist their students; and for learning and teaching scholarship.



MRS NIKKI MELLER

Designing for synergy: embedded resources and partnership pedagogy enhancing nursing and midwifery students' transition to graduate employment.

QUEENSLAND

BOND UNIVERSITY



CHEMISTRY TEAM
DR STEPHANIE SCHWEIKER, DR STEPHAN LEVONIS
AND DR AMANDA TAUBER

The development and implementation of a technology-enhanced chemistry curriculum to facilitate improved student outcomes for a range of chemistry students at Bond University.

GRIFFITH UNIVERSITY



THE KUNGULLANJI RESEARCH PATHWAYS PROGRAM
MS JENNIFER CAMPBELL, MS BRONWYN WOLSKI, MS SAMANTHA DE
LORE, KUNGULLANJI MENTORS AND PROGRAM FACILITATORS, AND
INDIGENOUS RESEARCH UNIT DIRECTORS AND STAFF

A transformational strength-based holistic undergraduate research experience (URE) co-designed with Aboriginal and/or Torres Strait Islander students.

JAMES COOK UNIVERSITY



DR KRISTIN MCBAIN-RIGG

Demystifying multidisciplinary public health practice in rural, remote, and Indigenous Australian communities through intentional curriculum design.



DR ZAF SMITH

Transforming medical student learning and transition to clinical years with an innovative curriculum, narrative learning tools and role-playing activities related to Emergency Medicine.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



QUT INDIGENOUS PERSPECTIVES IN LEARNING AND TEACHING
DR BRIDGET HUGHES, PROF PETER ANDERSON, DR LEAH KING-SMITH,
MISS MELANIE SAWARD, DR MELINDA LAUNDON, DR LAUREN WOODLANDS,
DR FREYA WRIGHT-BROUGH, MRS TINA GRAHAM, DR SARAH DART AND
DR SAM CUNNINGHAM.

For leadership in Indigenous perspectives in learning and teaching: empowering staff to transform teaching, the curriculum and student learning experience.



A/PROF JUDITH HOWARD

For leading development of effective educational responses to the needs of trauma-impacted children and young people, through pre-service and post-graduate teacher education and national initiatives.

THE UNIVERSITY OF QUEENSLAND



RIPPLE TEAM
A/PROF HASSAN KHOSRAVI AND MR NICK JOSEPH

For the design, implementation, validation and deployment of an innovative adaptive educational system that transforms student learning into an active, social and personalised experience.



MR MARK TANNER

Taking Flight: motivating and building resilience via a fail-safe approach that challenges advanced business students to build employability skills through authentic and peer mentored experiences.

UNIVERSITY OF SOUTHERN QUEENSLAND



UNISQ OPEN EDUCATIONAL PRACTICE TEAM
MR ADRIAN STAGG AND MS NIKKI ANDERSEN

For personalised and community-based leadership of academics engaging with open educational resources that has broadened and deepened our collective Institutional understanding of teaching and learning.

SOUTH AUSTRALIA

THE UNIVERSITY OF ADELAIDE



DR HONG CAI

For excellence and leadership in developing language initiatives that support the social inclusion and cultural integration of international students and enhance student experiences across disciplines.

THE UNIVERSITY OF SOUTH AUSTRALIA



DR BRIAN DALE

For excellence in advancing professional development and higher order learning through design and implementation of clinical placement with authentic research and development in Laboratory Medicine.



DR CONNIE CARUSO

For excellence in teaching Histology and Pathophysiology using innovative ultra hi-resolution images and virtual microscopy, motivating and inspiring students to deliver enhanced learning outcomes.



UNISA PODIATRY TEACHING TEAM
DR HELEN BANWELL, DR RYAN CAUSBY AND MR BRENDAN NETTLE

For innovative use of 3D printed foot models and resources to enhance undergraduate podiatry students' scalpel skill training and foot ulcer management.



THE MARKETING CLINIC
MRS VIVIEN CHANANA AND PROF JOHN DAWES

For sustained teaching excellence, specifically in developing employment-ready student skills, via the Marketing Clinic—a unique third-year course in which students provide informed marketing advice for businesses and not-for-profit organisations.

VICTORIA

DEAKIN UNIVERSITY



LEARNING IN MATHEMATICS TEAM
DR KERRI MORGAN, MS LAURA TUBINO, A/PROF JULIEN UGON, DR SIMON JAMES AND A/PROF ANDREW CAIN

For motivating and inspiring students from diverse mathematical backgrounds through innovative assessment practices and learning experiences that foster student agency.



A/PROF MELISSA O'SHEA

For leveraging leadership and excellence in the field of clinical psychology, visioning and delivering a curriculum that promotes work-ready contemporary clinical psychology graduates.



BUSINESS ANALYTICS TEAM
DR REZA KACHOUIE AND MR STEPHEN WILLIAMS

For transformation of a foundation business analytics unit through implementation of an active learning approach, leading to students' improved analytical skills and employability.

LA TROBE UNIVERSITY



THE BACHELOR OF FOOD AND NUTRITION UNIVERSITY PATHWAY AND SUPPORT PROGRAM
DR DEANNA HORVATH, DR MELISSA BUULTJENS AND A/PROF EVAN ROBERTSON

Development and delivery of a holistic support framework for equity nutrition students which influences, motivates, and inspires learning.



DR JABED CHOWDHURY

Designing and developing a learning environment that simulates real-life cybersecurity problems to train job-ready graduates using gamification and industry collaboration.



MR JASON BUCCHERI

Putting students in the control of their pharmacy and their learning, and building students' identity and professional capacity through authentic gamification.



A/PROF JENNIFER JONES

For place-based and transformative pedagogy that assists students to recognise historic diversity and respectfully negotiate competing interpretations of contemporary rurality and Indigeneity.



A/PROF ROBERT ROSS

For pioneering innovation with educational escape rooms to engage and motivate students within STEM disciplines.

MONASH



**PHARMACOKINETICS AND DRUG DELIVERY EDUCATION TEAM
A/PROF CORNELIA LANDERSDORFER, DR DAVID SHACKLEFORD,
DR YASSMIN SAMAX AND A/PROF JOSEPH NICOLAZZO**

Successful design and implementation of career-relevant simulations and their applications to real-life scenarios, for training pharmaceutical scientists in modern industry-relevant skills.



**TEAM FPP
PROF ROB HYNDEMAN AND PROF GEORGE ATHANASOPOULOS**

For revolutionising forecast education through the development of an innovative, open-access, online textbook, and associated teaching resources.

RMIT UNIVERSITY



DR BRIANNA CHESSER

For a supportive, influential and motivational teaching approach that enhances learning and achievement outcomes to produce work-ready graduates in the criminology and justice discipline.



**BIOL2145 CARDIORESPIRATORY BIOLOGY TEAM
DR ELIZABETH VERGHESE, DR JONATHAN MCQUALTER, DR NARIN
OSMAN, PROF STEVE BOSINOVSKI, A/PROF STAVROS SELEMEDIS
AND PROF ROSS VLAHOS**

For challenging students to collaborate and apply knowledge and skills to real world problems with industry projects and case studies in cardiopulmonary disease.



A/PROF LING MEI CONG

For innovation and leadership in authentic and digital learning designs that improve students' career development skills.



A/PROF NICOLAS MENICUCCI

For successfully leading and supporting students to learn advanced quantum physics in a first-year undergraduate course through research-led innovations in content and assessment.

VICTORIA UNIVERSITY



**THE PARLIAMENT PROGRAM
MS KATHLEEN RAPONI AND DR GAYANI SAMARAWICKREMA**

An immersive, experiential learning encounter for first year law and justice students at Victoria University (VU).

WESTERN AUSTRALIA

CURTIN UNIVERSITY



DR BEATRIZ ITO RAMOS DE OLIVEIRA

Taking a page from Darwin's evolution theory and evolving anatomical education.



DR BENJAMIN MILBOURN

Creation of unique and globally recognised mental health lived experience resources that facilitate authentic learning and positive engagement toward mental health knowledge, skills and practice.

EDITH COWAN UNIVERSITY



DR FIONA FOXALL

For exemplary, evidence-informed, collaborative whole-of-School leadership that has significantly improved learning outcomes for nursing students.



DR JEMMA BERRY

For excellence in the development of authentic, next generation curricula to meet the unique learning needs of forensic science students.



DR STACEY REINKE

For implementing innovative and research-led approaches to improve data literacy for biology students.



DR STEPHANIE GODRICH

For a highly industry-engaged learning environment that incorporates authentic assessments to effectively engage regional health science students.

THE UNIVERSITY OF NOTRE DAME



DR VIDYA SAGAR ATHOTA AND A/PROF SEAN KEARNEY

reation of an international immersion program that enhanced student learning and employment opportunities and a global partnership for sustainable educational and developmental goals.

THE UNIVERSITY OF WESTERN AUSTRALIA



MR AIDAN RICCIARDO

Making legal studies accessible and inclusive, instilling self-confidence and supporting law students to be the best learners and graduates they can be.



DR ANDRZEJ GWIZDALSKI

For the development of interdisciplinary blockchain curricula, technological resources and services that enable students to access employment opportunities in the digital Web 3 economy.



DR GEMMA SCARPAROLO

A heads and hearts approach to teaching and learning that influences, motivates, and inspires pre-service teachers to teach inclusively and communicate effectively with parents.



A/PROF KATI TONKIN

For designing and delivering engaging, accessible, and inclusive curricula and resources that enable effective active learning in German Studies and History.



A/PROF PETER HENRY

Creating interactive, web-based applications as "learning bridges" that enable students to readily cross the expansive gulf between theoretical and experimental pharmacodynamics.

