

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2023



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FOR UNIVERSITY TEACHING



UNIVERSITIES
AUSTRALIA

This booklet was created by the AAUT awards team using Canva Design software
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2023

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2 FOREWORD

3 A MESSAGE FROM THE DIRECTOR

4 CAREER ACHIEVEMENT AWARD

5 AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

6 AWARDS FOR TEACHING EXCELLENCE

11 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

13 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING



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. It isn't always an easy profession, but I am constantly amazed, and will be eternally proud, of the commitment teachers display each and every day.

We must continue to give teachers our full support and empower them 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.



Prof David Lloyd
Chair, Universities Australia

A MESSAGE FROM THE DIRECTOR

The Australian Awards for University Teachers (AAUT) were initiated in 1997 by the Australian Government to celebrate and honor excellence in university teaching. This program has since evolved into a prestigious recognition for university educators nationwide, celebrating programs and practices that enhance learning and teaching in higher education. It is with great pleasure and privilege to recognise the outstanding educators in the 2023 Australian Awards for University Teachers. Running for over 26 years now, I wanted to take a moment to reflect on the significant impact this prestigious program has had on higher education across our nation.

The AAUT has been a beacon of excellence, recognising and celebrating the outstanding contributions of educators who have dedicated themselves to fostering creativity, innovation, and collaboration in teaching and learning. The wide-reaching benefits of the AAUT program extends beyond individual accolades to shape a culture of collaboration and mentorship that transcends university boundaries and state borders. Aligning with the [2023 Australian Universities Accord Interim Report](#), the AAUT program recognises and rewards effective learning and teaching practices, including best practice methods and new technologies and structures. Furthermore, the program enhances the professional development of academic staff in teaching, especially for early career teachers; promotes collaboration and shared best practice in learning and teaching; and ensures the higher education system encourages improvements in quality learning and teaching.

The value of these awards cannot be overstated. They go beyond mere recognition; they validate the pivotal role of high-quality teaching in universities, offering a pathway to acknowledgment and promotion on par with research awards. As we proudly showcase the accomplishments of the 2023 AAUT recipients, we stand as witnesses to the profound impact their dedication has on the education landscape in Australia.



Prof Elizabeth Johnson
(Citations)
Deakin University



Prof David Sadler
(Program Awards)
The University of Western Australia



Emeritus Prof Pip Pattison
(Teaching Awards)
The University of Sydney



Prof Sally Kift
(Career Achievement Award)
President of ALTF

We also extend our heartfelt gratitude to the dedicated Award Committee Chairs, Prof Liz Johnson, Prof David Sadler, Emeritus Prof Pip Pattison, and Prof Sally Kift, whose commendable contributions have been instrumental in the success of the program. Your tireless efforts and support over the last three years have ensured the best possible outcomes in recognising Australia's outstanding educators.

As we gather to celebrate excellence in teaching, let us collectively champion the cause of sustaining and strengthening the AAUT awards for generations to come. Together, we can continue to build and maintain excellence in teaching and learning across our great nation.



Prof Angela Carbone
Director, AAUT



2023 CAREER ACHIEVEMENT AWARD

EMERITUS PROF DENISE CHALMERS

Nominated by Edith Cowan University

Emeritus Professor Denise Chalmers is an outstanding leader in learning and teaching renowned for her scholarship, collegiality, contributions to professional associations and passionate commitment to mentoring the next generation of learning and teaching leaders nationally and internationally. In addition to receiving numerous national accolades for her achievements, Denise's work has profoundly impacted the higher education sector's vision for teaching quality and university staff development. She has successfully led two university Centres of Teaching and Learning (University of Western Australia 2008- 2014; University of Queensland 1997-2006) and was the Foundation Director of the Carrick Institute (2006 -2008) where she led and developed awards and grants, while also being responsible for Fellowships and developing international links. While Director at the University of Queensland, she was instrumental in initiating the conversation around support of sessional staff. Her project, funded by the Australian Universities Teaching Committee (AUTC), formed the basis of later work including the *The RED Report: Recognition - Enhancement - Development*.

From 2008 – 2014, Denise served as President of the Council of Australian Directors for Academic Development (CADAD). During this time, she actively mentored incoming Directors, providing invaluable guidance and support. Many of these Directors have progressed to senior leadership roles as DVCs and PVCs. She also served as President for the Higher Education Research and Development Society of Australasia (HERDSA), from 2019 to 2021. Other significant achievements include over 100 scholarly publications, a h-index of 24 and 2984 citations, plus her contributions as co-editor of the first and second editions of *University Teaching in Focus*, a seminal text for university teaching staff.

Denise has led national and international projects, including embedding teaching quality criteria and promoting the use of performance indicators. Her Australian University Teaching Criteria and Standards project was initially implemented in case studies across several universities - Australian Catholic University, University of South Australia, University of Western Australia, Edith Cowan University, Curtin University, The University of Notre Dame, and James Cook University - and has since influenced the reframing of academic profiles, performance expectations, and promotion criteria across many more Australian universities. For nearly 30 years, Denise's work has explicitly recognised the importance of learning and teaching leaders and demonstrated the criticality of fostering, recognising and rewarding excellent teaching across the academic life cycle.



2023 AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

CREATIVE ARTS

A/PROF ZALA VOLCIC

Monash University

At a time when it has become crucially important to understand and respond to dramatic changes in the media environment, Associate Professor Zala Volcic has made significant and distinctive contributions to teaching media theory and practice. She has been an international leader in bringing together the fields of media studies and intercultural education, pioneering a broadly applicable model of compassionate pedagogy that balances flexible, empathic teaching with rigorous academic expectations.

Zala has created impactful new approaches that help educators to engage students in meaningful, deep, sustained learning and skills development at national and international scales. As a teacher and leader at Monash University, she has significantly changed the culture of education in the School of Media, Film, and Journalism (MFJ) with her teaching approach, compassionate pedagogy. Zala's authority as a top media and intercultural studies scholar enabled the creation of a unique and dedicated Bachelor of Media & Communication (BMC) degree, which is now an independent section in the School. Under Zala's leadership, the BMC degree has become a rich source of pedagogical innovation, with a future-oriented focus. It has more than doubled student enrolments while introducing a range of effective interventions to promote community-focused education and strengthen student engagement.

Student-focused teaching and learning is more than a pedagogical approach for Zala – it is a professional mission and ethical framework. In her leadership positions, and in her scholarly work, she is a consistently vocal advocate for the value of pedagogical compassion and the centrality of students and learning community. Her original and award-winning curricula and resources have been globally implemented based on their ability to promote academic achievement; develop care and collaboration; and build a sense of community in the classroom and beyond.



2023 AWARDS FOR TEACHING EXCELLENCE

NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION

A/PROF KERRY BODLE

Griffith University

Associate Professor Kerry Bodle is passionate about empowering young Indigenous people to embrace business as a potential career, indigenising the traditional business education curriculum and using community-led research to break down barriers and ensure success for Indigenous people, businesses and communities. Kerry's mother was born in Cherbourg, Queensland - Wakka Wakka Nation, and was removed as part of the 'Stolen Generation'. While studying accounting at Griffith University, Kerry witnessed the lack of Indigenous content in any of the business courses. After completing her PhD, Kerry led and transformed Griffith University's business curriculum using storytelling and co-design approaches. As a result, she created a pioneering standalone course bringing about greater understanding of Indigenous history, knowledge and culture across all aspects of Australian business and society.

Kerry demonstrates strong strategic, organisational and change management skills, and works with and leads a range of academic and professional staff in a demanding and changing environment. As Academic Director (Indigenous) of the Business School at Griffith University, she shares and applies her Indigenous knowledge in transforming the Bachelor of Business (BBUS) and Master of Business Administration (MBA) courses, leading to improved learning outcomes for all students. Kerry also works to effect positive change and influence professionals, policymakers and educators nationally and internationally, progressing efforts toward 'Closing the Gap'.



2023 AWARDS FOR TEACHING EXCELLENCE

SOCIETY & CULTURE

PROF ANN BLACK

The University of Queensland

For two decades, Professor Ann Black has disrupted the traditional teaching paradigm at the University of Queensland's (UQ) Law School. After realising that her students only understood the common law, in 2000 Ann began her journey as a pioneer in Islamic law teaching and as an advocate for Asian legal literacy. Committed to equipping students to be informed global citizens who could evaluate other approaches to law, and informed by her research on Sharia and Asia, she designed innovative courses to counter ethnocentric understandings of law. Aware that traditional law teaching and assessment would not help students 'get their heads around' different legal systems, Ann's distinctive learning and assessment design supports her students to think—and do—differently, giving them confidence to make sense of law in the world. She challenges them with innovative, experiential, creative, and digital forms of assessment embedded into classroom learning. From the outset, Ann has disseminated her comparative teaching philosophy via articles, books, conferences and keynote presentations, and invited professorships to seven overseas universities. A nationally and internationally recognised field leader, Ann has represented Australia at Asian and Sharia legal education forums. She is the recipient of 11 UQ Law School Teaching Awards, and a UQ Award for Teaching Excellence.



2023 AWARDS FOR TEACHING EXCELLENCE

SCIENCE

A/PROF SARAH CRESSWELL

Griffith University

Associate Professor Sarah Cresswell is a passionate teacher who, for over 20 years, has created and sustained an authentic environment for students to develop curiosity, critical thinking, and analytical skills within forensic chemistry. Sarah's excellence in learning and teaching encompasses innovative teaching approaches introduced to extend the learning experience for students, with the intent of developing student motivation, and equipping students with embedded professional and industry perspectives in their subjects. In 2010, she established the forensic chemistry major at Griffith University, introducing effective and innovative curriculum and assessment methods; in 2016, this was the first forensic chemistry major to be accredited by the Royal Australian Chemical Institute (RACI) under the national Threshold Learning Outcomes for Science. In recognition of her achievements, Sarah received the Griffith University Vice Chancellor's Teacher of the Year Award (2017) and an AAUT Citation (2018). In 2021, she was elected to the Board of the RACI; in 2023, she was selected as one of 100 women internationally to join Homeward Bound (HB8), a global STEMM women in leadership initiative, which 'aims to heighten the influence and impact of women in making decisions that shape our planet'.



2023 AWARDS FOR TEACHING EXCELLENCE

SCIENCE

PROF ALEXANDER MAIER

Australian National University

Professor Alexander Maier has proactively redesigned how students learn about parasites by accessing their current conceptions and building upon this framework through problem-solving learning strategies. Led by research, Alexander's interdisciplinary, concept-based approach has generated exceptional outcomes in undergraduate and postgraduate courses, as well as professional development programs both nationally and internationally. Students generally have a limited understanding of parasites – regarding them as threats to human and animal health, but not appreciating that they stabilize whole ecosystems and drive biodiversity. By applying perspective awareness, and contextual relevance, students come to realise that different viewpoints are neither right nor wrong; but they enrich and expand each other's ideas. Alex uses authentic tasks, role play and popular culture anecdotes to make parasitology a hands-on learning experience that extends well beyond the walls of the lecture theatre. His goal is to train competent team players, well grounded in discipline-based knowledge but embracing other fields with respect, openness, and appreciation.



2023 AWARDS FOR TEACHING EXCELLENCE

BUSINESS

DR LISA POWELL

Monash University

Dr Lisa Powell's teaching philosophy is built upon the recognition that educators have a critical role to play in collectively shaping equitable and sustainable futures. Lisa draws upon her interdisciplinary knowledge to bring unique perspectives into accounting education and research. She builds transformational educational experiences to develop in students the knowledge, skills, and mindset required to respond to global challenges. Lisa's groundbreaking work in rewilding accounting education is built upon the principles of connection, compassion, and creativity. This approach fosters equitable and inclusive classroom environments, promotes a relational orientation and understanding of how accounting decisions impact others, and nurtures creativity and critical thinking in formulating responses to address complex business issues. Rewilding accounting education transforms the way students perceive accounting and its broader role in social and environmental challenges. Lisa's innovative teaching approach empowers accounting graduates to thrive in increasingly uncertain business environments and helps to ensure future accounting professionals and business leaders are better prepared in working towards sustainable futures.



2023 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

WORK INTEGRATED LEARNING (WIL) PROGRAMS THAT VALUE AND ENHANCE STUDENT EMPLOYABILITY

BRIDGE OF HOPE INNOCENCE INITIATIVE (BOHII)

RMIT University

- A/Prof Michele Ruyters
- Dr Gregory Stratton
- Ms Monique Moffa
- Ms Alyssa Sigamoney
- Mr Jarryd Bartle
- Dr Lucy Maxwell

Since 2014, the Bridge of Hope Innocence Initiative (BOHII) teaching team has spearheaded a transformative and immersive work-integrated learning experience for students. BOHII internship students work collaboratively with academics and industry professionals to investigate wrongful conviction claims and raise public awareness about errors in the criminal justice system. BOHII is the only Australian innocence project to be created as an internship model and provides internship opportunities for RMIT students and cross-institutional students. Annually, up to 45 students undertake 50-day or 20-day internships to research the merits of claims and uncover factual errors that might establish a person's innocence. BOHII's workplace design enables students to develop and practice transferable employability skills in real-world situations, including interpersonal skills, emotional intelligence, resilience and self-care, critical thinking, collaborative working, and research. The team's expertise in law, criminology, psychology, and education support BOHII's multi-disciplinary focus and emphasis on professional skills, while BOHII's embedded industry linkages provide cross-sectoral experiences that are generally not available in standard internships. BOHII's strong industry links through legal entities, experts and alumni continuously expand the network of professionals who support BOHII, while media coverage of BOHII's investigations have raised the profile of wrongful convictions in Australia and of RMIT graduates.



2023 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCE THAT SUPPORTS DIVERSITY AND INCLUSIVE PRACTICES

JCU COHORT DOCTORAL STUDIES PROGRAM

James Cook University

- A/Prof Melissa Crowe
- Dr Diana Mendez
- A/Prof Meryl Churchill

The James Cook University (JCU) Cohort Doctoral Studies Program provides a structured ecosystem of support comprising research training, academic mentoring, networking, peer-assisted learning and pastoral care enabling working health professionals to complete a research degree with translatable outcomes for industry. The program has a 12-year track record of success, with candidates publishing more and completing faster than non-cohort peers. The program targets part-time, external candidates who usually have poorer outcomes than full-time, on-campus peers, and also focuses on working mothers. Candidates progress through their degree in small, interdisciplinary cohorts wherein a humanistic approach and student-centred learning foster learner interactions. This approach ensures learners' skills, knowledge and autonomy are respected, and sustained student engagement is demonstrated by continued alumni involvement. The program aligns with government policy, such as the National Health and Medical Research Council Research Translation Strategy, to promote industry-university collaboration for world-class research. The value of the program to industry is evident in the 2021 Australian Council of Graduate Research industry citation. Moreover, the program's dedication to inclusivity and candidates' wellbeing was recognised with a prestigious international Making Opportunities for Mothers in Academia award in 2023. This innovative program meets the needs of diverse, industry-based research candidates while achieving high retention rates and timely completions.

2023 CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING

NEW SOUTH WALES

MACQUARIE UNIVERSITY



MR SHAMIM JOARDER

An innovative online application to address the challenge of engaging, motivating and supporting students with automated personalised early intervention for those at risk of failure.



MS CHARANYA RAMAKRISHNAN

Inspiring excellence in student learning through exploring and implementing unconventional active learning approaches in IT education to redefine student engagement and ensure positive graduate outcomes.

SOUTHERN CROSS UNIVERSITY



DR SIMONE BLOM

For sustained positive impact on first year pre-service teacher science education by improving confidence and enjoyment through innovative, relational, and inspirational pedagogies and learning experiences.

UNIVERSITY OF NEW ENGLAND



DR MIRIAM NEIGERT

For humanising assessment by implementing portfolios in German language units as an authentic and personalised approach to assessing language learning.



CLINICAL PSYCHOLOGY TEAM

DR KYLIE RICE, MS SARAH SHERRATT, A/PROF SUZIE COSH, A/PROF CLARA MURRAY, DR AMANDA JEFFREYS, MS ALICE HONE, DR HAYLEY FARRELL, DR CASSANDRA SUNDARAJA & DR PHILLIP TULLY

For an accessible and standardised practicum: The development and implementation of a simulated placement in professional psychology training.

THE UNIVERSITY OF NEWCASTLE



MS FRAN BAKER

In recognition of three decades of sustained commitment to exceptional mathematics and statistics teaching that has facilitated thousands of students to achieve their highly diverse career goals.



DR MICHAEL CARR

For innovatively using portfolio assessment in a first-year mechanical engineering design course to improve equitable learner engagement and computer-aided design skills, developing life-ready engineers.



DR DENISE HIGGINS

For a decade of innovation in dental health education, including designing highly impactful integrated simulation curricula, a dental injection simulator, and virtual reality serious game.



DR KAREN LIVESEY

For development of engaging, contemporary physics curricula and resources that excite students about their studies and prepare them with skills for modern careers.



MS TESS RENDOTH

For creative and ongoing contributions to student development in Inclusive and Specialist Education using an active learning approach, motivating and inspiring aspiring school teachers.

UNIVERSITY OF TECHNOLOGY SYDNEY



DR ANTHONY NASSER

Building leaders of tomorrow: inspiring clinical excellence in physiotherapy students through authentic and active learning experiences.



CENTRE FOR FORENSIC SCIENCE TEAM

**DR SCOTT CHADWICK, DR MARIE MORELATO,
DR SEBASTIEN MORET, PROF CLAUDE ROUX &
A/PROF XANTHE SPINDLER**

For future-proofing our forensic science professionals.

UNIVERSITY OF WOLLONGONG



DR BONNIE DEAN

For strategic leadership of institutional and national initiatives that develop university teachers' awareness and practice of work-integrated learning to increase their students' employability.



A/PROF TAM HA

Teaching and inspiring the next generation of health care leaders to achieve beyond their perceived potential and self-efficacy to solve future public health problems.



DR MERCEDEZ HINCHCLIFF

Creating an inclusive and exceptional learning experience for students through work-integrated-learning and community involvement.



DR PARIZ LYTHGO-GORDON

Utilising a holistic approach, including innovative gamification, to cultivate an inclusive, motivating learning environment, empowering first-year law students to realise their full potential.

UNIVERSITY OF NEW SOUTH WALES



PROF CAROL OLIVER

For two decades of sustained international educational leadership in astrobiology and science communication, developing innovative Virtual Field Trips as transformational learning and assessment experiences.

WESTERN SYDNEY UNIVERSITY



DR ROCCO CAVALERI

Improvement in physiotherapy student learning outcomes, satisfaction and clinical performance through introduction of innovative simulations involving robotic devices and interactive clinical environments.

QUEENSLAND

BOND UNIVERSITY



DR VISHAL MEHROTRA

For inspiring marketing students through highly engaging, transformative learning experiences to deliver enhanced graduate outcomes while inspiring their life-long development as future executive leaders.

CQ UNIVERSITY



DR TASADDUQ IMAM

For creative curriculum design practices in cognitively challenging finance subjects, resulting in engaging learning experiences and sustained and equitable success for diverse students.

GRIFFITH UNIVERSITY



DR ALLAN ARDILL

For inspiring law students through critical reflection to thrive and respond to inequality in our community.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



PROF ANUP BASU

For developing finance students into highly employable graduates through an authentic and unique experiential learning initiative: managing a real investment portfolio and evaluating real-time performance.



DR NATHAN BOASE

For the development of effective hybrid learning environments, through innovations in technology and inclusive practices, to demystify chemistry and develop knowledgeable independent learners.



A/PROF VINESH CHANDRA

For developing and leading innovative integrated Science, Technology, Engineering, and Mathematics (STEM) Education initiatives that have enhanced learning and teaching nationally and internationally.



A/PROF DANICA HICKEY

For improved data analytics and professional transferrable skills for Biomedical Science graduates through authentic assessment.

THE UNIVERSITY OF QUEENSLAND



THE URBAN DESIGN CHALLENGE TEAM

PROF STEVEN KENWAY, DR PAOLA LEARDINI, A/PROF ILJE PIKAAR, A/PROF BRIAN MCINTOSH, DR MOJTABA MORAVEJ, MS CATHRYN CHATBURN & MS DIANA NAVARRO

Urban Design Challenge: engaging multidisciplinary student teams in creatively solving complex, real-world sustainable urban design problems through gamified scenario-driven learning experiences and rich dialogic feedback.



A/PROF SABINE MATOOK

For innovatively designing a digital work-integrated learning partnership approach that enhances students' employability in Business Information Systems while inspiring them to 'give-back' to community organisations.



DR FRANCES SHAPTER

For the development and sustained impact of a self-directed, learning ecosystem that inspires, supports and enhances veterinary science students' skills acquisition to achieve professional self-efficacy.



A/PROF CHRISTINE SLADE

For exemplifying sustained and innovative leadership in academic integrity, skilfully integrating research and practice to empower institutions against emerging threats, and safeguarding assessment across contexts.



DR RYAN WILLIAMS

For curiosity-driven, place-based, and experiential learning approaches in Studies in Religion that cultivate open-mindedness and critical and constructive engagement with difference in multicultural Australia.

UNIVERSITY OF SOUTHERN QUEENSLAND



TRAUMA-INFORMED PEDAGOGY IN HIGHER EDUCATION TEAM **DR INDIA BRYCE, PROF JESSICA GILDERSLEEVE** **& DR KATE CANTRELL**

For improving students' learning experience through a novel approach to trauma-informed reflective practice that facilitates personal and professional resilience and enhances career readiness.

SOUTH AUSTRALIA

FLINDERS UNIVERSITY



DR LUIS DA VINHA

For developing interactive video resources that foster engagement and active online learning using research-informed innovative design and strategically disseminating best practice knowledge, supporting curricula design.

THE UNIVERSITY OF ADELAIDE



DR WALTER BARBIERI

Leading innovative and impactful degree-wide programs that prepare pre-service teachers to use cutting-edge technologies for their own and their future students' learning.



A/PROF MICHELLE MCARTHUR

For leadership in the development and delivery of an impactful innovative curriculum in veterinary communication and wellbeing to equip graduates with crucial resilience capacities.



DR THOMAS WANNER

For effective use of flexible and personalised assessment strategies, underpinned by innovative pedagogies and technologies that empower students and enhance their learning.

UNIVERSITY OF SOUTH AUSTRALIA



DR MIN PHAM

For supporting the professional development of peer leaders to effectively enhance the learning experience of enabling education students at UniSA College.

VICTORIA

DEAKIN UNIVERSITY



DEAKIN'S LEARNING & AUTOMATION IN ACCOUNTING TEAM

DR PETER VUONG, DR EGOR EVDOKIMOV & DR LAWRENCE HUANG

For revolutionising foundational accounting education at Deakin University through the development of individualised assessments and feedback automation, significantly enhancing student engagement and academic performance.



VIRTUAL SIMULATION IN OPTOMETRY TEAM

MS AMANDA EDGAR, PROF JAMES ARMITAGE,
DR RYAN WOOD-BRADLEY, MS NADEEKA ARAMBEWELA-COLLEY,
DR LUKE CHONG, A/PROF SUSIE MACFARLANE
& MS ELISSA KIDDELL

For excellence and leadership in optometric education through the scholarly innovation of a virtual practice simulation promoting evidence-based practice and clinical reasoning through immersive learning.

LA TROBE UNIVERSITY



MS HOSU RYU

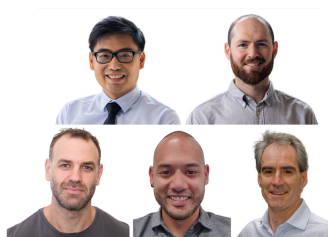
Empowering future nurses and midwives to "see the person, not the diagnosis" when caring for people experiencing mental illness.



3D VISUALIZATION IN CIVIL ENGINEERING TEAM

DR VIPUL PATEL & DR HAIDER AL ABADI

Bringing civil engineering to life through innovative use of 360-degree videos, models and simulations to enhance student engagement and learning.



LTU SPORT ANALYTICS TEAM

DR MINH HUYNH, DR DAVID CAREY, DR MATTHEW VARLEY,
DR HARESH SUPPIAH & PROF PAUL GASTIN

Marrying data analytics and an industry-based sports environment – an authentic, first-of-its-kind, learner centered Masters Sports analytics program.

MONASH UNIVERSITY



DR MARY JESSELYN CO

Developing students' coping through transition pedagogy: Transforming introductory management education by enhancing engagement, fostering self-efficacy, and improving learning through active and social learning



DR FILIPPE OLIVEIRA

Empowering the current and future Women's Health workforce with authentic learning experiences.

RMIT UNIVERSITY



FASHION ENTERPRISE TEAM

**DR CAROLINA QUINTERO RODRIGUEZ, DR ANNA BRANFORD
& DR TARUN PANWAR**

For innovation and leadership in use of Industry Partnered Learning initiatives in Fashion Enterprise Product Development courses, enhancing students' learning experience and fostering career-ready graduates.

WESTERN AUSTRALIA

CURTIN UNIVERSITY



CURTIN INTEGRATING INDIGENOUS SCIENCE AND STEM TEAM:

**DR BRENDA ROHL, MR ANTHONY KICKETT, MR FRED YASSO,
MS VANESSA CORUNNA, DR LEANDA MASON, DR ALISON BLYTH,
DR REVA RAMIAH & DR EMMA PEARSON**

Integrating Indigenous Knowledges and Cultures in a novel core first-year Science unit, which fosters high student engagement and transformative learning through a genuine teaching partnership.



EXERCISE RIGHT WEEK TEACHING TEAM:

**DR CARLY BRADE, MS JESSICA COLLIVER, MR PETER GARDNER,
DR SIAN WILLIAMS, DR RAY DAVEY, MR THOMAS KIMMET,
MR RAY SEABY & DR ANGELA SPENCE**

Empowering Exercise and Sport Science students to enhance their professional identity and employability skills via authentic learning experiences embedded within an industry-driven, community-focussed campaign.

EDITH COWAN UNIVERSITY



DR JULIA COLLINS

For inspiring and innovative approaches to teaching mathematics: driving engagement and building confidence and success for students from diverse backgrounds.



MX STEVIE LANE

For leadership that enhances the student experience: ensuring visibility of and sustained commitment to underrepresented and minoritised groups in higher education.

MURDOCH UNIVERSITY



DR PAOLA MAGNI

For developing immersive, inclusive, and culturally-diverse learning experiences in forensics, empowering students to address crime as a global concern and design solutions for justice.



FLEXITRACK HIGHTEAM

MS ANITA OLDS, DR ANGELA JONES
& DR REBEKAH STURNIOLO-BAKER

For widening participation by transforming underrepresented, diverse, enabling students through an innovative, social justice, 'edupunked' learning program into passionate and primed undergraduates.

THE UNIVERSITY OF WESTERN AUSTRALIA



DR SVEN OUZMAN

For using collaborative experiential teaching that activates Archaeology as a bridge between Arts and Sciences to upskill an increasingly diverse cohort of future leaders.



DR NIKKI SCHONFELDT

For developing ICT skills in accounting graduates through progressive teaching practices and assessments, and industry collaboration.

