

AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2018



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

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FOREWORD

Inspiring teachers transform lives.

Seldom is this evidenced so clearly as it is in Australia's world-class universities — in our labs and lecture theatres, classrooms and startup hubs, in simulations and experiential learning.

Our greatest university educators not only prepare students for the careers that await — they also spark a deep passion for ideas, knowledge and evidence in those they teach. And they imbue a love of learning to last a lifetime.

Across our country, every day, Australia's highly-skilled university teachers bring to life the mission of our 39-member universities — to educate, inspire and kindle a passion for learning.

Great teaching expands our thinking and broadens our horizons.

Great teaching brings out the best in a learner.

Great teaching makes learning joyous.

This is exactly what these awards recognise.

The Australian Awards for University Teaching have existed for more than two decades — these prestigious honours recognise brilliant teachers in Australian higher education.

Superlative teaching — the imparting of knowledge, excitement, confidence and wonder — is what the inspirational winners of these awards do, day in and day out.

These awards not only pay tribute to individual teachers — they also recognise developments in teaching practice and student learning, sharing it across the sector for the benefit of all.

We are delighted to recognise 13 outstanding teachers and teaching programs in this year's awards.

Innovative and transformative teaching should not only be recognised — but held in the highest esteem.

Our warmest congratulations to all recipients of the 2018 Australian Awards for University Teaching. We hope you will join us to celebrate their greatly-deserved recognition.



Catriona Jackson
Chief Executive, Universities Australia



Professor Margaret Gardner AO
Chair, Universities Australia

2018

AWARD FOR
AUSTRALIAN UNIVERSITY
TEACHER OF THE YEAR





2018 AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

SOCIAL AND BEHAVIOURAL SCIENCES

DR KEVIN LARKIN

Griffith University

Dr Kevin Larkin is a scholarly teacher and educational leader who, based on 30 years of school teaching and school leadership, and six years university teaching and leadership experience, influences, motivates and inspires our next generation of primary school teachers. His teaching philosophy is represented using an equation: positive relationships + innovative pedagogy + purposeful evaluation + sustained scholarship = maximum learning. Drawing upon his national and international publications and research, he has transformed how mathematics education is taught. His passion for mathematics, combined with innovative teaching methods, creates positive relationships, improves success and retention, assists preservice teachers to develop positive attitudes towards mathematics, and inspires them to become teachers who foster curiosity and independent learning.

Dr Larkin's unique and transformative teaching style has seen him nominated for teaching awards by 552 preservice teachers (2013-2017). He received a 2017 National Teaching Citation and was the 2016 Vice-Chancellor's Griffith University Teacher of the Year. His innovative teaching and educational leadership is recognised with a Senior Fellowship in both the Higher Education Academy (AHE) and the Griffith Learning and Teaching Academy (GLTA). He is the inaugural GLTA Chapter Chair, for the Arts, Education and Law Group at Griffith University.

2018

**AWARDS FOR
TEACHING EXCELLENCE**





2018 AWARDS FOR TEACHING EXCELLENCE

BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

DR SIMONE GIBSON

Monash University

Dr Simone Gibson commenced her academic career in 2012 and as a result of her achievements and leadership over the past six years, she was appointed Director of Education for Monash University's School of Clinical Sciences and invited to chair the Monash MBBS course advisory board. Dr Gibson continues her role as senior lecturer in the Department of Nutrition, Dietetics and Food. Her teaching focuses on preparing students, including international students, to reach clinical competency in the dynamic, fast-paced hospital environment and beyond to employment. She engages work-based educators and promotes teaching excellence in work-integrated learning by providing professional development and she established a work-based educator network.

Simone's teaching and learning strategies are multi-faceted including simulation and real-life patient interactions. She uses a range of evaluation techniques including student learning and cost-effectiveness measures. Simone has published and presented internationally in educational research and regularly peer-reviews papers and international conference abstracts. She received both the Vice-Chancellor's and Dean's Awards for Teaching Excellence in 2017 and is an Associate Fellow for the Australia and New Zealand Association for Health Professional Educators. She has received over \$73,000 in grants for leading educational research and is committed to improving the success of her students and graduates.



2018 AWARDS FOR TEACHING EXCELLENCE

EARLY CAREER

ASSISTANT PROFESSOR CHRISTIAN MORO

Bond University

Many students studying health sciences or medicine commonly find the disciplines of physiology and anatomy to be a difficult, challenging component of their curricula. Mastery of these subjects is essential not only for a fundamental understanding of the human body, but also as foundational knowledge to support the students' career options in science or healthcare. Dr Christian Moro has developed innovative, creative and technology-enhanced curricula that engages students in a rich and interactive learning experience and develops critical thinking and understanding.

The impact on student learning has been recognised through the receipt of a national citation award, as well as institutional teaching awards for every semester taught, outstanding student evaluations, media attention, a position on the medical program's senior leadership, educational research publications, keynote speaker invitations at prestigious educational technology conferences, the award of senior fellowship with the Higher Education Academy, and invitations to run teaching and learning workshops at international universities. Many of the physiology and anatomy educational curricula created by Dr Moro, including applications, software and learning resources are freely available and now utilised to enhance learning and teaching by tens of thousands of students and academics around the world.



2018 AWARDS FOR TEACHING EXCELLENCE

HUMANITIES AND THE ARTS

PROFESSOR ALISTAIR THOMSON

Monash University

In a university teaching career in Britain and Australia across three decades, Professor Alistair Thomson has established an international reputation for path-breaking history teaching. Central to Professor Thomson's teaching is a commitment to students learning history by making history. By researching and creating histories students not only learn about the past and its significance, they also develop invaluable transferable skills that equip them for study, work and citizenship.

Through innovative teaching partnerships with industry and community organisations, his students undertake real-life research and learn about working in the history and cultural industries. His teaching is consistently rated as excellent by students, and since 2008 he has received 11 commendations for teaching excellence and the Monash Vice-Chancellor's Award for Teaching Excellence. Alongside his own teaching, as an educational leader Professor Thomson has spearheaded departmental curriculum development, mentored early-career academics to become skilled and successful teachers, produced internationally-renowned resources for history education, and led master classes for professional historians across Australia and in nine other countries.



2018 AWARDS FOR TEACHING EXCELLENCE

LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

ASSOCIATE PROFESSOR APRIL WRIGHT

The University of Queensland

Associate Professor April Wright has transformed the learning experiences of business students in large core courses at the entry and exit points of the undergraduate program. Associate Professor Wright creates a meaningful learning journey by orienting first-year students into a disciplinary way of thinking about management and by inspiring final year students to become practical theorists who bring their theoretical knowledge to business problems in insightful and evidence-based ways. Students gain confidence in making connections between management theory and practice as they learn actively, collaboratively and progressively in large classes through innovative team-based learning models, authentic case studies, and online simulations.

A dedicated educator with more than two decades of teaching experience in higher education, Associate Professor Wright has pioneered the evaluation of threshold concepts to drive change in management courses and programs and to flip classrooms to create capstone learning experiences. These innovative approaches deepen learning and enhance the employability of business graduates by supporting development of relevant and integrated knowledge and practical skills. To improve student learning by sharing effective practices and informing debate, she disseminates her teaching innovations through scholarly publications and professional development workshops and plays leadership roles in the field of management education internationally.



2018 AWARDS FOR TEACHING EXCELLENCE

NEVILLE BONNER AWARD FOR INDIGENOUS EDUCATION

THE CAIK TEAM

Professor Susan Page,
Professor Michelle Trudgett
Associate Professor Gawaian Bodkin-Andrews

University of Technology Sydney

Engaging, enlivening, and connecting learners with Indigenous knowledge, practices, and protocols is the driving force behind Professor Susan Page, Professor Michelle Trudgett, and Associate Professor Gawaian Bodkin-Andrews' work within the University of Technology Sydney. In early 2015, they were employed to establish the Centre for the Advancement of Indigenous Knowledges in the Faculty of Arts and Social Sciences, to lead the university-wide Indigenous Graduate Attribute project.

Their teaching encompasses undergraduate and post-graduate students, as well as professional development for university teachers to contribute to the critique and decolonisation of Western/Eurocentric knowledge about Indigenous peoples and communities, and the strengthening of knowledge and respect for, Indigenous ways of knowing, being, and doing. They created the innovative, contemporary, and Indigenous-centred subject, Aboriginal Sydney Now, which has grown to a thriving learning community of over 800 students. They built a strong cohort of dynamic Indigenous and non-Indigenous PhD students whose research is contributing to a diverse range of Indigenous research methodologies and culturally responsive research practices. As well, they lead a vibrant network of academic and professional staff across the university whose work continues to buttress the university's strategic intention to ensure that all graduates develop Indigenous professional capacities to work with Indigenous Australian peoples and communities.



2018 AWARDS FOR TEACHING EXCELLENCE

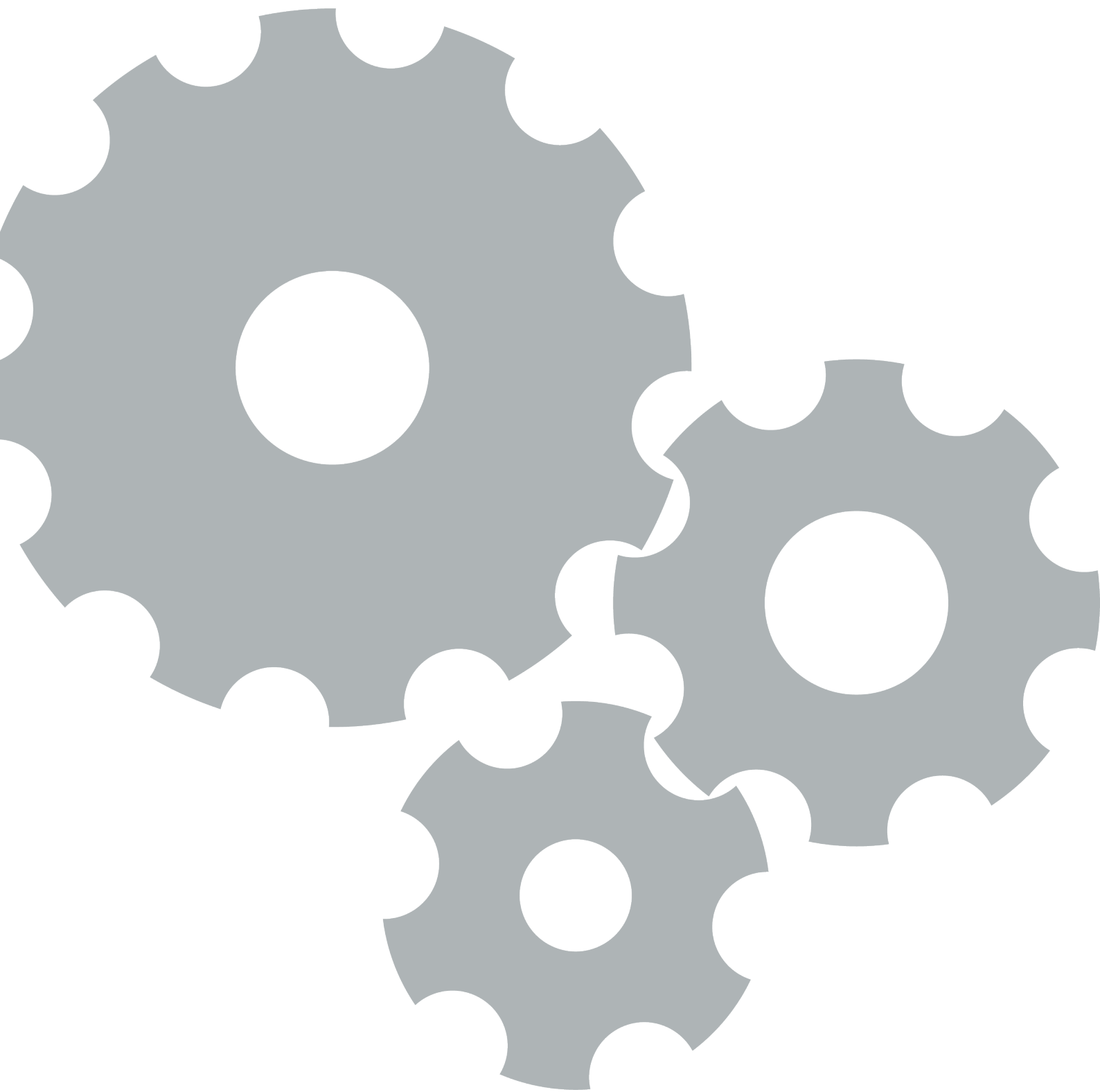
PHYSICAL SCIENCES AND RELATED STUDIES

ASSOCIATE PROFESSOR TIMOTHY MCINTYRE

The University of Queensland

Associate Professor Tim McIntyre has had a significant impact on teaching and learning activities in Physics at the University of Queensland. Associate Professor McIntyre has developed new approaches to teaching, enhanced program design, and mentored fellow staff. He adopts active learning approaches in his classes and develops teaching strategies that enhance and extend it.

He combines his earlier experiences in the development of online simulations with contemporary web technology to create online interactive modules that allow students to prepare for his classes in an engaging and informative way. He incorporates purpose-built simulations in his teaching, helping students to visualise difficult concepts, and to further explore during class and assessment activities. He coordinated a team of academics and learning designers to further develop simulations and associated teaching packages for use in courses across the physics and mathematics disciplines. Associate Professor McIntyre has introduced active components to other aspects of his teaching including the development of inquiry-based learning laboratories, and tutorial classes encouraging peer-assisted learning. He continually looks for new ways to enhance the student learning experience, and to assist his colleagues to develop new ideas of their own.



2018

**AWARDS FOR PROGRAMS
THAT ENHANCE LEARNING**





2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

GO HEALTH GO GRIFFITH

Griffith University

Associate Professor Suzzanne Owen
Associate Professor Helen Massa
Lyn Armit
Education Queensland

Go Health Go Griffith (GHGG) is an innovative school-university-industry educational partnership program collaboratively designed to optimise the interests, aspirations, capabilities and success of school students from diverse backgrounds for future employability in Health. This three-stage program utilises constructively-aligned age-appropriate learning experiences to inspire non-traditional students' interest and success in learning health and science.

Stage 1 Community Engagement Program: employs varied outreach activities via the Go Health Go Griffith-badged ambulances to excite student and community awareness about health and tertiary health programs. Stage 2 Year 10 Aspirations Program: strategically provides "in-time" support for student decision-making for senior subject selection. Stage 3 Year 11-12 Pathways Program innovatively embeds university-level subjects within senior school curricula, for delivery in partnership with school teachers to students studying university-level subjects, either Griffith Biology, Griffith Health, or Griffith Exercise and Sports Science over two years. Collaboratively designed with schools and industry, these subjects deliberately scaffold students' progression and success within university-level health subjects.

Partnership effectiveness is evident through sustained participation (3020 students; 2009-17) via many schools (>100), strong student progression to university (average 82%; 70% first-in-family), with enhanced graduation rates (74%). School academic culture and teacher professional development is positively impacted in partner schools. The GHGG program is an exemplar, cross-sector educational partnership.



2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

ECU'S STATE-WIDE PARTNERSHIP ENABLING ASSISTANT NURSING TRAINING

Edith Cowan University

**Carol Crevacore
Hazel Neale
Fenella Scott
Michelle Dixon**

Since 2010, Edith Cowan University's (ECU) Bachelor of Science (Nursing) students have had the unique opportunity to participate in a partnership with NorthMetro TAFE, nursing employment agency (NurseWest) and Sir Charles Gairdner Hospital, Perth. The partnership offers students the possibility to undertake training and employment as an Assistant in Nursing (AIN) whilst completing their registered nursing studies. This reverse articulation program is one of a kind in Australia, increasing enrolments and retention at TAFE and producing assistant nurses that are industry ready and meet critical workforce needs. For students, the AIN program links theory to practice, allows networking with future employers and provides authentic experiences to enhance employability.

The ECU students achieve a nationally recognised qualification in Health Services Assistance – Acute Care and have opportunities for meaningful employment whilst studying. This supports their retention in university studies, building a profound sense of purpose as well as securing critical financial support. The success of the AIN is demonstrated by more than 800 program completions and successful transitions to nursing positions in the healthcare industry. This partnership sets a benchmark for reverse articulation programs within health disciplines, advancing employability skills and simultaneously meeting industry labour force needs for vocational and professional roles.



2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

INNOVATION IN CURRICULUM DESIGN AND PEDAGOGY PRACTICE

BACHELOR OF NURSING COURSE E-PORTFOLIO LEARNING PROGRAM

Murdoch University

Associate Professor Caroline Nilson
Dr Martin Hopkins
Prue Andrus
Helen Dugmore
Cormac Norton

The Murdoch University (MU) School of Health Professions, Discipline of Nursing (DoN) academic e-portfolio development team, have taken a pedagogical leadership role in introducing an e-portfolio program into the Bachelor of Nursing course. This program is embedded across the nursing course using a whole-of-course mapping and design approach. e-Portfolio activities and assessments have been developed that are explicitly linked to the course learning outcomes, unit learning outcomes, and the graduate employability skills that are aligned with industry practices, protocols and standards.

The e-portfolio interface provides a joined up thinking approach to curriculum enhancement where students engage in an authentic learning process that they own, which allows them to meaningfully construct, explore and discuss real-world problems in contexts that are relevant to their nursing knowledge and skills development. The e-portfolio is a tool that provides linkages between learning and assessment and changes the focus from assessment of learning to assessment for learning (Boud, 2010). The Bachelor of Nursing e-portfolio program prepares MU nursing graduates with developed attributes and characteristics for professional practice in a complex, dynamic, and adaptive system that responds to societal needs for intentional caring of clients with health care needs.



2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

INNOVATION IN CURRICULUM DESIGN AND PEDAGOGY PRACTICE

WAAPA'S BACHELOR OF ARTS (ACTING)

Edith Cowan University

**Glenda Linscott
Samantha Chester
Donald Woodburn
Luzita Fereday
Associate Professor Andrew Lewis**

Edith Cowan University offers one of the leading actor training conservatoires in Australia: the Bachelor of Arts (Acting) (BAA) in the Western Australian Academy of Performing Arts (WAAPA). The performing arts industry is so highly competitive that most reputable theatrical agents will not seek to represent an actor unless one of the top four conservatoire training institutions in the country has trained them. This includes WAAPA, a well-recognised, prestigious performing arts academy.

Since 2014, a talented team of industry professionals have led an outstanding, holistic program. They bring a lifetime of acting, performance, and training experience to their teaching. The BAA is highly competitive and selective: each year it attracts over 800 applicants vying for 18 places. Students are coached through a fully scaffolded, immersive experience that supports them to integrate three foundational strands of actor training: Voice, Movement, and Acting. This tailored approach contributes to outstanding student experience outcomes well above the school, university, and national rankings and exceptional graduate outcomes, exemplified with BAA graduates performing in international and local movies, theatres, shows, and TV series, as well as creating their own work.



2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCES AND LEARNING SUPPORT SERVICES

FIT FOR STUDY

The University of Western Australia

Tricia Wylde
Emma Hawkins
Kasey Hartung
Emma Boyne

Since 2002, the Fit For Study program (FFS) has been available to support and improve learning, and facilitate the personal growth and development of The University of Western Australia's (UWA) students. This collaborative program recognises the value of engaging students and providing learning opportunities that enrich the student higher education experience.

The program is a suite of needs-based, innovative and complementary projects under four focus areas: (1) alcohol and other drugs; (2) mental health; (3) sexual health, sexuality and relationships; (4) peer education. The FFS integrated, contemporary and inclusive strategies build student physical and mental health literacy to facilitate sustainable improvements, boost student resilience to improve learning and academic achievement, increase opportunities for student engagement and collaboration, advocate new and improved policies and environments that support healthier lifestyles, are underpinned by monitoring, evaluation, and research that enable continuous quality improvement.

The impact of FFS is evidenced by continuous, positive evaluation data, endorsement and engagement from students, staff and stakeholders, and continued expansion of the Peer Educator team. The program has been recognised for excellence in innovation and dedication to the health and wellbeing of students with multiple grants and awards from business, government and the community.



2018 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

GLOBAL CITIZENSHIP AND INTERNATIONALISATION

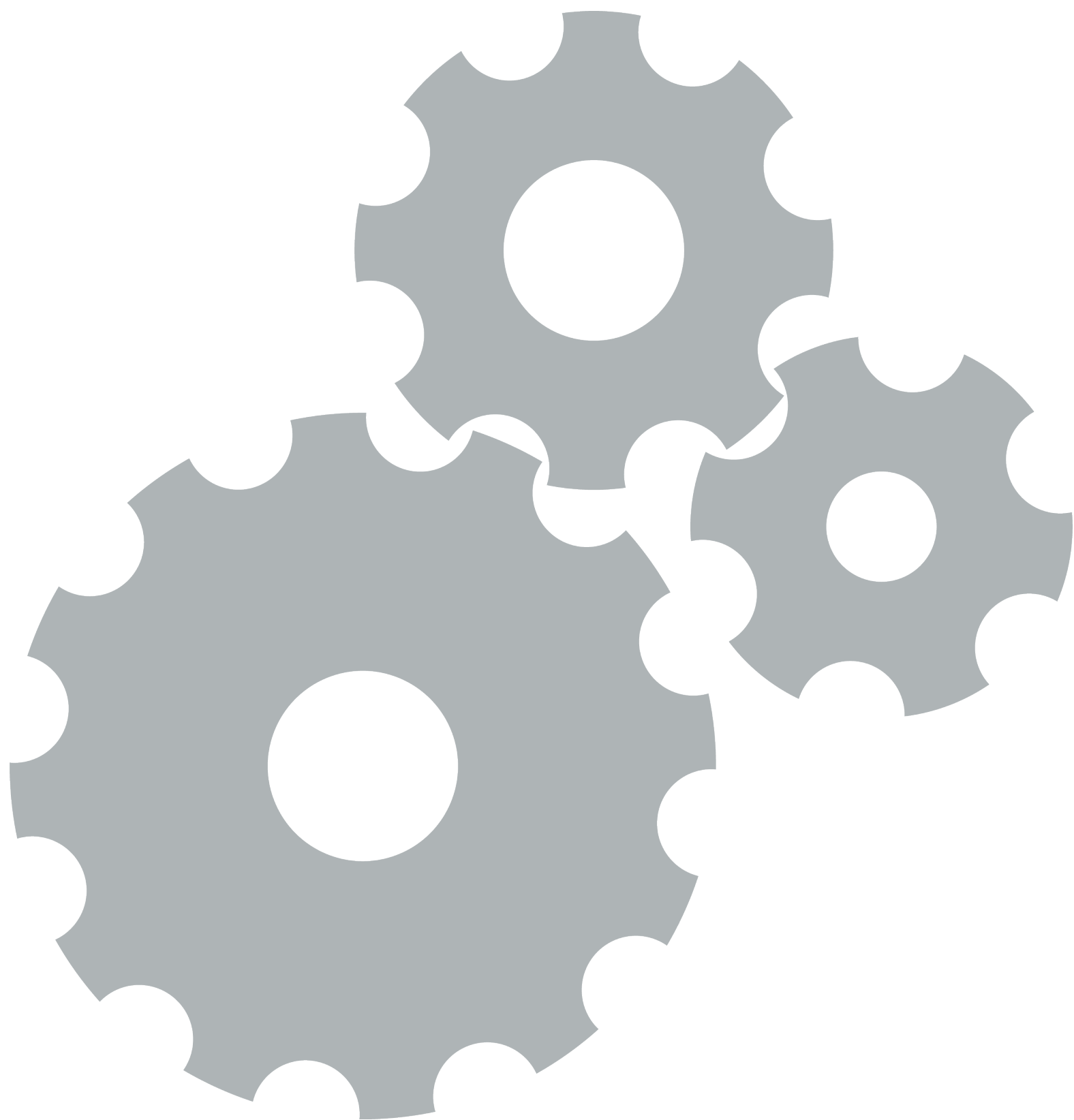
KIRAKIRA PROGRAM

Bond University

Professor Peter Jones
Associate Professor James Fink
Professor Janie Smith
Associate Professor Dianne Reidlinger
Assistant Professor Nikki Milne
Ned Wales
Nikki Gommans

Many universities look to develop and foster knowledge through research and innovation while expanding their global impact. The Bond University Kirakira program is distinctive in that it embeds and promotes these efforts through interprofessional work-integrated placements in a remote community. To date, this program has supported 240 medical, allied health and sustainable development students and faculty supervisors to engage with this community in Solomon Islands.

The Kirakira program delivers a transformative student experience driven by an authentic learning pedagogy (Donovan et al, 1999) and focus on active learning. It is underpinned by a model of continuous improvement that provides concrete and real benefits to a local community in health care delivery and infrastructure planning. Students who participate in the learning placement develop wide-ranging interprofessional skills in teamwork, leadership development and resilience, in addition to profession-specific employability skills. The program has distinguished itself by achieving ongoing funding support from the Australian Government who, in 2018, referred to this program as an “exemplar of University Engagement in the Pacific” (DFAT, 2018). The Bond Kirakira program was also acknowledged with a 2018 Vice-Chancellors Award for Outstanding Contribution to Student Learning and will further expand to include Bond Law students in 2019.



2018

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

CITATIONS



NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY

INTERDISCIPLINARY HUMANITIES EDUCATION ABROAD (IHEA) TEAM

Dr Duncan Cook and Associate Professor Nick Carter

For designing and delivering an international interdisciplinary humanities curriculum that inspires students to develop cross-discipline and cross-cultural skills, create new knowledge and grow as individuals.

AUSTRALIAN CAPITAL TERRITORY

THE AUSTRALIAN NATIONAL UNIVERSITY

DR DING DING

For leadership, creativity and adaptability in large-class teaching, resulting in engaging and inclusive learning environments, regardless of the physical setting.

NEW SOUTH WALES

CHARLES STURT UNIVERSITY

DR KELLY LINDEN

AdaptiveSci: Using adaptive technology to make anatomy education interactive, engaging and fun.

MACQUARIE UNIVERSITY

SCREEN PRODUCTION MQ

Dr Iqbal Barkat and Dr Karen Pearlman

For facilitating student engagement, collaboration, communication and employability in screen production through the development of consolidated curricula and delivery which includes intensive teaching.

SOUTHERN CROSS UNIVERSITY

ASSOCIATE PROFESSOR AMANDA REICHELT-BRUSHETT

For innovative chemistry teaching that uses scientific enquiry and creative thinking to motivate students to develop multifaceted problem-solving skills.

UNIVERSITY OF WOLLONGONG

DR MARIOLINA PAIS MARDEN

Engaging second language learners with Italian speaking mentors through culturally authentic activities in real-world communicative contexts using design-based research.

THE UNIVERSITY OF NEWCASTLE

DR AMY MAGUIRE

For leadership, innovation and scholarship that engages students in real-world human rights practice and empowers students to pursue law reform and social justice.

DR MARCUS RODRIGS

For enthusing and empowering accounting students to achieve their best through an active learning approach which personalises engagement and heightens their motivation to learn.

DR SIMON IVESON

Citation for the continual introduction and implementation over 20 years of numerous innovative teaching methods and technologies that influence, motivate and inspire engineering students.

THE UNIVERSITY OF NEW ENGLAND

ASSOCIATE PROFESSOR BERNICE KOTEY

For approaches to teaching the real world of Small Business and Entrepreneurship in the classroom that influence, motivate and inspire students to learn.

PROFESSOR DARREN RYDER

For a structured, learner-centred and experiential approach to enable students to link concepts and practice in field-based science disciplines.

UNSW, SYDNEY

DR ELIZABETH ANGSTMANN

For developing online and face-to-face materials and experiences for students that encourage active learning and problem solving in large first year physics courses.

DR KIM SNEPVANGERS

For the design, development and implementation of research-led, accessible and innovative teaching and learning resources in the field of creative professional experience in art, design and media.

THE UNIVERSITY OF SYDNEY

FIRST LINE INTERVENTIONS

Dr Jane Currie, Ms Sarah Kourouche and Ms Sarah Harkin

For creating and sustaining an innovative and inspiring approach to nursing student's education in the principles of mass casualty management.

UNIVERSITY OF TECHNOLOGY SYDNEY

DR JAMES WAKEFIELD

A sustained research-informed set of approaches to influence, motivate and inspire students to engage and achieve higher performance in introductory accounting and beyond.

SOUTH AUSTRALIA

FLINDERS UNIVERSITY

DR AMANDA MULLER

For sustained contribution to international nursing students' professional language development using targeted and influential approaches to teaching and learning support.

FLINDERS INCLUSION AND DIFFERENTIATION TEACHER EDUCATION TEAM

Dr Jane Jarvis, Ms Anna Noble and Dr Carol Le Lant

For innovative design and delivery in subjects on differentiation and inclusion for preservice teachers, reflecting expert knowledge and grounded in ongoing, responsive industry engagement.

FLINDERS CORPORATE LAW TEACHING TEAM

Associate Professor Vivienne Brand and Dr Sulette Lombard

For excellence in design and sustained delivery of dynamic, inclusive and engaging corporate law curricula, integrating authentic legal tasks, collaborations with industry and research-led perspectives.

THE UNIVERSITY OF ADELAIDE

DR NICOLENE LOTTERING

For engaging digital learners through a technology-enhanced learning framework to improve deep learning and student engagement in second year anatomy students.

PROFESSOR PETER HILL

For sustained commitment, innovation and leadership in the education of veterinary dermatology and immunology at local, national and international levels.

THE UNIVERSITY OF SOUTH AUSTRALIA

DR ALPANA SIVAM

For designing learning experiences using real world 'live' projects that enable students to graduate as successful planners with commensurate industry skills and professional knowledge.

ASSOCIATE PROFESSOR GABRIELLE TODD

For sustained excellence in formative assessment of learning that demystifies neuroscience for undergraduate and postgraduate students.

MS JENNIFER STOKES

For leadership in engaging, student-focused enabling pedagogy, which fosters the development of independent learners prepared for university study.

WESTERN AUSTRALIA

CURTIN UNIVERSITY

DR HELEN FLAVELL

For sustained and outstanding contribution to student learning through the Scholarship of Teaching and Learning (SoTL) and the development of academics as scholarly teachers.

EDITH COWAN UNIVERSITY

DR MARIANNE KNAUS

For changing pre-service teachers' mindsets to enable effective and passionate teaching of mathematics in early childhood settings.

DR STEVEN RICHARDSON

For promoting engagement and active learning in first-year mathematics through an integrated lecture-tutorial class format supported by computer-aided formative assessment.

MURDOCH UNIVERSITY

ASSOCIATE PROFESSOR MARY ANNE KENNY

For using situated learning experiences that link to the practice of Law and motivate students to use the law for positive social change.

THE UNIVERSITY OF NOTRE DAME AUSTRALIA

DR DEBORAH PIKE

For literature as an immersive transdisciplinary experience—innovating the pedagogy of literary studies through embodied play, aesthetic association and embedded transdisciplinary collaboration.

DR HEIDI WALDRON

Video library creation to support medical student development of clinical examination skills, procedural technique, clinical reasoning ability, communication attributes, and capability working in healthcare teams.

RE-IMAGINING MATHEMATICS EDUCATION (RIME)

Dr Derek Hurrell and Ms Lorraine Day

For re-imagining Mathematics Education (RiME) using contemporary research to build the capacity of pre-service education students to become effective teachers of mathematics.

THE UNIVERSITY OF WESTERN AUSTRALIA

PROFESSOR PETER MERROTSY

For preparing effective mathematics educators by engaging pre-service teachers within a community of enquiry that explores the learning of mathematics from cultural and historical perspectives.

QUEENSLAND

BOND UNIVERSITY

ASSISTANT PROFESSOR MARK DINNEN

For ensuring international relations students are prepared for the modern workplace through experiential learning opportunities that provide a transformative student experience that engenders employability skills.

CQUNIVERSITY AUSTRALIA

DR AARON SCANLAN

For enthusiastic and impactful delivery of a scaffolded approach emphasising a research-teaching-industry nexus to promote scientific learning in exercise and sport physiology.

DR CLINTON HAYES

For enhancing students' understanding of Enabling Physics through curricula and resources that embed mathematics and simplify, demystify and centre concepts in the students' life experiences.

GRIFFITH UNIVERSITY

DR DIANA TOLMIE

For distinctive and scholarly innovations in music vocational preparation curriculum design and teaching that promote career-confident, knowledgeable and sustainable musicians.

DR IRENE BARTLETT

For motivating and inspiring students as creative and knowledgeable singers/performers/teachers through development of curricula, resources and services that reflect a command of the field.

ASSOCIATE PROFESSOR SARAH CRESSWELL

For approaches to teaching and the support of learning that influence, motivate and inspire forensic chemistry students to learn and to develop their professional identity.

DR VINOD GOPALAN

For enhancing student engagement in learning histopathology through development of approaches that are authentic, industry informed and underpinned by scholarly activities.

JAMES COOK UNIVERSITY

DR KELSEY HALBERT AND DR PETA SALTER

Enabling teachers as change agents through service learning: Maximising professional capacities, community outcomes and local global citizenship.

QUEENSLAND UNIVERSITY OF TECHNOLOGY

ASSOCIATE PROFESSOR AMISHA MEHTA

For exploiting and experimenting with real-world risk and crisis uncertainty to develop real-time decision making and communication skills in postgraduate business students and MBA industry professionals.

MR JAMES DUFFY

For helping first-year law students become happy, healthy, competent professionals through innovative teaching and technology-based resource development, informed by the disciplines of law and psychology.

ASSOCIATE PROFESSOR TIM MORONEY

For opening students' eyes to the amazing possibilities for utilising the power of mathematics and computation to solve challenging contemporary problems.

THE UNIVERSITY OF QUEENSLAND

DR ANNA RUMBACH

For developing an interactive and future-focused learning environment that enhances speech pathology students' preparedness to successfully transition from the classroom to the clinic.

ASSOCIATE PROFESSOR CHRIS LANDORF

For leadership in innovative, contextualised, inquiry-based learning in construction-related disciplines, including creation of a 4-dimensional digital environment that enables virtual access to live building sites.

DR TAMMY SMITH

For collaborative leadership and curriculum innovation within and beyond the classroom to enhance the medical student experience over three decades.

THE UNIVERSITY OF SOUTHERN QUEENSLAND

DR TONI CHARDON

For overcoming challenges in learning Taxation Law and bringing it to life to develop Taxation Literacy: Fostering passionate and enthusiastic teaching practice through situated learning.

NORTHERN TERRITORY

BATCHELOR INSTITUTE OF INDIGENOUS TERTIARY EDUCATION

PREPARATION FOR TERTIARY SUCCESS TEAM

Dr Lisa Hall, Ms Catherine Maughan, Ms Joanne Forrest, Ms Angela Harrison and Ms Delean Holtzey

Sustained success in delivering an enabling program for Indigenous students that has increased participation and transition to Higher Education by building confidence, resilience and self-belief.

CHARLES DARWIN UNIVERSITY

EASTERN INDONESIAN FIELD INTENSIVE (EIFI)

Dr Penny Wurm, Associate Professor Bronwyn Myers (deceased 2017), Mr Rohan Fisher, Mr Sam Pickering and Ms Pia Harkness

Authentic and situated learning for environmental science students: a cross-cultural and multi-disciplinary field intensive in remote rural eastern Indonesia.

VICTORIA

DEAKIN UNIVERSITY

ASSOCIATE PROFESSOR KELLY MILLER

For the development of an innovative Work Integrated Learning micro-credential in environmental sustainability as part of a coherent and constructively aligned WIL curriculum.

OCCUPATIONAL THERAPY SIMULATIONS FOR LEARNING

Ms Kelli Nicola-Richmond, Ms Valerie Watchorn, Mr Peter Lane and Mr Anthony Neylan

For sustained excellence in the development and application of an innovative, high-quality, authentic learning resource that enhances the clinical skills of occupational therapy students.

FXAP (FOREIGN EXCHANGE AUTHENTIC PRACTICE)

Associate Professor Victor Fang, Dr Sohel Azad, Dr Vincent Xiang and Dr Sharon Pittaway

For sustained authentic, experiential learning experiences that motivate and inspire finance students to learn in an innovative learning and teaching space.

LA TROBE UNIVERSITY

CHEMISTRY CAPSTONE TEAM

Dr Belinda Abbott, Dr Peter Barnard, Dr Jason Dutton, Ms Mandeep Kaur and Dr Evan Robertson

From passengers to drivers in a chemistry capstone project: transforming the laboratory experience of third year students.

MONASH UNIVERSITY

ASSOCIATE PROFESSOR ADAM CLULOW

For development of innovative and imaginative Digital Humanities resources that have driven student engagement and learning.

MS CHARANJIT KAUR

For innovative and collaborative approaches that motivate learning and teaching of Statistics and achieve cohort-wide consistently high standards of teaching.

MR NICHOLAS PARKIN

Innovation in Practical Journalism Education Using Technology and Overseas Programs.

SWINBURNE UNIVERSITY OF TECHNOLOGY

THE LAS DROP-IN HUB

Dr Elena Verezub, Dr Stephen Price, Ms Kathryn Wallace and Dr Elena Sinchenko

For developing a service that delivers timely learning enrichment opportunities co-created with students and their peers, bringing academic, personal, social and professional benefits to students.

DR JEREMY NGUYEN

For transforming lectures into workshops in which students attempt curated, collaborative, problem-solving challenges that inspire them to discover threshold concepts of economics for themselves.

THE UNIVERSITY OF MELBOURNE

DR SELINA PARRY

Dr Parry is an early career academic who has introduced immersive learning and peer teaching, and has created extracurricular opportunities within cardiorespiratory physiotherapy education worldwide.

VICTORIA UNIVERSITY

MS KATHY MICHAEL

For enhancing local and international student learning and engagement through the adoption of an innovative e-learning tool to create a platform for Virtual Office Hours.

DR PUSPHA SINNAYAH

Active learning strategies improve student engagement in first year bioscience.

TASMANIA

THE UNIVERSITY OF TASMANIA

DR JANET DYMENT

For outstanding commitment to supporting online students to be 'classroom ready' teacher graduates who can engage in professional learning communities to improve practice.

