CITATIONS FOR OUTSTANDING CONTRIBUTIONS TO STUDENT LEARNING 2010
04 Australian Catholic University  
Batchelor Institute of Indigenous Tertiary Education  
Bond University  
Charles Sturt University  
05 CQUniversity  
Curtin University of Technology  
06 Deakin University  
07 Edith Cowan University  
Flinders University  
Griffith University  
08 James Cook University  
09 La Trobe University  
Macquarie University  
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10 Murdoch University  
Queensland University of Technology  
11 RMIT University  
Southern Cross University  
Swinburne University of Technology  
12 The Australian National University  
13 The University of Adelaide  
The University of Melbourne  
14 The University of New South Wales  
The University of Newcastle  
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The University of Queensland  
16 The University of Sydney  
The University of Western Australia  
17 University of Ballarat  
University of Canberra  
University of New England  
18 University of South Australia  
University of Southern Queensland  
19 University of Tasmania  
University of Technology, Sydney  
20 University of the Sunshine Coast  
University of Western Sydney  
21 University of Wollongong  
22 Victoria University
The Australian Learning and Teaching Council congratulates the recipients of the 2010 Citations for Outstanding Contributions to Student Learning.

Each of the 193 individuals and teams recognised this year has made a lasting impression in Australian higher education through their longstanding dedication and innovative work, sometimes extending over several decades.

Students are at the heart of all ALTC activities and the Citations were introduced as a way to acknowledge all of those people who have made a tangible difference to excellent learning and teaching, whether they are academics, general or professional staff.

This publication showcases the diverse ways in which recipients have worked to directly and indirectly improve the quality of student learning. The breadth of the achievements demonstrates the significant commitment in the higher education sector to enriching the student experience.

It is clear from the diversity of this year’s citation winners that staff throughout Australian higher education institutions are dedicated to ensuring their students receive top quality teaching and learning opportunities.

The ALTC is proud to recognise and reward these people who have worked tirelessly to improve the quality of the student learning experience.

Dr Carol Nicoll PSM
Chief Executive Officer
Australian Learning and Teaching Council
Australian Catholic University

Alison Blair

For sustained enthusiasm and expertise in leadership through early adoption of the web, and staff development for quality online education

Alison Blair has been a leader in the development of online learning at the Australian Catholic University for 15 years, initially as Online Education Coordinator and, more recently, as a faculty e-learning coordinator. An innovator in online resources for nursing, Alison has been instrumental in the introduction of learning management systems and in staff development to initiate, expand and sustain quality online education.

Dr Donna Gronn

For an outstanding contribution to the pedagogically sound use of technology in teacher education, through teaching and staff development

Donna Gronn models research-based practice in the use of information and communication technology (ICT) in teaching. The student-centred design of her units inspires pre-service teachers in their continued learning, as well as the development of their own students' knowledge and skills. Donna was appointed as the faculty's inaugural e-learning mentor to actively motivate staff and develop their capabilities to enhance student learning through the integration of ICT in the curriculum.

Dr Vanessa Rice

For an influential contribution to the postgraduate education of exercise physiologists through innovative work integrated learning

Social justice and ethical responsibility are fundamental ideals which have always underpinned the healthcare system, including exercise physiology. These ideals form the basis of Vanessa Rice's teaching which endeavours to respect, encourage and support students. Her teaching approach focuses on graduate attributes. Her strategy is to inspire enthusiasm in her students and to enable them to apply this enthusiasm through work integrated and real world learning.

Professor Graham Rossiter

For a comprehensive, research-enhanced contribution to religious education in Australia and overseas

Graham Rossiter’s exemplary, creative university teaching and professional development programs have exerted a sustained positive influence on university teaching and student learning in religious education. His research-based publications have provided major reference works for Australian tertiary programs in the discipline since the 1970s. Graham has helped to establish the Australian Catholic University’s reputation for postgraduate research in religious and moral education, with significant contributions through research training and supervision.

Dr Tracey Sanders

For empowering and creative teaching practices that enhance student learning through collaborative and community partnerships on the Brisbane ACU campus

Tracey Sanders has a well-deserved, long-term reputation for promoting the use of the Australian Catholic University’s Brisbane Campus for community activities, especially in relation to drama, and for developing activities which connect her drama students to the local community. Her passion for her subject, the ACU Mission and her students is the key to her success in enhancing student learning.

Dr Anne Scott

For inspiring students to become effective primary teachers by making the vital link between literacy, numeracy and ICT in the cause of social justice

Anne Scott prepares future primary teachers for their profession and as agents of change with a concern for justice and equity and a love of teaching and learning. Her outstanding results are achieved through the development of inspirational integrated resources and initiatives in literacy, numeracy and information communication technology. She has conducted extensive research in these areas, and is committed to enthusiastic, dedicated teaching.

Batchelor Institute of Indigenous Tertiary Education

Dr Kirstin Ross

For embracing, exploring and evaluating an ‘authentic-experiences’ approach to teaching Indigenous and non-Indigenous students in public health

Kirstin Ross has spent the last seven years developing and assessing novel approaches to teaching public health, recreating real life experiences to ensure authentic learning. Her students are immersed in practical work through site visits to locations as diverse as mining operations and tattoo parlours. Her work has also included using Second Life to teach hazardous site inspection techniques. In Kirstin's classroom, practical experiences are linked with public health theory and student learning is rigorously evaluated to ensure that learning outcomes are achieved.

Bond University

Associate Professor Amy Kenworthy

For translating a command of the field of business negotiation into curricula, experiential teaching approaches, resources and services that motivate and inspire students to learn

Amy Kenworthy has designed and embedded the entire suite of negotiation subjects offered at the undergraduate, graduate, executive, and blended delivery program levels in Bond University’s School of Business. Her innovative teaching practices, designed to inform, inspire and motivate students, include a semester-long service-learning consulting project, internet-based negotiations, weekly role play simulations and a hands-on exercise program run through the university’s fitness centre.

Associate Professor Allan Stirling

For designing learning opportunities that engage and motivate medical students in clinically applied anatomy

Allan Stirling has developed a clinically relevant teaching style and appropriate assessment practices for clinical anatomy medical students across all years of study at Bond University. Allan’s approach enables students to focus on core knowledge and independent learning practices, preparing them for their future as practising clinicians. He engages and motivates students using a variety of approaches to convey the subject’s core information, adopting a learner-centred approach that encourages students to analyse, synthesise and interpret the presented information for themselves.

Charles Sturt University

Dr Gerard Boland

For innovation and sustained dedication to facilitating challenging yet positive learning environments that enable pre-professional theatre-makers to devise original entertainments for performance among popular audiences

Gerard Boland first introduced a modern adaptation of a traditional European performance genre called mumming into the Bachelor of Communication (Theatre/Media) curriculum more than 20 years ago. This annual project develops critical cultural literacies that enable theatre-makers to create comic entertainments that speak to the specific, situated interests of their fellow citizens. The initiative requires participants to dialogue with their prospective audiences – ‘reading’ them instead of beginning with a reading of a pre-scripted play.
Judith Brown

**For using creative strategies that enable a diverse group of marginalised learners to develop the academic and personal skills necessary to become successful lifelong learners**

Helen Holden teaches academic writing and research skills to students from non-traditional backgrounds in a bridging program at Central Queensland University. Drawing on myths of the hero’s journey, she uses a range of innovative learning activities to enable students marginalised by previous educational experiences, to reconceptualise themselves as learners. Her exceptional creativity and support enable both on-campus and external students to develop the skills they need to be successful writers, as well as motivated and resilient learners.

CQUniversity

Dr Chris Scott

**For engaging and motivating large classes of professional practice-oriented students in service subjects**

Chris Scott motivates and enthuses on-campus and distance education students studying physiology. Through his own passion and enthusiasm for the subject material, and through his commitment to caring for students he creates a positive and engaging learning environment that feedback indicates is effective in helping students want to learn. His techniques include the use of e-technologies to create an active online environment that engages distance students in a prompt and regular manner and a range of support and learning structures to encourage on-campus students.

**Curtin University of Technology**

Dr Jennifer Sappey

**For sustained enthusiasm and commitment to the pursuit of social justice by creating learning experiences that inspire, influence and motivate all students to succeed**

Students report that Jennifer Sappey’s subjects are challenging, even confronting, as they demand reassessment of long held beliefs and personal positions on issues such as inequality, citizenship, social and environmental sustainability and race. Jennifer’s cutting-edge approach to blended learning framed around peer learning is also acknowledged in her outstanding student evaluations, which have maintained an extraordinarily high standard over a sustained period of time.

**Associate Professor Jan Grant**

**For leadership and innovation in nurturing the enhancement of English language proficiency among students and staff from linguistically diverse backgrounds**

Lisa Goldacre's teaching is characterised by innovative and flexible use of materials, as well as assessment and feedback strategies which motivate students toward independent, self-directed learning. She has transformed the teaching of a first year unit (with an enrolment of 3000 students) who study in various modes in multiple locations in metropolitan areas, regional Australia and offshore locations. Lisa effectively manages a large team to ensure high quality teaching that has resulted in outstanding student learning outcomes.

Associate Professor Jan Grant

**For developing exemplary teaching resources and innovative experiential approaches resulting in high student engagement, integrated learning and skill development in counselling psychology postgraduates**

Jan Grant has led a number of highly successful innovations in postgraduate counselling/psychotherapy education over two decades. These include books, DVD training resources, joint industry/university projects and innovative new courses and curriculum that have inspired and engaged students to become excellent psychotherapists. She integrates theory, skills, and research through sophisticated experiential approaches and has been recognised for her significant impact through awards for teaching excellence, thesis supervision, and national contributions to the psychotherapy profession.

David Maxwell and Brett Van Heekeren

**Building an effective and sustained relationship with industry stakeholders to create an innovative learning environment for commercial radio students**

David Maxwell and Brett Van Heekeren have created a team-managed industry responsive course that motivates and inspires students to pursue a career in the commercial radio industry. Their industry partner and accredited program adopts a uniquely constructed curriculum model of ‘situated learning’ that brings the commercial radio profession to life via authentic assessment and problem-based learning strategies. The practice-based program delivers high levels of graduate employability.

**McMaster University**

Professor Robert Reed

**For developing engaging and effective resources to support student learning across the sciences**

Robert Reed believes in the integration of both discipline-specific and generic skills within the curriculum. He has used his teaching experience with students to develop and co-author a highly successful series of textbooks that take an innovative approach to the teaching of generic and practical skills within the context of individual science disciplines, giving them a unique place among science texts. Robert’s reflective practice has refined and strengthened these resources over more than a decade, and he continues to add to the series with insights derived from practice.

**Curtin University of Technology**

Khoa Do

**For developing unique and innovative approaches to support creative learning environments that enhance and enrich self-directed and independent learning within the discipline of architecture**

Khoa Do has created four key initiatives contributing innovation to teaching and empowering learners within the challenging architectural educational landscape. Intrinsically to his teaching endeavour is his ability to empower students with a sense of discovery through learning. He believes teaching and learning is a collaborative exercise, involving much more than the transfer of knowledge. It is an opportunity to facilitate an environment fostering creativity, critical thinking and innovation.

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**Curtin University of Technology**

Curtin University of Technology
Deakin University

For a sustained commitment to improving student learning of chemistry through scholarship and the use of innovative and active learning strategies

For over 15 years Mauro Mocerino has striven to develop effective strategies to provide his students with the skills and a desire to learn chemistry. Recognising that students have different learning styles, Mauro uses a variety of approaches to motivate and inspire his students to learn. He has also demonstrated a commitment to improving the teaching in laboratory classes through the development of a workshop and resources to support laboratory teaching staff.

For implementation of an evidence-based and scholarly Comprehensive Course Review process leading to increased student satisfaction

Curriculum 2010, Curtin’s curriculum renewal initiative, aimed to ensure the quality of courses through comprehensive course review. The C2010 team designed and implemented an evidence-based, scholarly approach to systematic and systemic course review, focussed on student achievement of graduate attributes. This resulted in increased student satisfaction with all aspects of their learning experiences and greater engagement and motivation. Through their leadership and a scholarly yet practical approach, C2010 has been the impetus for significant cultural change, ultimately improving staff engagement and practice in teaching and learning.

For commitment as a sessional teacher of advertising and marketing to teaching diverse student cohorts both onshore and offshore using an industry-focused approach

Corey Sinteur is a sessional staff member with a deep commitment to positively enhancing his students’ learning. He draws upon his extensive international experience in the advertising industry to ensure student learning is relevant and industry-focused. His approach to teaching students, both on-campus and off-shore, reflects his respect and appreciation for the diversity of his students. Corey’s dedicated and enthusiastic approach has not only enhanced the students’ learning experience but also positively impacted on their professional careers.

For the sustained use of highly innovative and imaginative pedagogies and curriculum, and leading-edge design of learning spaces, that significantly enhance student learning

Debra Bateman uses imaginative and playful pedagogies in combination with authentic experiences to build enthusiastic, knowledgeable and competent future teachers. Her innovations include the development of a unique learning space which showcases integrated technologies and embodied pedagogical theory in leading-edge use of educational environments for teacher education practice and research. Debra frequently mentors colleagues in creative approaches to teaching and learning. Five consecutive commendations for outstanding student feedback further attest to her sustained contribution.

For the development of curriculum and learning resources, which encourage, empower and engage chemistry students

Kieran Lim guides students on a journey of self-discovery, instilling in them a belief that they have the ability to succeed in chemistry. His teaching aims to elucidate fundamental chemical concepts for students, and to equip them with skills for their future lives and careers. Kieran believes that chemistry is an integral part of his students’ lives. The innovations in his classes have been developed into study resources, lesson plans and learning objects that have been disseminated widely.

For engaging and creative teaching strategies that take the newsroom into the classroom and build a bridge between the academy and industry for journalism students

An enthusiastic and innovative educator, Paul Bethell uses outstanding communication and presentation skills gained during a previous career as a TV news editor to build a stimulating learning environment for journalism students. Paul draws on his extensive industry background to effectively facilitate a learning experience for his students which educates, informs and entertains within a relevant and practical experiential learning context. Consistently high student evaluation ratings evidence his ability to motivate, engage and inspire students.

For sustained and inspirational leadership of teaching and learning across an institution

Malcolm Campbell’s longstanding institutional contribution to teaching and learning spans policy development; the design and implementation of effective academic staff development programs; committee leadership; capacity building via individual staff support; and role modelling through his own teaching. Evidence of Malcolm’s impact includes sustained improvements to student evaluation feedback in his faculty, and adoption across the university of his models for management, strategic planning and distributed leadership to enhance the quality of the student learning experience.

For pioneeering innovative and engaging teaching methodologies and technologies to support inclusive experiential learning that facilitates practical legal skills development and promotes inter-cultural competencies

Julie Cassidy uses interactive, engaging and applied teaching styles to meet diverse student learning needs. Pioneering the teaching of practical legal skills through experiential learning, she has developed effective resources in evolving formats. Julie is also an early adopter of technology to promote student access. She has long supported Indigenous students and developed a unique study tour that teaches Indigenous legal issues ‘in country’. Extensive peer recognition and consistently outstanding student feedback testify to her achievements.

For inspiring students in public health and health promotion through innovative and highly engaging approaches, and a strong command of the field

Berri Murphy is passionate about teaching and has broad experience in developing and delivering curricula in ways that engage, inform and challenge students. Her contributions include the publication of two seminal texts and the design and facilitation of several influential short courses in Australia for government and Indigenous organisations, and in international contexts for the World Health Organisation. Her significant contributions have been recognised with multiple awards, most notably as Deakin University’s 2009 Teacher of the Year.

For creative approaches to providing relevant, authentic and student-centred learning experiences that inspire education students to become effective and reflective future educators

Jo Raphael’s teaching is student-centred and energised by a passion for arts education and drama as pedagogy. She designs practical and relevant learning experiences that take place within schools, community settings, cultural institutions and virtual communities. In her classes education theory is integrated with practice, as students work alongside her to complete rich and authentic tasks and collectively reflect on their practice. Her students frequently comment on the way her inclusive approach motivates and inspires them to learn.
**Edith Cowan University**

**Associate Professor Andrew Lewis**

For the design and implementation of an innovative cross-disciplinary approach to screen and theatre acting that is successfully engaging students and achieving positive employment outcomes

Andrew Lewis is an outstanding teacher at the Western Australian Academy of Performing Arts, recognised for his leadership in designing and delivering learning experiences that prepare students for success in a highly competitive world of theatre and film. Andrew has developed innovative approaches that enable acting students to work with directing and cinematography students. His students are inspired and motivated by rich, authentic, collaborative tasks and are achieving excellent employment outcomes.

**Micheál McCarthy**

For the development and implementation of a unique approach to aural training that inspires students and provides sound music training

Micheál McCarthy draws on techniques from many disciplines and on music from many cultures to provide training to students that is considered inspirational by colleagues and students alike. Many graduates acknowledge his contribution to their success in elite competitions, as professional musicians and as music educators. He is founding director of Eneksis, a flagship choir at the Western Australian Academy of Performing Arts.

**Flinders University**

**Asia Pacific Palliative Care Collaborative**

For the development and implementation of an innovative, influential and collaborative palliative care program that meets the needs of culturally diverse students across the Asia-Pacific region

The delivery of quality palliative care is reliant on adequately trained professionals but there is a huge unmet need in this area within the Asia-Pacific region. Over the past five years, the Asia-Pacific Palliative Care Collaborative has contributed significantly to student learning and engagement by educating a sustainable workforce of health practitioners who have become leaders and pioneers in their respective fields.

**Michael A Bull and Associate Professor Carol Izrairy**

For leadership and innovation in developing specialist teaching of loss, grief and trauma theory and practice in a professional social work course

Over the past 20 years, Michael Bull and Carol Izrairy have innovatively incorporated loss and trauma content into the education of students in social work and other disciplines at Flinders University. Through core practice topics, a specialist graduate certificate, and implementation of the Loss and Grief Centre (in partnership with Anglicare SA), their dynamic and creative teaching in this field has strengthened loss and trauma-related services in South Australia and increased the sensitivity and competence of innumerable professionals across Australia.

**Dr Kate Douglas**

For teaching traumatic literature: engaging the whole student through effective communication and supportive teaching practices

Kate Douglas works in the discipline of life writing. A strong advocate of teaching-led research and research-led teaching, Kate believes that to engage students intellectually, you also need to engage them emotionally and politically. Kate is the recipient of the Faculty Award for Excellence in Teaching and the Flinders University Vice-Chancellor’s Award for Excellence in Teaching. Along with colleagues at the ANU, UQ and CSU, she has recently received an ALTC Competitive Grant for a project on Building Reading Resilience.

**Professor Laurence Owens**

For sustained excellence in student centred respectful and responsive teaching

Larry Owens has utilised teaching approaches that have influenced, motivated and inspired students to learn. These approaches include: the use of early feedback to assist students to improve their work; responsiveness to the needs of students whose English skills provide additional challenges to learning; and use of effective body language and responding skills to demonstrate respect for students. Larry’s teaching has been widely recognised as outstanding by students, staff, the university and external partners.

**Associate Professor Jamie Quinton**

For influencing, inspiring and motivating student learning through the design and delivery of engaging, interactive and fun physics curricula that focus on positive student experiences

Jamie Quinton is a passionate, student-oriented physics and nanotechnology educator who continually challenges teaching and learning paradigms; he strives to develop methods that foster student engagement and inspire students to learn. Jamie’s efforts in redesigning first year physics at Flinders have been recognised in 2005 and 2008 ALTC national discipline-based project reports, the latter rating his class in the top three nationally for matching student expectations and experiences.

**Associate Professor Linnett Sanchez, Associate Professor Simon Carney, Karen Sparrow and Associate Professor David Turner**

For a team-led, multidisciplinary workplace experience involving health professional students in remote Indigenous communities. Fostering professional and personal learning and development beyond the comfort zone

Since 2003, in partnership with the Anangu Education Service of South Australia’s Department of Education and Children’s Services, 14 School of Medicine staff and 90 volunteer students in total have undertaken annual clinical field trips to Anangu communities to assess the ear health and hearing of school-age Indigenous children. This provides an unparalleled setting for immersion in the teaching of clinical and professional skills, immensely motivating service learning and personal development in a clinically, culturally and physically challenging environment.

**Griffith University**

**Associate Professor Janis Bailey**

For creating a highly engaging capstone course in employment relations that synthesises and applies students’ previous learning providing an effective bridge to their working futures

Janis Bailey's distinctive contribution to student learning is for developing and teaching a capstone course that reflects her deep understanding of the student experience through research and action learning. Extensive industry practitioner input into content, delivery and assessment design ensures that the course is professionally relevant. Her student-centred approach engages students, delivers authentic learning in their crucial final semester and enhances their employability.

**Dr Merrellyn Bates**

For long-term, student-focused leadership that develops individual strengths, fosters independent learning, self-efficacy and professional capacity for future work in criminology and criminal justice

Merrellyn Bates has developed a systematic approach to leadership through her program convening, first year advisory work and teaching to ensure that respect and support for students as individuals is built into the undergraduate degrees offered by her school. She focuses her leadership, expertise and scholarship on informed and vocationally oriented teaching that is personally relevant for students.

The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations
For leadership and innovation in postgraduate supervision that supports, engages, and inspires computer science research students to succeed in a highly competitive research environment

For leadership and innovation in postgraduate supervision that supports, engages, and inspires computer science research students to succeed in a highly competitive research environment. Vlad Estivill-Castro has developed an innovative approach for successful PhD supervision based on the strong foundation of his professional expertise, leadership and scholarly activities. This approach effectively provides group supervision that encourages independent original work and constructive feedback while also preparing students for the workplace. Group supervision makes public students’ innovative solutions, debates, problem-solving strategies and research practice.

For the strategic development and implementation of institutional policy, systems and services that support a sustainable and holistic approach to promoting academic integrity among students

Griffith’s Academic Integrity Framework provides a sustainable process for promoting student academic integrity and preventing academic misconduct. Jennifer Martin and Karen van Haeringen were instrumental to the development, implementation, and management of the framework. Recognised by AUQA as ‘an evidence-based approach’ the framework ensures students are effectively prepared for academic writing, students at risk of breaching academic integrity are identified through early assessment and misconduct is managed in a way that develops students’ ethical standards.

For sustained commitment and enthusiasm to improving student engagement and achievement in marine biology through multi-dimensional teaching and response to feedback

The teaching strategies Lindsay Harrington has developed reflect the learning principles for which she has received recognition from her peers and students including: enthusiasm, accessibility, innovative assessment and conscientious feedback. Through her well-designed program, combining innovative learning environments and an excellent rapport with students, she successfully engages diverse student populations, equally inspiring students of all calibres, meeting their needs, raising their enthusiasm and improving their engagement.

For the development, implementation and review of Individual Learning Plans in allied health which successfully respect and support first year students as individuals

The Individual Learning Plan (ILP) initiative utilises interviews to help students set individual goals, recognise barriers and identify strategies to achieve success at university. This occurs during a time when many are overwhelmed with the transition to university. Student reflections and surveys indicate that students find the process extremely useful to support their learning and encourage communication with staff. The ILP has been adopted by other James Cook University disciplines as a means of facilitating student engagement.

For sustainable commitment and leadership in postgraduate supervision that supports, engages, and inspires computer science research students to succeed in a highly competitive research environment

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For the effective design and implementation of pedagogies that foster learner ‘connectedness’ in a pre-service teacher education course

Pedagogies for connectedness are ways of teaching that connect abstract theory to the concrete experiences of students’ lives. As a lecturer in educational psychology at James Cook University, Raoul Adam has designed and implemented several pedagogies for connectedness. These pedagogies involve auto-reflective podcasts, auto-reflective assessments, a context-based literacy initiative, game-based lectures, brainstorming, and scenario-based inquiries. The sustained success of Raoul’s pedagogies is consistently recognised by his students as they embrace the opportunity to connect classroom learning to life experience.

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Dr Michelle Arrow

For an enthusiastic, collaborative and accessible approach to teaching that inspires student excitement, engagement and enjoyment of Australian history

Students are encouraged to see themselves as learners in new ways through Michelle Arrow’s enthusiasm and encouragement and her supportive, meaningful assessments. As one student commented, “Michelle makes all topics interesting. She is very enthusiastic and her lectures are always informative and entertaining. Any subject which she is involved in is always worthwhile – I have done three now and she motivates me to continue my studies in history.”

Macquarie University

Dr Josephine Pryce

For sustained and enthusiastic teaching that creates a positive learning environment and involves, empowers and transforms students through their learning of management theories and practice

Josephine Pryce’s approach to teaching and learning focuses on facilitating student involvement to develop the realisation that learning is relevant and a lifelong process that extends beyond the classroom. She provides opportunities for students to experience critical reflection and experiential learning and in so doing, to recognise their self-worth and value. Her philosophy is grounded in the understanding that university is a vehicle to take students on part of their life’s journey.

La Trobe University

Associate Professor Ishaq Bhatti

For the innovative development of Australia’s first ever Islamic banking and finance course designed according to Shariah laws and ethical values to enhance student learning

Ishaq Bhatti has made a sustained and innovative contribution to all areas of business and finance teaching and learning – but most particularly, in the curriculum design and development of Australia’s first ever Islamic banking and finance postgraduate degree course drawing on Shariah law and ethical values to enhance student learning. His approach to teaching, curriculum development and student learning recognises that students must be actively engaged, and that student diversity requires the careful design and monitoring of a variety of exercises in lectures and tutorials. Ishaq’s inspired and visionary approach to teaching and learning has been celebrated in his faculty and university.

First Year Biology Learning and Teaching Group

For a ‘community of practice’ leadership approach to curriculum redesign, leading to an enhanced first year learning experience in biology

The First Year Biology Learning and Teaching Group, a broad based, grass-roots community of practice, adopted a whole-of-program-approach to address the challenges of a large and diverse student cohort. Development and refinement of an integrated program of training, learning activities and assessment has resulted in a clearly defined and consistent curriculum which has enhanced the first year learning experience of biology students.

Professor Richard Broome

For sustained teaching excellence in tertiary history based on high quality research and leadership in disseminating and communicating leading research through secondary educational history resources

For 30 years Richard Broome has combined high quality prize-winning research, with excellence in student-centred and group-based teaching methods, to provide innovative subjects in teaching Indigenous, settler migration and environmental history. This research has been transferred to secondary students through annual lectures, school visits and school text books with high volume sales. Richard has inspired students in both sectors to be motivated and confident independent learners inspired by the complexities of the past.

La Trobe University

Dr Matt Bower

For supporting pre-service teachers to develop learning design capabilities based upon a scholarly and passionate approach to educational technology innovation

Matt Bower’s research into technology-enabled learning design has allowed him to create environments that more effectively facilitate students’ concept representation and co-construction of meaning, Web conferencing, multimedia, learning management systems, wikis and a range of other Web 2.0 technologies are used synergistically to enable active and collaborative learning. Modeling this pedagogical thinking to pre-service teachers has greatly increased their technology-based learning design capabilities and transformed their vision of the role of technology in learning.

Monash University

Matthew Butler, Dr Angela Carbone, Shane Moore, Mylini Munusamy and Sheelagh Walton

For team leadership that reinvigorated a challenging multi-campus, multidisciplinary first year core programming unit through introducing innovative feedback processes to develop independent student learning

As a team, Matthew Butler, Angela Carbone, Shane Moore, Mylini Munusamy and Sheelagh Walton have worked to make significant improvements to the teaching of a core first year programming unit. Their work spans two international and four domestic campuses: Malaysia, South Africa, Caulfield, Clayton, Berwick and Gippsland. Their work has created a range of innovative schemes to improve learning behaviour and outcomes using early and quality feedback to its diverse learners.

Sue Spinks

For sustained commitment to empowering students to find their individual academic “voices”, and to achieving excellent outcomes for all students through relevant university committees

Helping Macquarie University students to find their academic voices has been a key focus of Sue Spinks’ work for many years. As coordinator of the MU Writing Skills Program and as a unit convener, she demonstrates consistent commitment to helping students from all backgrounds achieve successful academic outcomes. As an academic member of key student-focused university committees, she continues to show her commitment to making sure that university policies work to the advantage of all students.

La Trobe University

Dr Kerry-Ann O’Sullivan

For excellence in supporting English teachers at critical points of professional transition through the innovative provision of high-quality, engaging and research-led ICT resources

Kerry-Ann O’Sullivan is a senior lecturer at Macquarie University, and coordinates the Secondary English Teacher Education Program. She is the innovative developer of the e is for english website, a scholarly and evidence-based resource for both novice and experienced teachers. It provides a broad range of resources for the exploration of English and its teaching; and is a complete package of contemporary knowledge and theory, pedagogy, teaching tools, policies and a community of professional practice.

Macquarie University

For an enthusiastic, collaborative and accessible approach to teaching that inspires student excitement, engagement and enjoyment of Australian history

Sue Spinks

For team leadership that reinvigorated a challenging multi-campus, multidisciplinary first year core programming unit through introducing innovative feedback processes to develop independent student learning

As a team, Matthew Butler, Angela Carbone, Shane Moore, Mylini Munusamy and Sheelagh Walton have worked to make significant improvements to the teaching of a core first year programming unit. Their work spans two international and four domestic campuses: Malaysia, South Africa, Caulfield, Clayton, Berwick and Gippsland. Their work has created a range of innovative schemes to improve learning behaviour and outcomes using early and quality feedback to its diverse learners.

The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations
Linda Butcher

For creative integration of pedagogical and professional media knowledge to produce effective, engaging resources addressing emerging learning and teaching issues

Linda Butcher has overseen development of a wide range of innovative and effective video and multimedia learning resources. She has used her extensive experience and knowledge in media and pedagogy to produce learning resources for students and staff that address emerging issues in higher education. Her scholarly approach, enthusiasm and broad range of abilities have consistently won high praise in evaluations over a 22-year period.

Prue Andrus

For engaging and preparing third year nursing students in caring for a critically ill patient during emergency resuscitation simulation exercises

Prue Andrus is a lecturer in nursing and began teaching at Murdoch University in 2006, since then she has coordinated undergraduate nursing units in the Bachelor of Nursing. Prue considers teaching the next generation of nurses a tremendous privilege and engages the student nurse through her clinical experience, being cognisant of industry standards and utilising contemporary learning approaches. The simulation exercises incorporated into her lectures promote thinking critically and working within a team to deliver essential life saving care.

Dr Karen Hapgood

For using her industrial experience to mentor chemical engineering students to achieve their career aspirations and to prepare students for life after university

Karen Hapgood uses her unique career background to illustrate the relationship between the chemical engineering course at Monash University and the engineering profession. She considers that students are the future leaders of chemical engineering, and uses her engineering experience to ensure that her students understand the broader context of what they are learning. She mentors and encourages individuals to reach their full potential as they embark on their new careers as graduate chemical engineers.

Dr Michael Henderson

For designing rich, participative online learning environments in which students are motivated and inspired to learn

Michael Henderson teaches undergraduate and postgraduate units on the complex relationship between digital technologies, teaching and learning. He creates richly resourced, socially active, and meaningfully participative online environments in which students feel they are engaging in valued discourse. His teaching encourages students to be accountable to each other as well as to the lecturer. Michael’s achievements were recognised by receipt of a Special Commendation in the Vice-Chancellor’s Award for Teaching Excellence in 2009.

Dr Richard Reina

For sustained excellence in supervision of honours students in biological science that guides their evolution into research-trained scientists

In six years Richard Reina has supervised 18 students, resulting in 17 first class honours grades, six peer-reviewed international publications, six student projects presented at international conferences and eight students continuing to PhD study. These achievements have been possible because Richard provides excellent student-centred honours supervision for the guided self-discovery of knowledge. His approach is to support and guide students to shape their evolution into independent, empowered learners that have the solutions to their problems within their own hands.

Dr Martin Cake, Dr Melinda Bell, Dr Teresa Collins and Dr Jennifer Mills

For innovation and leadership in the successful integration of Veterinary Professional Life, a whole-of-course intervention enhancing professional attitudes, ethics, communication and life skills

Veterinary Professional Life is an embedded, whole-of-course professional curriculum, introduced to the Murdoch veterinary course in 2007 to raise the profile of, and student outcomes in, professional skills and attributes important to success in veterinary practice. The curriculum devised by the cited team has been nationally recognised for its innovation and success in achieving a high level of student, staff, and stakeholder engagement.

Dr Jo Lampert

For sustained commitment to faculty and university-wide leadership in providing innovative learning and teaching related to social inclusion, equity and Indigenous education

Since 2001, Jo Lampert has designed and taught units in the field of socio-cultural studies in the faculty of education at Queensland University of Technology. Her teaching, research and community service are enriched by her empathy and expertise in Indigenous education and socio-cultural studies. She creates scaffolded environments where students learn by challenging culturally entrenched beliefs and gaining newly informed insights into the world around them.

Dr Laura Gregory

For the development of a transformational linguistic approach to the teaching of anatomy while providing a learning environment that promotes actualisation of student potential

Laura Gregory’s approach to teaching anatomy enables student transformation from layperson to anatomical professional and builds communication skills essential for success in the health sector. Her teaching employs innovative presentation and assessment strategies that focus on engagement, relevance to real world situations as well as the development of generic capabilities. She actively promotes individual student development through the creation of resources that accommodate multiple learning styles and build optimal learning partnerships between teacher and student.

Dr Les Dawes

For sustained commitment to faculty and university-wide leadership in providing innovative learning and teaching

Les Dawes has been actively involved in designing, developing and implementing student-focused learning experiences and environments that engage students in real world learning across engineering and design disciplines in the Faculty of Built Environment and Engineering at Queensland University of Technology. A leader in engineering education, Les offers students opportunities to link disciplinary knowledge with social, economic and environmental values and to engage in real world learning experiences.

Dr Dann Mallet

Supporting undergraduate learning through leadership, research-guided teaching strategies and resource and curriculum development, modern communication practices, and contextualised mathematics

Mathematics students often have difficulty engaging in their studies because of the generic and impersonal nature of the subject area. Dann Mallet supports students in their learning through the design of curricula, resources and teaching strategies that draw on findings of teaching and learning research; the use of modern means of communication and explanations of concepts using real world contexts. Dann, a teaching and learning leader, also influences the teaching practice of his colleagues.
For leadership in the development and implementation of innovative curriculum design to deliver authentic, sustainable and integrative learning experiences for accountancy students

Trevor Stanley

Dr Tommy Tang

For consistently creating an authentic, experience-based and interactive environment for deep learning and promoting effective teaching through research, peer mentoring and support activities

Although economics offers explanations about our world’s workings, many students find it dull. Tommy Tang has inspired and empowered students to connect economics subject matter with their life experiences. Rousing students’ curiosity and passion for learning he has created stimulating and enjoyable learning environments. His passion for teaching is also the driving force behind his economics education research and his work to foster a culture of collegial support for students’ deep learning.

Professor Patsy Yates

For developing learner and patient-centred approaches that prepare nurses to make positive contributions to improving health outcomes for our community

Patsy Yates has led the development of nationally agreed standards for nursing and the design of authentic learning experiences that are centred on patient journeys. These learning experiences encourage learners to analyse and apply evidence to improve a person’s illness experience and acknowledge that learners’ personal experiences and values shape their professional practice.

Dr Jeff Shimeta

For innovative teaching of critical-thinking skills at the undergraduate level in the context of understanding science as an investigative process

For over a decade, Jeff Shimeta has guided students through critical analysis of scientific research and findings, developing skills in logical reasoning and analysis, scientific writing, and discussion. These skills help students to challenge assertions, evaluate evidence and arguments, and reach independent conclusions about scientific information from the level of professional publications to media reports. He has developed novel approaches combining skill-building assignments and tutorials, extensive and personalised feedback, and iterative writing assignments. He teaches science with an inspiring enthusiasm.

For sustained innovation and institutional leadership in developing industry-relevant curricula, resources and assessment to enhance student learning and engagement with large undergraduate marketing cohorts

Kate Westberg responds to the challenges in sustaining student learning in large undergraduate cohorts by designing curricula that provide engaging, industry-relevant content and assessment. Importantly, Kate’s learning and teaching designs provide ample opportunities for active student involvement and feedback in learning processes. Her teaching approach stimulates students to actively discuss, debate, challenge and reflect on their learning – and to enjoy the experience. Her leadership has contributed to effective learning outcomes and innovative teaching practice.

Meredith Kayess

For empowering and encouraging students through the development of student identity and self-aware approaches to learning in the humanities during the transition to university

Meredith Kayess is a committed and passionate sessional teacher of pre-award and undergraduate students in their first year. She provides a nurturing learning context and teaches crucial academic skills students need to succeed in their studies. Meredith’s responsive and innovative teaching approach has made an outstanding contribution to student learning consistently acknowledged in excellent feedback from students and colleagues.

Dr Carolyn Beasley

For outstanding achievement in inspiring incarcerated students with limited educational backgrounds to achieve academic success in postgraduate education

Under Carolyn Beasley’s tutelage, students have completed graduate certificate, graduate diploma and masters in writing with three going on to undertake PhDs. Her students have also had conference papers presented around the world by proxy and by videolink; written and published children’s books; and had their work performed at writers and poetry festivals. Two more have gone on to receive human rights awards, another a grant. Carolyn’s students have also won two short story competitions.

Julie De Rooy

For excellence in teaching law, including engaging multidisciplinary and culturally diverse students, using targeted real world scenarios, extensive feedback and transition workshops

As a law lecturer, Julie De Rooy teaches multidisciplinary students across various legal areas. Drawing upon her considerable legal background, she provides students with applications of legal concepts in the context of their discipline area and their own country’s legal system, which helps them to make the connection between legal theory and the real world. She is recognised by her students for her outstanding undergraduate teaching which models professionalism and a passion for teaching law.
For excellence in postgraduate teaching by developing and implementing highly personalised learning practices which enhance student creativity, performance, well-being, social inclusion and recognition beyond the academy

Dr Dominique Hecq

Dominique Hecq has developed a personalised and supportive learning environment for postgraduate students in the creative writing discipline by implementing strategies that foster creativity and self-confidence, facilitating interaction between isolated students, creating publishing opportunities, and mentoring for 13 years at Swinburne and Melbourne universities. Guided by her philosophy of ethical desire, she has influenced the academic and cultural experience of students in writing through workshops, mentoring and creating an online PhD common room.

For sustained leadership in building a Women in ICT community providing student leadership opportunities, engaging with diverse groups and creating successful academic and social experience

Dr Catherine Lang

Since joining Swinburne, Catherine Lang has actively promoted female information and communication technology (ICT) student engagement in social and learning activities that enhance the experience of women in the faculty. This has culminated in the development of the Digital Divas program. Digital Divas places Swinburne ICT female students in secondary school classrooms as informal role models and mentors, and counteracts the prevailing ICT male stereotype.

For developing and implementing real world industry client-based projects which produce significant improvements in student learning through active engagement in undergraduate marketing education

Dr Antonio Lobo

Marketing planning units at universities are often taught from prescribed text books with assessment being based around and written exams. This changed at Swinburne University of Technology in 2006 when Antonio Lobo facilitated students working collaboratively with selected industry partners to develop client-based marketing plans. These plans contributed towards a major part of students’ assessment. Antonio’s innovative style of teaching, has influenced, motivated and inspired significant improvements to student learning.

For sustained development of innovative and integrated learning activities and assessments that enhance student engagement and learning

Dr Benedict John Williams

Benedict Williams has developed an approach to integrating learning materials, activities and assessments enabling students with diverse needs and learning styles to access psychological science in a variety of modes and levels. His assessment methods enhance learning and provide targeted feedback which helps students efficiently focus their study. His approach has motivated students to undertake independent learning and has gained high approval from both staff and students.

For teaching excellence in the development of a research/practice paradigm that establishes Swinburne honours graduates as leaders in their field and as potential design researchers

Nicki Wragg

In her teaching practice Nicki Wragg has worked to embed traditional research methods into the design process for her students. In her classroom students collaborate and develop ‘meaningful knowledge’ (Macmurray, 1957) through a process that strengthens their specialised graphic design skills in addition to strategic thinking, research ability, problem-solving, social networking, public speaking and technical knowledge.

For using enquiry-led learning to engage students with ideas in evolution and genetics and to encourage them to take an active role in hypothesis-testing

Dr Lindell Bromham

Lindell Bromham believes that science education must empower students to question received wisdom, and to develop and test their own ideas particularly in the fast-moving fields of genetics and evolutionary biology. She has written a textbook on molecular evolution that breaks the mould with its vibrant, story-telling approach. She has also published research on using online tools to encourage independent learning skills, and on using evolutionary biology as fertile ground for the development of enquiry-based learning.

For developing and empowering students as independent and responsible agents for change in the global politics of security

Dr Katrina Lee-Koo

Katrina Lee-Koo inspires and empowers students to become agents for change in today’s world. Her classes in international politics confront students with ‘real life’ issues: how to sensitively interview a war victim, how to work with states that have poor governance structures, and how to listen for voices struggling to be heard. Many of her students go on to work in global politics and refer to Katrina as someone who has inspired and empowered them both professionally and personally.

For using media creatively in large group law teaching to excite interest, promote engagement and inspire deep learning

Associate Professor Molly Townes O’Brien

Molly Townes O’Brien uses music, graphics, and animation to transform traditional law ‘lectures’ into interactive forums. Theme songs set an upbeat mood for classes, excite student attention and provide memory cues for course themes. Images and video provide context and narrative support for course content. Using media and enthusiasm, Molly brings the law to life in the classroom and advances learning by motivating students to participate in interrogating and analysing course material.

For developing innovative materials to inform students about religion as a global phenomenon, and to analyse how religion influences current events

Dr John Powers

John Powers has a passionate commitment to helping students understand the diversity of religious belief and practice and its importance in the contemporary world. For 20 years, he has developed courses that help students engage with Asian religious traditions and has collaborated with them to develop an impressive range of innovative instructional materials that are widely used and that influence education in the field globally.

For implementing curricula that focus on thinking and acting like a physicist, especially through the development and scholarly evaluation of technology for physics education

Dr Craig Savage

Physics faces the problem of a rapidly increasing body of knowledge and skills that students are expected to learn. Craig Savage has addressed this challenge by focusing curricula on fundamental truths of universal value, and by harnessing technology, especially first person simulations. The fundamental truths of the discipline also help unify the subject in students’ minds. Simulations allow a broad range of students to experience and learn otherwise highly abstract aspects of physics such as relativity.
The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations
For enhancing students’ experience of learning through embedding procedural fairness and equality into administrative processes, encouraging greater transparency and institutional responsiveness to individuals’ circumstances

As the higher education sector becomes increasingly competitive, Sara Pheasant has emphasised the importance of excellent decision-making in compliance with internal policies and procedures. Sara has made significant contributions through the integration of the principles of procedural fairness, access to information and student enfranchisement at the University of Melbourne. She has also helped bring flexibility into administrative decisions critical to student tenure. Her initiatives embody an educational commitment to the values of integrity, equity and diversity through procedural aspects of the student experience.

For creating an exceptional research training culture, inspiring and supporting early researchers to achieve excellence in the astrophysics field, and more broadly as research scholars

Rachel Webster established the research and research training program in astronomy and astrophysics at the University of Melbourne. Over the past 20 years, she has graduated an outstanding cohort of students. Not only have these students achieved outstanding results in their research programs, they have also held postdoctoral positions at leading research universities internationally. This cohort of students is making major contributions as scientific leaders, both within the Australian astronomical community and internationally.

For over three decades of inspirational supervision and long-term career mentoring of research higher degree students, with outstanding outcomes for students in the life sciences

Marilyn Renfree has made substantial contributions to the early career development of graduate students through committed supervision and mentoring. She encourages her students to take ownership of their ideas and become independent researchers in their own right with careful guidance and genuine friendship. Marilyn also integrates students of vastly different backgrounds and cultures into her research group, so the learning experiences for all her students go far beyond that of the laboratory.

For the sustained development and implementation of research-focused teaching resources for undergraduate science students that encourage student engagement

Louise Lutze-Mann has designed resources that enable undergraduate science and medical students to explore and reflect on the scientific process and to develop the technical and cognitive skills required to gather, critically evaluate and utilise scientific information. Through exposure to modern research methods and techniques, as well as the enhanced technical skills that underpin the understanding of theory, these students undergo a transformative process and begin to identify as scientists.

For fostering a performance-based approach to drama in the discipline of English, by teaching Shakespeare in a manner that has inspired students over four decades

Over 37 years, Richard Madelaine has developed within the discipline of English a pioneering performance-based approach to drama, spearheaded by his teaching of Shakespeare. Colleagues and students alike find his passion for Shakespeare contagious. He established the Cambridge Shakespeare Summer School program at UNSW and his research publications have become valuable teaching resources. Richard has also fostered interaction between tertiary and secondary teachers by organising English Association conferences and publishing conference volumes annually.

For innovative teaching and assessment of mechanics courses in engineering, which encourage and motivate students to learn threshold concepts effectively

Gangadhara Prusty, an engineering educator with over 20 years of teaching experience, has contributed significantly to the enhancement of student learning, making his courses engaging, stimulating and highly innovative. Using a blend of traditional and contemporary teaching methods, he has helped students understand the key threshold concepts of the mechanics courses effectively. Adding these vital ingredients, he has created a smooth and enjoyable learning process enabling the students to unlock their maximum potential in their engineering careers.

For redesigning a course on nursing older people that incorporates sustainable strategies which challenge nursing students’ attitudes and prepare them for professional practice

In 2004, a report recommended a compulsory, discrete course to develop nursing students into graduates who are prepared to nurse older people. Despite the introduction of such a course at the University of Newcastle, students continued to have negative attitudes about nursing older people. The course was redesigned and it now motivates influences and inspires students to approach the unique needs of older people professionally.

For successfully integrating problem-based learning into graduate human resource management courses, thereby enhancing student engagement, professional knowledge, and an appreciation for plural perspectives

Johanna Macneill has employed problem-based learning and its principles in the introductory course for the Masters in HRM Program in order to provide new students with a firm learning foundation for their whole program. Problem-based learning enables Johanna to tap into the diversity of countries, cultures, ethnicities, value systems, ages, life experiences and socio-economic status’ among her students, using that diversity as a resource to develop individual students and their appreciation of plural perspectives.
For responding to the unique needs of students in transition by developing and embedding innovative teaching strategies in the study of criminal law

Brendon Murphy is a Lecturer in Law at the University of Newcastle. Since joining the School of Law in 2007 he has been involved in teaching first and second-year students in the Bachelor of Law. His approach to teaching involves assisting the development of academic and professional skills and knowledge, while offering additional person tuition and encouragement in the critical formative years of university education.

For creating exceptionally engaging teaching environments and embedding innovative resources in newly-developed American History courses that have inspired and motivated students to learn

Drawing on his own research expertise in this field, Michael Ondaatje has developed courses that build on students’ curiosity about the United States, while introducing them to new ideas and empowering them to reach their own conclusions with creative and democratic approaches to teaching and learning. Michael’s impact on students is reflected in outstanding student evaluation results over a sustained period, increasing undergraduate enrolments and a burgeoning postgraduate cohort.

For responding to student needs by developing sustainable, innovative and effective teaching resources to support and enhance student learning in head and neck anatomy

Anatomical knowledge, a critical requirement for clinical practice and accreditation in the health professions, involves four specific components of learning: specialised language; three-dimensional complexity of the human body; the unique experience of dealing with human cadaveric material; and integration of knowledge into professional practice. Difficulties in learning anatomy experienced by first-year students prompted modification of the laboratory environment and approaches to teaching by Josephine Smith to improve their learning outcomes.

For sustained commitment to the development of innovative strategies to engage and support first-year student transition in a large and multidisciplinary undergraduate course

Yolanda Surjan’s contribution to student learning has seen a transformation in the approach to first-year transition within the Faculty of Health at the University of Newcastle through the implementation of a student-focused orientation resource. The resources have aided student progression through transition and decreased student anxiety leading to improved learning. She now leads a large cross-disciplinary course that has become pivotal to the development of the programs to which it contributes.

For sustainment of commitment to the development of innovative strategies to engage and support first-year student transition in a large and multidisciplinary undergraduate course

Yolanda Surjan

For sustained commitment to facilitating learning through the development of a research culture within the Fremantle Campus’ School of Education

Richard’s foundational work with students and colleagues has contributed significantly to furthering the development of scholarship and research at the University of Notre Dame Australia. His mentoring has also effectively demonstrated how the teaching/research nexus can be a potent relationship for enhancing learning and teaching.

For using active student-centred approaches to promote student engagement within a constructivist model of legal learning

Claire Kaylock is a Lecturer with the School of Law at the University of Notre Dame Australia, Fremantle Campus. Claire has a passionate belief that learning can be one of life’s great delights. Since moving into academia from her background in teaching English to speakers of other languages, Claire has successfully transplanted the engaging and stimulating learning environment of the language classroom into her classes in the traditionally sober subjects of contract and property law.

For responding to the unique needs of students in transition by developing and embedding innovative teaching strategies in the study of criminal law

Professor Richard Berlach

Dr Angeline O’Neill

For motivating and inspiring students through the creation and outstanding teaching of an innovative, sustained program in English literature

Angeline has developed the English literature program for The University of Notre Dame Australia’s School of Arts and Sciences on the Fremantle Campus. She has devised, developed and taught 15 diverse units. Her knowledge, creativity and dedication to pedagogical excellence in the field have ensured that her students have received an educational experience of the highest quality.

For 25 years of engaging students, enhancing learning, inspiring colleagues and sustaining leadership in chemistry

Lawrence Gahan is dedicated to promoting active learning and engaging students in chemistry through interdisciplinary approaches to teaching and learning. His approaches allow students to see that chemistry is a bridge to other disciplines, creating a more holistic view of modern science and inspiring deeper approaches to learning. Lawrence’s goal is for students to enjoy learning as much as he enjoys teaching.

For sustained leadership in teaching and learning of mathematics – engaging students and inspiring an institutional culture around curriculum innovations across the discipline

Joseph Grotowski is a tertiary mathematics teacher with a passion for teaching. His flexible, research-led teaching style has given him a sustained record of teaching excellence and student engagement in mathematics courses ranging over the entire undergraduate spectrum. His leadership qualities have inspired a number of high-profile curriculum initiatives, and he has used these as a vehicle for actively promoting a positive culture of striving for teaching excellence amongst his colleagues.

For inspiring and motivating psychology students in large classes through the use of narrative and connectedness

Rather than trying to cram facts into students’ overcrowded memories, Mathew Hornsey strives to give students keys that help unlock mysteries of human behaviour. His goal is to inspire a lifelong passion for discovery. Despite the challenges associated with large-class teaching, the results of his teaching evaluations approach the ceiling of the evaluation range. He is frequently nominated as the most effective teacher by his students and his lectures are frequently attended by non-students.

For improving first year students’ mathematical understanding through enthusiasm, engagement and innovative teaching approaches

Michael Jennings has a special talent for improving first year students’ mathematical understanding through enthusiasm, engagement and innovative teaching approaches. As a former secondary school mathematics teacher, Michael has acquired a deep understanding of what topics first-year students struggle with, and tailors his teaching to best suit their needs. His students credit him with making mathematics ‘painless’ and giving them confidence to succeed.

For sustained excellence in teaching large undergraduate economics courses: inspiring students through relevance, interaction, enthusiasm and humour – contributing to increasing enrolments and lower attrition rates

Students have shown enthusiastic appreciation for James Laurenceson’s structured, problem-based approach to teaching. Infused with enthusiasm and wit, he successfully inspires and engages students in understanding economic theory, its application in personal and professional spheres, and the vital role it plays in informing public policy. The pattern of structured engagement extends beyond the lecture hall to encompass the tutorial program and includes access to peer assistance and considerable online learning support.

The University of Queensland

Professor Lawrence Gahan

Associate Professor Joseph Grotowski

Associate Professor Matthew Hornsey

Michael Jennings

Dr James Laurenceson

The University of Notre Dame Australia

Professor Richard Berlach

Dr Angeline O’Neill

Josephine Smith

Yolanda Surjan

Brendon Murphy

For using active student-centred approaches to promote student engagement within a constructivist model of legal learning

Claire Kaylock

For 25 years of engaging students, enhancing learning, inspiring colleagues and sustaining leadership in chemistry

Lawrence Gahan

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For inspiring and motivating psychology students in large classes through the use of narrative and connectedness

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James Laurenceson

The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations
Associate Professor Malcolm Parker

For preparing future doctors to manage the ethical, legal and professional obligations and challenges of 21st Century medical practice, through 15 years of inspiring leadership

Malcolm Parker has pioneered ethics and professional practice as a robust, comprehensive and critical component of medical education at the University of Queensland. He is an Australian leader of teaching and assessment in medical ethics and law, and an invited speaker at national and international fora on assessment of professionalism. His teaching assessments, publication record and academic reputation attest to high levels of achievement in student education and welfare, and community safety and health.

Professor John Simmons

For excellence in teaching that has inspired, challenged and encouraged engineering students in six decades, and for national leadership of culture change in engineering education

Students praise the engaging atmosphere in John Simmons classroom and the authenticity of his engineering experience. Outside the classroom, John is seen as a wise and caring adviser to first year students and mentor to staff. He has long championed the student learning experience in his university and, through two national reviews, made graduate attributes and program flexibility, key goals of Australian engineering education.

Margaret Stephenson

For outstanding teaching and leadership in internationalising the curriculum, in promoting global student learning and offering students a ‘virtual overseas education’ experience without leaving home

Margaret Stephenson integrates an international, intercultural dimension into teaching and learning in her Law and Indigenous Peoples course through the innovative use of video-conferencing technology. Learning in a ‘global classroom’, linked to partner institutions around the world, students develop comparative perspectives on Indigenous rights, while gaining valuable cross-cultural experience. Margaret’s teaching and publications attest to her enduring commitment and success in preparing students for sustained national and international careers in the area of Indigenous rights.

Dr Terry Tunny

For outstanding dedication and expertise in teaching physiology in clinical context to medical students resulting in an enhanced educational experience in the medical program

Terry Tunny is a senior lecturer and discipline coordinator of physiology teaching for medical students at the University of Queensland. Terry creates an enthusiastic and interactive learning environment using clinically relevant life experiences and strategies to aid in fostering the understanding of complex physiological concepts in a motivational and enjoyable manner. Students respond very favourably to his collaborative approach and can readily see the applicability to their eventual clinical practice.

Dr Martie-Louise Verreyne, Stewart Gow and Clint Ramsay

For sustained excellence in engaging industry in the learning experiences and professional development of postgraduate business students

The Commercialisation in Practice (CIP) course responds to the student need for an opportunity to bridge the theory-practice chasm. It uses a unique learning model that provides students with highly valuable industry experience and mentoring. CIP aims to develop students’ professional identities and confidence as they transition from university to industry, to provide them with opportunities to acquire tacit professional knowledge, and to establish business acumen and networks to facilitate their early career opportunities.

The University of Sydney

Dr Peter Gibbens

For the development of an internationally recognised simulation based experiential learning system for flight mechanics that has produced significant improvements in student learning and enthusiasm

The Variable Stability Flight Simulator, a motion-based simulator that models the flight dynamics of a range of aircraft types, allows flight mechanics students to experience the effects of aerodynamic design parameters in real time. Its use has shown to significantly improve student knowledge of key concepts and provides a simulated learning environment that imbues students with the practical skills required to seamlessly integrate into industry.

Patty Kamvounias

For sustained commitment to enhancing student learning in business law through an integrated approach to assessment and feedback

Patty Kamvounias achieves very high levels of student engagement and encourages independent learning in business law by taking a holistic approach to learning outcomes, assessment and feedback and by designing assessment tasks that are real and relevant. She motivates learning through a curriculum that adds value and is integrated into students’ majors. Her achievements have also been recognised by her peers in various awards and invitations to present seminars and she has disseminated her work in scholarly publications.

Dr Sabine Ludewig

For sustained commitment to enhancing the learning experience of undergraduate students by creating an intellectually challenging learning culture that fosters motivation, inclusion and intellectual autonomy

To accommodate the diverse learning needs of a mixed cohort with a large proportion of international students in the Bachelor of Commerce/Liberal Studies program, Sabine Ludewig challenges students’ personal and ideological boundaries. She provides a learning environment where knowledge is produced - rather than received, and where differences are unmasked as a basic condition for understanding. Students report profound changes in their worldviews and course evaluations indicate 100 per cent student satisfaction.

Dr Tara Murphy and Dr James R Curran

For their outstanding commitment to first year IT teaching, including the development of an innovative online learning system to enhance the student experience

Tara Murphy and James Curran’s inspiring teaching challenges students to think broadly about their education. They are guided by the philosophy of embedding fundamental computer science theory and intellectual concepts within the teaching of practical skills. They have created a community of scholars in which students can learn, while also giving back by mentoring junior students. Their online system for learning programming is used by thousands of high school students (many in rural areas) and university students.

The University of Western Australia

Winthrop Professor Lawrie Beilin

For three decades of exemplary leadership in teaching and learning and for fostering relationships between universities and hospitals that is crucial for excellence in medical education

Lawrie Beilin has been a Professor of Medicine at The University of Western Australia since 1977. He has been a role model as a clinician, teacher, supervisor, administrator and mentor. His contributions to medical education, practice and research have been recognised by an Award of the Officer of the General Order of Australian, a Prime Minister’s Centenary Medal and an Australian Medical Association (WA) Award.
For 15 years of sustained exemplary teaching in the field of bioenergetics in exercise, health and disease

Paul A Fournier is an exercise biochemist and physiologist at The University of Western Australia who has, over the past 15 years, been heavily involved in undergraduate teaching, postgraduate supervision and research. In recognition of the exceptional quality of his work as a teacher and supervisor, he has been the recipient of several teaching awards by his students and peers at UWA and by the state of Western Australia.

For the development and implementation of a unique program which delivers clinical education to undergraduate medical students in a variety of rural and remote settings

The extraordinary and immensely successful growth of the Rural Clinical School into every corner of WA has been substantially due to John Murdoch's vision and leadership. He has shown that a medical education equivalent to that achieved in tertiary hospitals can be successfully and sustainably delivered in rural areas. Several hundred alumni of the school are now taking up junior doctor posts in the country. John has ensured a hopeful future for procedural rural practice.

For sustained commitment to increasing diversity of student learning experiences in engineering

Carolyn Oldham has promoted project-based peer learning through her own teaching practice as well as through the increased flexibility in engineering admission requirements at The University of Western Australia. She has also overseen the appointment of specialist staff to enhance the student learning experience and supported student involvement in Engineers Without Borders.

For inspiring physics students to reach their full potential and transform into successful research scientists through participation in ground breaking research

Michael Tobar is a passionate experimental physicist who has successfully supervised many research students both locally and internationally. A high proportion of these students have won significant international awards and distinctions and commenced successful research careers. Michael has developed a consistent method that develops students' skills, helping them transform into polished research scientists. This includes the acquisition of skills for involvement in significant international collaborations, the publication of papers in major international journals and the showcasing of work at major international conferences.

For sustained outstanding commitment to the highest quality postgraduate teaching and research supervision which motivates and inspires students to engage with Education studies

Lesley Vidovich's own sustained passion for learning has resulted in 'deep' knowledge of the field of education as well as 'infectious' enthusiasm to motivate and inspire her postgraduates in both classes and thesis production. She is a role model for her students as she supports them on their learning journeys towards becoming critical thinkers and lifelong learners in a global knowledge society.

For long-term contribution to the development of innovative services and pastoral support to higher degree research candidates, contributing to a strong postgraduate life at the University of Ballarat

Through a unique blend of administrative, pastoral and student development roles Diane Clingin has been able to interpret higher degree research student needs and respond creatively and proactively. She has initiated, developed and administered student support schemes, as well as scholarships and other innovative programs at the university. Diane has also made a significant contribution to building a strong community of scholars and research culture at the University of Ballarat.

For using ‘step-wise’ knowledge building approaches to help reluctant learners understand and apply complex concepts in difficult biochemistry areas

Robyn Prior is an outstanding biochemistry educator who uses four main strategies to help students learn: deconstructing complex material using simple explanations, presenting complex processes through animations, illustrating complex molecules through computer simulations and demonstrating complex processes through easy-to-understand drawings. She integrates these with examples that can be applied in everyday life. Feedback shows that these approaches consistently inspire student learning while also motivating students to persevere through difficulties.

For using active learning to demystify psychology, inspiring student engagement with the ‘hard, boring’ topics to create exciting learning interactions

Thea Vanags is acknowledged by her students as a natural and gifted teacher. She has a fervour for knowledge and understanding, and an ability to use everyday language and examples to explain concepts. These skills and her focus on student feedback enable students to overcome their negative preconceptions of difficult topic areas.

For leadership in the development of the New England Award, an innovative program which fosters students' personal and professional development at university through extra-curricular activity

The New England Award recognises and rewards students' personal and professional development through participation in extra-curricular activity. It places emphasis on the development of graduate attributes and citizenship through volunteering and community contribution. Robyn Muldoon’s work conceptualising, developing and delivering the New England Award has enhanced student learning, engagement and overall experience at the University of New England and has been used as a model for similar awards elsewhere in Australia.
For sustained innovation in approaches that develop students’ ability to relate classroom teaching to industry and community application

Over 10 years, Peter Balan has taken a critical and scholarly approach to sustained innovation in the teaching of entrepreneurship at the undergraduate and postgraduate levels, guided by the entrepreneurship education literature, and advised by systematic student feedback and evaluation. He has continuously improved course content, assessment methods, and teaching approaches to help students from a wide range of study backgrounds to relate their learning in the classroom to the business and community sectors they will enter as graduates.

For excellence in the approach to illustration design teaching which supports, motivates and engages student learning through the recognition of individual priorities and professional focus

David Blaiklock has developed an innovative approach to illustration design teaching that supports and motivates students through a personalised, self-directed, learning structure. Illustration designers require high-level conceptual and technical illustrative skills underpinned by entrepreneurial abilities, independent and innovative thinking. Focusing on individual priorities, professional focus, linkage and experience throughout the Illustration Design program establishes lifelong learning skills which can be utilised by Illustration professionals throughout their career.

For sustained commitment to enhancing the overall experience for first year students in a mathematics service course

Malgorzata Korolkiewicz has successfully helped first year students overcome anxiety and negative attitudes towards quantitative subjects in life sciences and business programs for the last six years. To help students change from “Why do I have to take maths again?” to “I can do it; and I also know why I do it”, Malgorzata uses positive pedagogy strategies that provide a transformative learning environment, allowing students to gain a better understanding of mathematics and appreciate its role in support of their disciplines.

For sustained commitment to innovation and scholarship in professional experience (practicum) in the field of teacher education

Rosie Le Cornu has made a significant contribution over 20 years to practicum innovation and scholarship in teacher education at the University of South Australia, as well as nationally and internationally. Her promotion of innovative professional experiences courses and her research on the practicum have provided direction for the reconceptualisation and restructuring of professional experiences based on the notions of reflection, collaboration, reciprocity and empowerment.

For sustained use of innovative learning initiatives that engage nursing/midwifery undergraduates and which significantly contribute to a supportive learning environment and positive learning experience

Jackie O’Flaherty has over 20 years experience as both a scientific researcher and university educator. She has developed and incorporated a variety of innovative learning initiatives into her bioscience courses for nursing/midwifery undergraduates. These initiatives are underpinned by her teaching philosophy that students transitioning to university need attention, academic, social and cultural support and that they progressively need to assume responsibility for their own learning, with an active awareness of their progress.

For a sustained team approach that meets the challenges of teaching early childhood education in a transnational context through empathetic approaches supporting students as individuals

The ECE transnational teaching team have a decade of experience in teaching and supporting students from diverse cultural backgrounds in Singapore. The empathetic approaches to student learning used by the team have afforded excellent results in terms of student academic and leadership achievements. This can be attributed to the shared expertise and efforts from team members whose work has been internationally disseminated.

For sustained excellence in engaging undergraduate students through service learning and research activities that promote social and ethical action and enhance the student learning experience

Denise Wood has a sustained record in engaging undergraduates, improving student learning outcomes and facilitating student commitment to social and ethical action through embedded research and inquiry-based service learning activities. Denise has pioneered the development of several innovative flexible learning and teaching methodologies that support inquiry learning and reflective practice through experiential learning, and she has contributed to the higher education sector through engaged dissemination of the outcomes from these research and development activities.

For leadership and innovation in designing and developing an information technology service management curriculum incorporating internationally-recognised professional certification in response to industry demand

Aileen Cater-Steel recognised the importance of IT service management professionally and in response instigated the development of innovative, relevant curriculum that provides IT students at the University of Southern Queensland with access to an internationally recognised industry certification. Student learning and engagement has been enhanced by the use of an experiential approach incorporating case studies and a series of video-recorded interviews with industry professionals. These achievements, sustained over three years, are informed by Aileen’s professional expertise which is recognised in industry partnerships and international collaborations.

For innovation in the use of technologies for mathematics teaching, and leadership in lecturers’ adoption of these technologies to promote student learning and research

Birgit Loch is an innovator in the effective use of technologies for teaching. She responded to the challenge of engaging and supporting distance students enrolled in mathematics courses by successfully exploring tablet technologies and screencasting in her own teaching. She extended these trials to lecturers from all faculties, leading the tablet PC project and the testing and rolling out of new lecture recording software across the university.

For a sustained contribution to curriculum development in music education and for enhancing access to music education for diverse groups of students

Rhoderick McNeill has crafted an extensive portfolio of music theory and history courses in a pioneering Australian distance-mode music degree. This legacy of teaching and curriculum development has opened access to high quality music instruction for hundreds of music students situated throughout Australia and South East Asia. His clear and dynamic approach is based on solid scholarship and practical musicianship that empowers students, music teachers as well as colleagues, both at the University of Southern Queensland and beyond.
The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations

Dr Derek Choi-Lundberg

For encouraging a focus on student learning by promoting, modelling and working with colleagues to advance scholarship of teaching and learning through a ‘value-adding’ approach

As co-head of the Centre for the Advancement of Learning and Teaching, Natalie works with colleagues from all disciplines to promote a scholarly, evidence-based approach to teaching and learning policy and practice. Natalie’s commitment to enhancing student learning underpins her diverse role at the University of Tasmania working with early career academics; supporting staff in developing innovative practice and leading the institution-wide change to criterion-referenced assessment. Natalie is also involved in building staff expertise in the scholarship of teaching and learning, and incorporates these research approaches into her teaching.

Dr Christopher Kong Hua Chin

For creating an innovative learning environment that inspires cross-faculty first year mathematics students to continue their studies and foster independent learning skills

Christopher Kong Hua Chin teaches first year cross-faculty mathematics students, providing an innovative environment that encourages a student’s independent learning and maximises the development of essential cognitive skills necessary to solve ‘real world’ engineering problems. The philosophy underpinning Christopher’s approach is based upon his desire to see students confidently apply their knowledge of basic science and engineering fundamentals to problem identification, formulation and solution development, and to encourage lifelong learning.

Dr Theresa Dimdorfer Anderson

For sustained innovation in socio-technical studies curriculum and in flexible delivery technologies, grounded in both scholarship and student learning outcomes

Theresa Anderson’s approach integrates cutting edge content about socio-technical concerns with innovative pedagogies to provide a rich learning experience that prepares students for the future problem-solving demands of the world of work. Students critically engage with prospective issues likely to impact their personal and professional practice. Constant, iterative refreshment of program content and learning strategies ensures students are exposed to real life situations in ways personally meaningful for them – so much so they continue to draw on activities and assessment designed by Theresa long after leaving her classroom.

Dr John Buchanan

For sustained contributions to education students’ understandings of social issues, particularly intercultural issues, from a variety of perspectives, to assist their students in doing likewise

Dr John Buchanan’s teaching aims to provoke critical thought and questioning using innovative teaching approaches such as the use of hypothetical cases and simulations. These activities are designed so that students experience different perspectives on social issues, and are then inspired to develop thought provoking activities with their own students. John’s considered intellectual philosophy is embedded in all his teaching and learning, and is recognised by both his students and colleagues.

Michelle Kelly

For sustained leadership and mentorship in the integration of health care simulation learning experiences to enhance practice readiness of nurses and midwives

Michelle Kelly’s knowledge and experience has been central to the development of new, purpose-built learning spaces to enable engaged, powerful learning experiences for students. Through active participation in authentic scenarios, students rehearse technical skills on ‘patients’ (sophisticated life-like manikins) and realise the practical application of theoretical constructs. Students gain memorable learning experiences and a heightened awareness of safe practice, team work and communication. Michelle’s work has also motivated and inspired students to reflect on their learning in a critical way.

Sue O’Neill

For sustained commitment to excellence in the delivery of undergraduate teacher education courses resulting in enhanced engagement and learning by students via enthusiasm and relevance

Sue O’Neill has managed to successfully transfer theory into practice for her students in classroom behaviour management and environmental education in ways that are meaningful and long-lasting. Her passion for teaching is evident to all; she inspires. Sue’s students understand what works and why, she prepares them for the challenges and joys of teaching. Students past and present find themselves recalling knowledge and strategies daily which assists in ethical and respectful decisions.

Associate Professor Toni Robertson

For an innovative, significant and sustained contribution to undergraduate and postgraduate learning in the related fields of human computer interaction and interaction design

In Toni Robertson’s classes students learn by using design methods and processes with ‘real life’ examples and undertaking focused design projects. Her innovative approaches to teaching and learning have inspired students and contributing strongly to their professional life. Her conceptualisation of human computer interaction as a design discipline is recognised as a significant pedagogical contribution to the field.

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For enlivening social theory to inspire students to become agents of change for a just, democratic and sustainable society

Philip Ablett believes students’ capacity for understanding society is a basic life skill. For a decade, he has inspired student learning by initiating a critically reflective ‘conversation’ with the great thinkers and traditions of social theory. Philip aims to not just inspire students to study these theorists or texts as objects but to understand themselves as participants in a dialogue about the nature of the world, its problems and transformation. His approach had been lauded and awarded by students and the university.

For sustaining design and delivery of innovative, practice-informed, and student-focused curricula that provide a professionally-relevant foundation in art and design practice

Lisa Chandler has designed and delivered innovative, practice-informed curricula at the University of the Sunshine Coast for 14 years. She has developed engaging courses imparting essential principles of design practice to large cohorts of predominantly first-year students, consistently revising content to align with constantly evolving industry practices. With a student-centred focus and practical insights, Lisa’s work has achieved excellence awards off campus, internal grants and impressive peer review and student feedback results.

For scholarly leadership in the development of nutrition and dietetics curriculum, student learning and graduate outcomes, particularly in the area of public health nutrition

In a time of changing demands for highly skilled nutrition and dietetics graduates, Roger Hughes has led the way. Roger has been responsible for workforce development scholarship in the field internationally and has led the development of national and international competency standards. He has also been an innovator in the development of curricula and resources that meet workforce expectations and needs. Roger’s work has been recognised by both industry and students.

For empowering graphic design students by leading innovative and inspiring practicum experiences through integrating regional community and industry-based engagement into their lives and study

Debra Livingston uses innovative teaching methods, support and encouragement to help her students achieve their best. Through the programs and courses she has designed and implemented since 1999, students have gained the confidence and skill to engage in innovative ways with industry and the community. With a particular flair for facilitating opportunities for final year students to gain practical experience to complement a rigorous theoretical base, Debra helps turn out graduates ready to meet industry demands.

For the creation and development of Solution Focused Nursing, an innovative and internationally recognised model for student learning that develops high level caring skills

Margaret McAllister’s book Solution focused nursing has sold in more than 24 countries, and her 16-year academic career has demonstrated leadership and excellence in teaching student nurses and nursing educators. Margaret coordinates and teaches groups of postgraduate students; guest lectures to undergraduates; and gives keynote addresses to nursing educators all over the world. A highly accomplished nursing and education scholar, she keenly develops curriculum material that propels a progressive, solution-focused nursing model.

For creating an atmosphere of intellectual excitement to influence, inspire and motivate diverse groups of students preparing for careers in teaching

Katrina Barker fosters intrinsic motivation in her students. In particular she: develops innovative, challenging and authentic learning experiences; builds a positive learning environment which embraces student diversity; promotes collaboration through the use of cooperative learning; and sets high expectations for her students, which they value, because they know she believes in their abilities.

ForForegrounding critical creativity: establishing safe spaces for experimentation using creative learning approaches which transform students’ understanding of themselves as agents of change

Applying creative arts, critical thinking and critical autobiography approaches, Catherine Camden-Pratt has motivated and inspired hundreds of students to engage in deep learning that has helped them discover their own creativity and draw from it in their learning and future lives. Her teaching helps those traditionally marginalised in society develop strategies to work effectively with mainstream practices and in turn enables the mainstream to recognise the value of those on its edges.
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Dr Margaret Clarke
For leading quality change in teacher education and influencing improvement of teaching and learning practices through her scholarly work at the University of Western Sydney
Margaret Clarke's outstanding scholarly activities related to teaching have broad influence on the teaching profession at a national and local level. Her critical role as an executive member on the Australian Teacher Education Association and her leadership roles at the University of Western Sydney enable her to engage in continuous improvement cycles in the School of Education that influence and improve teaching practice and learning outcomes.

Dr Roumen Dimitrov
For successful experiential and engaged learning and teaching that educates public relations students to stand out as professionals
Teaching public relations at the University of Western Sydney, Roumen Dimitrov has adjusted his methods to the culturally diverse and socially disadvantaged background of many students. He has successfully employed the efficient pedagogy of experiential and inductive learning by inference from examples, expertise and students' own experience. Roumen broadened his teaching of public relations by introducing engaged learning and teaching advocacy as a core element of the discipline that helps the communication practitioner to empower both the community and the profession.

Dr Fernanda Duarte
For effectively facilitating transformative learning in a management school through sound scholarship and engaging experientially-based approaches that inspire students to think more critically and ethically
Fernanda Duarte uses activities designed to foster reflection, critical thinking and ethical attitudes in students. She informs her practice through continuous research into transformative teaching techniques based on scholarly literature. The effectiveness of Fernanda's teaching approach is evident in the consistently positive feedback she receives from students and peers. She has published in quality refereed journals, and her achievements have been recognised locally and internationally.

Dr Satomi Kawaguchi
For the '3-New' approach: using second language acquisition research, new communication technologies and pedagogy to motivate, inspire and engage students of Japanese for better learning outcomes
Satomi Kawaguchi teaches Japanese and second language acquisition at the University of Western Sydney. She has devoted her professional career to researching and understanding how Japanese as second language is learned as well as technological innovation in teaching. She creates a stimulating environment for students, inspiring their total engagement in their learning activities through her use of e-learning underpinned by research and learner-centred, collaborative pedagogical approaches resulting in greater language learning outcomes.

Dr Adrian Renshaw
For excellence in science teaching broadening participation, engagement and inspiring students to learn using approaches in assessment and feedback that foster independent learning
Award-winning Adrian Renshaw has made a significant contribution to student learning through the recognition, respect and support for students as individuals. For 19 years as an academic, with an individual-centred approach, he has emphasised the human side of science, a discipline done by ordinary people. Using this approach he has demystified science and shown students that science is open to any person no matter what their age, gender, race, cultural background or socioeconomic group.

Dr Leanne Rylands
For sustained quality contributions to mathematical learning for all ability levels and backgrounds by motivating and inspiring students in an open, positive and passionate environment
Over many years of teaching mathematics, award-winning Leanne Rylands has focused on meeting the challenge of creating a mathematical experience which meets the needs of all students; from the poorly prepared to the talented, from those who dislike and fear mathematics to those who love it. At each level she demonstrates to students the joy of mathematics, its relevance and the fact that it is 'doable', moving students one mathematical step forward at a time.

Dr Mark Williams
For innovative online resources providing high quality, timely and constructive feedback; enhancing student learning for diverse student cohorts in chemistry
Chemistry is a core enabling discipline for many science-based degrees, but first year student cohorts are increasingly diverse. Some students have strong backgrounds in high school chemistry, while others have none. Award-winning Mark Williams' sophisticated and innovative online resources allow students to develop chemical understanding and skills through specific feedback, immediate and based on their own answers. By doing this, Mark has significantly improved student success in introductory chemistry units by creating resources tailor-made to a wide range of students.

University of Wollongong

Dr Christine Brown
For inspiring collaborative reflection amongst academics and sowing the seeds of educational change through enhanced institutional peer recognition of teaching
In her work as an academic developer Christine Brown has inspired hundreds of University of Wollongong staff to gather and process evidence on effective learning and teaching practice. She has impact at several levels. Individuals report clearer articulation of subject structures to students and a renewed enthusiasm for teaching; and institutionally, the probation and promotion guidelines for teaching evidence have demystified the scope of teaching-related activity. Christine's work has also contributed to University of Wollongong's achievement of national teaching awards and grants.

Associate Professor Mohan Chinnappan
For research developing and using model-eliciting activities in numeracy to enhance the professional development of teachers
Throughout his professional career Mohan Chinnappan has shared his understanding of developing numeracy through the use modelling activities to mediate and teach mathematical thinking in children and pre-service teachers. He shares his research and practical teaching applications with his students, schools in the region and teachers in Australia and Asia. Pre-service teachers are engaged by his passion and his commitment to helping them achieve. That achievement then translates into confidence for their future work.

Dr Karen Daly and Lidia Bilibatu
For a vibrant Spanish language curriculum that blends language and culture through creative use of technology
The Spanish program at the University of Wollongong has achieved a 75 per cent retention rate from first to second year. Karen Daly and Lidia Bilibatu have created exercises based on short videos to demonstrate the complex relationship between language and culture. The team's Spanish classroom offers a welcoming and encouraging learning environment and their joint passion for Spanish led them to create opportunities for learners to be immersed in the language at the UniBar, at barbecues and Cineforum evenings.

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Associate Professor Ian McCall and John Littrich

For introducing law graduates to the challenges of professional practice in an authentic and supportive blended learning environment

Ian McCall and John Littrich have developed rich supportive relationships in the legal profession. Students experience some of the uncertainties of legal practice as a result of creative use of the online learning tools to alter advice or suggest new circumstances in a particular assessment task. Visiting assessment panels of practitioners provide feedback for student performance in court settings. Regional law firms have found graduates easily make the transition from student to competent practitioners.

Professor Timothy McCarthy

For leadership in curriculum and space design that fosters collaborative learning, particularly for ‘killer’ subjects in engineering

Timothy McCarthy draws first year students into the challenge and excitement of working in engineering teams to help them with the more difficult aspects of engineering. Collaborative work has increased success in the subjects most feared (and failed) by students. Timothy has led the development of teaching spaces that permit and encourage collaboration in both small and large class groups. He also fosters collegially to develop learning and teaching expertise and commitment to the learning experience of students at the University of Wollongong and across engineering disciplines nationally and internationally.

Associate Professor Rodney Nillsen

For inspiring students, extending their conceptual grasp, and encouraging independent thought through developing new ideas, materials and teaching approaches in mathematics

For more than 25 years Rodney Nillsen has facilitated student comprehension of abstract ideas and logical argument by means of an interaction between text and pictures, and encouraged student involvement and independent thinking. His commitment to teaching, an enthusiasm for ideas, and a marked clarity of exposition enlarge students’ horizons, expectations, and confidence in their own thinking abilities. Rodney also has a commitment to international research publication that contributes to ‘bridging the gap’ between teaching and research at universities.

Professor Diana Wood Conroy

For passionate commitment to innovative doctoral supervision of individuals across cultures in creative practice-led research 1998-2010

While exciting and original, the creative arts doctorate developed since 1986 at the University of Wollongong can be difficult to negotiate for both supervisors and candidates. Diana Wood Conroy has developed approaches to supervision that extend the capacities of individuals, often non-English speaking, to reach their full potential, leading to defined pathways to completion. Her combination of academic expertise in art, archaeology and Indigenous studies gives students a national and international scope.

Victoria University

Dr Gillian Best, Dr Darko Hajzler and Lily Wong

For sustained creative development of a peer mentoring program in first year accounting that has enriched the educational experience of students as mentors and mentees

For seven years Gillian Best, Darko Hajzler and Lily Wong have been training students as mentors and encouraging their ongoing development. As a team they work to inspire and motivate student mentors to believe in and recognise their own emerging capacity to carry out the mentor role effectively and therefore to have maximum impact on students’ learning, both in terms of grades and attitudes to subject.

Dr Kerry Dickson

For sustained contributions to engaging disadvantaged students in learning anatomy and physiology, especially via kinesthetic approaches

Kerry Dickson uses humour, movement and active participation to engage students learning complex and challenging material. Using models, demonstrations, props and visual enactments, she enlarges large group lectures. She enhances the student experience by providing captivating resources that focus on active learning. Her contributions to innovative curriculum and student learning have expanded the horizons of disadvantaged students and supported their transition to work or to further study. Consistently high student evaluations are testament to her enthusiastic well-managed approach.

Angela Dressler

For sustained initiative creating an embedded career development model for undergraduates that provides career direction, instils lifelong career management strategies, builds confidence, and enhances employability

Angela Dressler’s embedded model engages students in career development early in their university course. The model uses progressive, achievable and linked steps combining career education, placements and email alerts offering course-related work experience opportunities. The holistic, integrated nature of the career development model has the effect of advancing each student’s career maturity and motivates them to take actions to dramatically improve their employability.

Dr Mark Vicars

For pedagogical approaches that motivate, inspire and support socially disadvantaged and culturally diverse students to overcome barriers to learning and to experience and attain success

Mark Vicars has a demonstrable and sustained commitment to making higher education accessible by celebrating diversity in learning. His challenging of pedagogical orthodoxies, in which student learners are encouraged to acknowledge, reflect, contextualise and connect learning in life experiences, is at the heart of his teaching. His belief is that successful learning has much to do with making changes to individual self-concept, to increasing well-being and developing social networks in which students feel they belong.