AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

THE AUSTRALIAN LEARNING AND TEACHING COUNCIL IS AN INITIATIVE OF THE AUSTRALIAN GOVERNMENT DEPARTMENT OF EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS

Promoting excellence in higher education
CONTENTS

03 2010 Prime Minister’s Award for Australian University Teacher of the Year

2010 Awards for Teaching Excellence

04 Biological Sciences, Health and Related Studies
08 Early Career
10 Humanities and the Arts
13 Indigenous Education
15 Internationalisation
17 Law, Economics, Business and Related Studies
20 Physical Sciences and Related Studies
21 Social Sciences

2010 Awards for Programs that Enhance Learning

24 Educational Partnerships and Collaborations with Other Organisations
27 The First Year Experience
29 Flexible Learning and Teaching
31 Innovation in Curricula, Learning and Teaching
32 Postgraduate Education
33 Services Supporting Student Learning

34 2010 Career Achievement Award
ALTC CONGRATULATES THE WINNER OF THE 2010 PRIME MINISTER’S AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

The winner of Australian higher education’s most prestigious teaching award is selected from the winners of the Awards for Teaching Excellence.

Dr John Minns received his award in the Social Sciences category.

Dr John Minns has a passionate commitment to helping students grapple with major problems in International Political Economy (IPE). Hallmarks of his teaching include asking students to analyse real world problems in the global economy and research and pay careful attention to the development of research techniques which are transferable across many disciplines. He poses engaging and challenging questions about the world we live in and emphasises how these questions really matter to the lives of millions of people. He ensures that his teaching engages with young lives by creating exciting visual and auditory experiences including film, music, graphics and crosswords. His reputation for imaginative presentation of course material and enthusiastic teaching mean students in arts and social sciences flock to his courses. The infusion of his own research into students’ educational experience also receives positive feedback from both students and colleagues. Dr Minns has been researching and teaching in IPE for more than 12 years and is currently a senior lecturer in politics and international relations at the Australian National University.
Associate Professor Tracy Levett-Jones is the deputy head of school (teaching and learning) in the school of nursing and midwifery at the University of Newcastle. She has been teaching in the higher education sector for ten years. Prior to establishing an academic career, Associate Professor Levett-Jones worked as a clinician and nurse educator. Her teaching and learning is informed by a commitment to provide educational experiences that motivate students to become competent nurses who have a positive impact on patient care. Associate Professor Levett-Jones teaches undergraduate, honours and research higher degree students using both face-to-face and online modes of delivery. She creates learning opportunities that challenge and inspire students, encouraging them to realise their full potential. Her creative teaching uses innovative and authentic approaches that stimulate intellectual curiosity, the capacity for reflective thinking and a passion for nursing. Her students describe her as inspirational, creative and enthusiastic. She has received many teaching awards and has authored numerous books and book chapters, as well as more than 40 journal articles. Her research interests inform her teaching and curriculum development and include clinical education, information and communication technology, patient safety, clinical reasoning, simulation and interprofessional education.
Dr Christian Lueck is a neurologist at the Canberra Hospital and an associate professor at the Australian National University Medical School (ANUMS). He is a dedicated and exceptionally well-regarded teacher of medical students at all levels and is also recognised nationally as an enthusiastic and influential teacher of neurology and neuro-ophthalmology at postgraduate level. Since 2003, he has led the development of the neurology curriculum of the new ANUMS, which first took students in 2004. In addition to overseeing this curriculum development, he created the senior medicine and surgery term and has introduced novel approaches into the examination process in the final year. He is responsible for organising annual postgraduate training weekends for advanced trainees in neurology and neuro-ophthalmology. Dr Lueck has co-authored a textbook chapter on neurology which is used by medical students around the world, and has published two papers specifically related to learning in his discipline. He has been awarded several prizes for his teaching, a major focus of which is to assist students and postgraduate doctors to learn how to apply their knowledge more effectively when diagnosing and managing patients.
Dr Keith McGuinness is an award-winning teacher with a creative, innovative and enthusiastic approach to education. In his 25 year career he has taught learners from pre-school age through to retirees, on topics ranging from philosophy to parasitology. Trained as a marine biologist, most of his time is now spent teaching and consulting on experimental design and statistics, particularly in environmental monitoring and impact assessment. He has previously been awarded a Charles Darwin University Vice-Chancellor’s Award and two ALTC Citations for Outstanding Contributions to Student Learning. His teaching approach is to work collaboratively with students, building learning partnerships to explore issues and ideas and to develop a deep understanding of concepts and methods. In working with both distance and on-campus students, his teaching relies heavily on authentic examples and realistic, engaging activities. His teaching has evolved alongside advances in technology from activities run under MS-DOS to delivery and communication through Blackboard, computer simulations, FLASH animations, wikis, blogs and YouTube videos. He has been active in facilitating the development and deployment of learning technologies at CDU and in mentoring staff in using these. His underlying drive is to assist students to fulfil their learning goals, in the short and long term.
Associate Professor Gary Velan is a dedicated teacher of pathology with 20 years experience. His teaching is inspirational, engaging, innovative and highly regarded by students and colleagues. He creates environments which enhance deep learning, where students are actively engaged and challenged, yet feel safe and supported. His students have clear learning goals that align with assessments and have fun, while remaining respectful and respected. He actively seeks feedback from students to continually improve their learning experience. Associate Professor Velan has a scholarly interest in using assessment to enhance learning. Accordingly, he has led the development, implementation and evaluation of innovative teaching and assessment strategies within his faculty, university and beyond. One example is his pioneering of online formative assessments in the biomedical sciences with individualised feedback, which are embedded in the UNSW Medicine program and have had demonstrable learning benefits. His expertise in this area has been sought by the Royal College of Pathologists of Australasia, as well as universities within Australia and internationally. Additionally, Associate Professor Velan has developed a novel biomedical sciences curriculum for senior medical students, linked to an innovative assessment utilising authentic clinical contexts, that ensures continued learning of clinically-relevant biomedical sciences throughout the Medicine program.
Dr Amy Cutter-Mackenzie joined Monash University in 2005 after completing her PhD in environmental education and is currently a senior lecturer in education. She began her career as a primary school teacher in Queensland and also worked overseas as an environmental educator. An experienced teacher, Dr Cutter-Mackenzie readily appreciates and values the vital role that schools play in teacher education. Drawing upon an experiential education philosophy, she has effectively merged her passion for teaching with her unshakeable commitment to sustainability, through a school-community based approach. In effect, her classroom is the community in which she teaches. Local schools, pre-service teachers, school teachers, children and community groups are brought together through her courses. Her approach has been recognised by several awards for teaching excellence, including the 2009 Monash University Vice-Chancellor’s Teaching Excellence Award and a 2008 ALTC Citation. Dr Cutter-Mackenzie’s teaching is informed by her substantial research which has been published nationally and internationally, her service as chair of international environmental education research groups and editor of the *Australian Journal of Environmental Education*. 
Dr Greg Marston has made his contribution to teaching excellence in the field of social policy, a discipline where he is an active and respected researcher and a former practitioner. Dr Marston has six years continuous teaching experience in a higher education context. He was a University of Queensland Teaching Excellence Award winner in 2009, and he also received commendations for teaching excellence in 2007 and 2008, and a faculty award for teaching excellence in 2005. His teaching philosophy emphasises meaningful dialogue, creative assessment and critical engagement as key ingredients of transformative learning. He uses a variety of activities that are tailored towards the needs of specific student cohorts to ensure students are both challenged and supported in their learning. Dr Marston recognises that assessment drives student learning. Rather than relying on the traditional essay and exam format, he uses a variety of assessment tasks, ranging from creative art to classroom debates, to transform the way students think about social policy issues. Ultimately, he believes a university education should work toward developing in students the capacity to lead what Socrates called “the examined life”.

DR GREG MARSTON
THE UNIVERSITY OF QUEENSLAND
Dr Scott Harrison, senior lecturer in Griffith’s education faculty and the Queensland Conservatorium, is highly regarded for his scholarship in music education, particularly for his strategies to engage boys in singing. He is an experienced educator with a professional background spanning 25 years, across both classical and rock singing as well as opera and music theatre. Continuing to perform in musical productions provides recent experiences that ring true for his students and he consistently receives excellent feedback from them. His authentic teaching is supported by a national and international research profile, which has been established through publications and presentations in Australia and overseas, including keynotes at international and national conferences. Dr Harrison has been a key contributor to the 2006 ALTC Competitive Grant, ‘Bridging gaps in music teacher education’. A core tenet of his work is to enthusiastically engage students in making music. As research higher degree coordinator, he has been influential in changing the research culture at the Conservatorium. As president of the Australian National Association of Teachers of Singing he has been influential, winning the bid to bring the International Congress of Voice Teachers to Australia for the first time.
Elizabeth Koch OAM is associate professor of flute, head of performance and head of woodwind at the University of Adelaide and has been teaching music for more than 30 years, introducing many innovative ideas into music education during that time. Her most recent achievement has been developing a new way to use online technology to eliminate the isolation characteristic of essential practice when mastering a musical instrument. Many of Associate Professor Koch’s former students are now playing and teaching professionally both nationally and internationally. They have been accepted into London’s Royal Academy and Royal College of Music, the Mannes School in New York, and most recently into the University of Yale, USA. Many have also won positions in Australian symphony orchestras. In 2006, Associate Professor Koch was awarded the Medal of the Order of Australia (OAM) for service to music education as a teacher of flute and as a mentor to young musicians.
Dr Philip Matthias graduated with a Bachelor of Music (Honours) from the University of Sydney and undertook postgraduate studies at the Royal College of Music, London, and Newcastle University. He is currently senior lecturer and organist at the University of Newcastle. His teaching includes academic studies, pipe organ tuition and choir. Over the past 10 years, under Dr Matthias’s direction, the University Chamber Choir has gained an international reputation for its high standard of performance and its promotion of Australian choral music. In recent years it has won such diverse competitions as the ABC’s Choir of the Year – Adult Choir, and Channel Seven’s Battle of the Choirs. Dr Matthias has taken a leading role in the development of music curricula and has been closely involved in the establishment of new courses. He is interested in how to cater for an ever-widening background of student intake, and acquiring strategies for teaching new generations of students. His current research interests include composition, the establishment of a stroke survivor’s choir, and the creation of new approaches and resources for the teaching of music skills and development of creativity in tertiary students.
Indigenous Australian Health & Culture (IAHC) is taught in partnership by staff from the Centre for Aboriginal Studies and the School of Nursing & Midwifery at Curtin University. Indigenous and non-Indigenous students are offered the opportunity to gain insight into the history, diversity and cultural ways of Indigenous Australians. In doing so, the teaching team works to ensure that students see the essential need for cultural safety and security when working as health professionals, understanding the impact of past policies and events on current and future generations of Indigenous Australians. The teaching team model partnerships between Indigenous and non-Indigenous people with respect and generosity. Students are taught that by listening and sharing knowledge and experiences, a profound understanding is established. This is invaluable in a clinical setting where looking, listening, and learning from Aboriginal community members is paramount to providing appropriate care. IAHC’s introduction in 2006 both pre-empted and exceeded the Nurses Board of Western Australia’s requirement for the inclusion of content on Indigenous health and culture in nursing and midwifery. Many people have been involved in teaching IAHC over the years and the team have extensive combined experience in Aboriginal and cross-cultural education.
Professor Aileen Moreton-Robinson from Queensland University of Technology and Dr Maggie Walter from University of Tasmania are two outstanding Indigenous teachers, who have drawn on their extensive experience to lead the sector in Indigenous research capacity building, by developing and delivering a unique, innovative and exciting masterclass for postgraduate students. The Indigenous Research Methodologies Masterclass is the only Indigenous-designed and evidence-based model contributing to closing the education gap in Australia. The three-day masterclass is designed to improve completion rates by providing participants with an Indigenous interpretative framework and research skills. The masterclass is taught by implementing Yurriala as pedagogy through an intensive interactive approach with cohorts of 15 Indigenous and non-Indigenous postgraduate students. Yurriala is a word from the Jandai language of Stradbroke Island, meaning shared skin and encapsulating relationality. Since 2006, more than 75 Indigenous and non-Indigenous postgraduate students from different Australian universities have completed the masterclass. Professor Moreton-Robinson and Dr Walter’s reputations as inspirational teachers resulted in a waiting list of students for enrolment in 2010.
Dr Jaya Earnest, an educator and sociologist, is an associate professor at the Centre for International Health at Curtin University. Dr Earnest's teaching embodies internationalisation in that she visualises teaching as sharing her international field, teaching and life experiences with her students. These students are both local and geographically dispersed and are skilfully brought together through the use of communication technologies. Her teaching and research focuses on the social, cultural and human dimensions of vulnerable populations and is influenced by her personal and professional experiences. Having worked for 24 years in India, Kenya, Uganda, Rwanda, East Timor and Australia, she is an educator from the developing world who, through personal experience, understands the barriers confronting international learners. She challenges and inspires all her students to extend their learning, knowledge and capabilities and to investigate global issues they have not previously considered. Her teaching excellence has been recognised with several Curtin University awards and she has recently completed an ALTC-funded project designed to support refugee students to enhance their learning. Dr Earnest's teaching and publications have created and inspired change in the international communities in which her students live and work.
Dr Peter Woods is internationally recognised for his expertise in developing and effectively using innovative curriculum materials and approaches for teaching multicultural students. An inspiring lecturer in the Griffith Business School, Dr Woods teaches students who will become future managers. His overall aim is to facilitate individual student growth and to help develop values and attitudes of responsible and interculturally competent global citizens. His philosophy of teaching is to build student-centred, stimulating learning environments, informed by recent research and relevant theory, that are interactive, accessible and welcoming. Peter convenes and lectures large classes of 150–750 students, from first-year through to postgraduate, as well as smaller classes in Hong Kong. Building bridges of understanding between people of different cultures and backgrounds has been a focus of his working life. He worked collaboratively with colleagues to develop innovative programs such as the Local Aussie Mentoring Program, in order to build relationships between local and international students. He has also created a successful portable course module to increase the effectiveness of multicultural group work in class, as well as introducing innovations such as the ExcelL Intercultural Skills Program and Mike’s Bikes Business Simulation Program into the classroom.
Associate Professor John Anderson has been teaching undergraduate law students and professional programs at the University of Newcastle for 14 years and is currently deputy head of Newcastle Law School. Associate Professor Anderson uses a constructivist framework in teaching criminal law, evidence and trial process courses. His students actively construct their own knowledge through an incremental process of learning by observing, planning and doing. Problem-based and experiential learning techniques are used to combine learning of legal concepts with practical legal skills. These skills are developed incrementally beginning with observations in courts and of client interviews. They are followed later by participation in simulated exercises and mock court cases, culminating in the live client experience on placement in legal practice. Associate Professor Anderson’s criminal practice experience underpins the realistic and challenging problems used in the classroom to develop the skills of analysis, synthesis and evaluation, which students can seamlessly transfer into legal practice and other facets of life. This is showcased in his recent publication, the Criminal Law Guidebook. Associate Professor Anderson’s research scholarship is focused on the criminal justice system, particularly sentencing of offenders and the principle of equal application of the law.
Michael Blissenden is a senior lecturer in law and teaches at the University of Western Sydney. He has taught widely within the university sector for the past 13 years and is regularly invited to give guest lectures at the University of Sydney, the University of NSW and CQUniversity in the complex and ever-changing area of taxation law. His unique and engaging style of teaching not only stimulates the learning process for students, but also provides a motivating platform for them to connect with the principles of lifelong learning. A particular success story includes one of his tax students being appointed as the last Associate to Justice Michael Kirby of the High Court. His innovative approach has been recognised both nationally and internationally with an extensive peer reviewed publication record in leading teaching journals, invitations to contribute to special issues on legal education and presentations at academic staff seminars, both in Australia and overseas.
Professor Ian Phau teaches and coordinates several key undergraduate and postgraduate units within the school of marketing in the Curtin Business School, and also supervises honours, master’s and doctoral students. Since arriving at Curtin University in 2000, Professor Phau has developed a reputation with both students and colleagues as an innovative and “flamboyant” teacher who provides a bridge between university studies and employment. With a strong emphasis on work integrated learning through fieldwork and partnerships with business and industry, he motivates his students and engages their imagination in the possibilities of marketing. His development of the Curtin Marketing Association, which enables students to apply their skills to real work contexts, has proven to be highly successful. Endorsed by the Student Guild, it now has more than 600 student members. When meeting Professor Phau, his palpable energy and enthusiasm for his field, his students and their learning, make an immediate impression. His strong student focus, combined with a high level of reflective practice, has resulted in several awards throughout his teaching career at Curtin, including both university and student nominated awards. Professor Phau says that the Student Guild awards have been the most meaningful to him, reflecting his student-centred approach.
Andrew Scott is subject area coordinator for industrial design in the school of design, faculty of built environment and engineering at Queensland University of Technology. He has spent more than two decades sharing his passion for design through his teaching, predominantly to first year students across a range of design disciplines. He teaches design by example, modelling good design in his teaching approaches and visual materials. This interest in design also manifests itself in innovative uses of technology both in and out of the classroom. His use of emerging web technologies, video and podcasting has seen him explore the boundaries of the classroom and engage with new students on their own terms.
Dr Shelley Dole is a senior lecturer in mathematics education at the University of Queensland, and teaches in the bachelor, graduate diploma and master of education programs. Dr Dole has developed and implemented courses designed to promote pre-service and in-service teachers’ content and pedagogical knowledge to ensure they are equipped to competently teach mathematics in schools. She has developed courses and programs of study for pre-service teachers in early childhood, primary and middle years’ programs, showing her versatility as a teacher of mathematics across all levels of schooling. The essence of her courses is a strong theoretical background based on current mathematics education literature, together with a hands-on approach to promote rich learning environments for connected mathematics knowledge development. Through investigative tasks and activities, students are immersed into an environment where they are learners of mathematics whilst simultaneously developing their knowledge of pedagogy that promotes connected and meaningful mathematics learning. Dr Dole’s research interests include students’ mathematical learning difficulties and misconceptions, assessment in mathematics, mental computation and numeracy, proportional reasoning in mathematics and science and, in particular, promoting students’ conceptual understanding of mathematics to encourage success and enjoyment of mathematics in school.
Dr Deborah Henderson has a passion for teaching history and social science students to become teachers who make a difference in classrooms. In her 10 years at Queensland University of Technology, Dr Henderson has refined the teaching skills and curriculum leadership she honed in secondary school classrooms to develop and teach courses that lead students in rewarding learning journeys. Engaging and inspiring both undergraduate and postgraduate students to reflect upon their learning and assessments, Dr Henderson’s teaching approach purposefully challenges students through inquiry-based learning. Her research and scholarly teaching inform her advocacy and expertise in fostering cross-cultural understanding in the history and social sciences curriculum. Her national leadership in these fields is evident in her membership of the executives of peak professional bodies. To enable student proficiency in developing their professional agency as tomorrow’s teachers, Dr Henderson systematically integrates her research, professional leadership and knowledge into designing her students’ learning experiences. In this way, she assists students to become independent learners through critical thinking, problem-solving and intercultural understanding. Her work has impacted on teacher education and school curricula at state and national levels, and internationally in Iran, Taiwan and Malaysia.
Mark Pegrum is a full-time assistant professor in the graduate school of education at the University of Western Australia. He delivers teacher education courses in e-learning and in teaching English to speakers of other languages at graduate diploma, master’s and doctoral levels. Assistant Professor Pegrum’s teaching breaks down the barriers between the classroom and the wider world as he helps students enter learning communities where they can teach and learn from peers, as well as interacting with wider networks of experts and experienced practitioners. He encourages students to take ownership of their own learning as they acquire the collaborative skills essential to becoming, and remaining, lifelong learners in the world outside the classroom. His e-learning courses aim to open teachers’ eyes to the rich potential of digital technologies to enhance their teaching and to the use of these technologies in innovative and pedagogically meaningful ways. By the end of any given course, most students’ initial fears about technology have morphed into enthusiasm for its use in their teaching and a determination to continue to explore its possibilities. Assistant Professor Pegrum leads by example, making pedagogically-grounded use of technology across all his teaching.
As a major export player on the world minerals markets, the Australian mining industry delivers significant benefits to the national economy. Graduating good quality engineers for such an important industry requires world-class education. Mining Education Australia (MEA) was developed to deliver a common undergraduate course in mining engineering across Australia. This unique initiative was developed in response to increased demand for industry professionals in a climate of limited funding within the university environment, along with a critical shortage of suitably qualified academic staff. MEA is a joint venture between the University of Queensland, the University of New South Wales and Curtin University. In 2008, the University of Adelaide became a provisional member of the MEA program. The program development was funded by the Minerals Council of Australia (MCA), and by a $1.3 million grant from the Federal Government. MCA remains committed to ongoing operational financial support of MEA. In return MEA will provide 90 per cent of Australian mining graduates by 2011. The MEA program provides mining engineering students with a nationally recognised, comprehensive educational program covering all aspects of mining engineering, technical, operational and social issues, with access to a national group of mining academic staff with skills in all major areas. Additionally, students are given the chance to undertake exchange semesters among member universities, with increased opportunities for international collaboration.
The University of Western Sydney (UWS) is located in one of Australia’s most culturally diverse areas, containing many disadvantaged communities. The university is committed to improving educational outcomes in these communities and this underpins the UWS partnership approach to teacher education. All students in the graduate entry secondary teacher education program complete 60 hours of volunteer work in a service-learning context directly addressing social disadvantage and equity as part of Professional Experience 3 (PE3). PE3 is unique to UWS and provides pre-service teachers with opportunities to acquire dispositions and skills that directly enhance their efficacy as teachers and their commitment to educational outcomes for students with diverse backgrounds and complex needs. Multiple PE3 strands have evolved with community partners, enabling the program to be responsive to emerging needs and flexible enough to invite approaches from new partners. Partners include large organisations from government departments, through to NGOs and the not-for-profit sector, to small schools and other educational sites. Placements are in international, rural and remote, and urban settings. PE3 has existed in its current form since 2005. Through collaborations, the number of strands have increased over this time, as have the related training components delivered by academics and community partners. The PE3 program and its strands have received a number of awards and grants.
The Australian Learning and Teaching Council is an initiative of the Australian Government Department of Education, Employment and Workplace Relations

The Professional Practice Program at the school of sport science, exercise and health, the University of Western Australia (UWA), commenced in 1988 with five students placed in three organisations. Since then, more than 2000 students have participated in the program, with 352 companies offering work experience in 2010. This program is based on employability, engagement and independent learning and is only possible due to the strong partnerships with industry and alumni that have been developed over the last two decades. The industry partnerships have been overwhelmingly successful with more than $2.2 million in grant monies enabling the expansion of the program, including collaborations with Indigenous communities in the Western Desert. As an outcome of their industry work placements, a growing number of students are offered employment. In response to this growing need, an employment service for industry has been developed, an indication of the trust placed in the program and the students. The Professional Practice Program has expanded the student learning experience and now offers community learning with more than 412 placements each year in Australia, Singapore, Japan, Malaysia, Dubai and Brunei. The program is recognised as a leader in the field of community learning at UWA. The quality of the program and the expertise required to develop and implement it over 20 years has been recognised by local, national and international awards.
The Telemachus Ancient History Mentor Program ("Tele's Angels") was developed and launched at Macquarie University by a group of second-year undergraduate students in 2002. The uniqueness of the program lies in its capacity to foster learning for both first-year students and academic staff by promoting and strengthening interactions within and between these groups. Tele's Angels offers first-year students academic and personal assistance from more-senior students who volunteer as mentors; fosters self-initiated learning, self-confidence and communication; and creates community-building networking opportunities. These objectives materialise as free peer-support services focusing on developing academic skills and building networks, including a welcome event, ancient history-specific library tours and workshops on essay writing, ancient language first-aid, exam advice, degree planning, the use of digital resources, and archaeological fieldwork application and pre-departure advice. The program also acknowledges diversity within student groups and offers individual mentoring whenever required. It enhances each first-year students' learning opportunities by first “reaching out”, then enriches their experience by “drawing in”, so that every encounter affords opportunities to integrate students into a learning community. There is also a distinct focus on student leadership education, as the mentors themselves are beneficiaries of all activities, embodying the program motto: “to give is to receive”. Constructing a sustainable “legacy of care” was amongst Tele's Angels’ original objectives, whereby first-year students, after experiencing the program’s benefits, would recognise its value and assume mentoring roles themselves.
The Peer Assisted Study Sessions (PASS) Program that commenced at University of Wollongong (UOW) in 2002 is a cornerstone of the Wollongong first year experience. The primary goal of PASS@UOW is to positively influence and improve student learning and engagement. PASS provides students with an active learning environment where they can support their peers’ learning and consolidate their knowledge. This is achieved through the employment of senior students as PASS Peer Leaders, whose role is to facilitate group discussion that combines subject material with relevant study skills. As a whole-of-institution co-curricular strategy, it assists students to make the transition to tertiary study at multiple university entry points. In 2009, more than 3,600 commencing students from first year, second year and postgraduate subjects participated in this academic mentoring program in approximately 60 subjects across nine faculties. The extension of PASS to all UOW faculties has been enabled by several factors: strong institutional buy in; data on impact on student learning; ongoing, multifaceted evaluation; strict adherence to the key principles of “Supplemental Instruction”, the US-model it was based on; highly engaged student PASS Leaders; strong faculty relationships; and consideration of students in transition to tertiary education at UOW at different entry points.
A significant number of people working in the information and communication technology (ICT) industry do not have higher education qualifications in the field, however, for career advancement they are seeking credentialing. Likewise, employers are pursuing professional development opportunities for their staff within their own ranks since higher education ICT programs in Australia have failed to attract school leavers in recent years. The Bachelor of Technology (Information Systems) [BTech(IS)], implemented in 2000, was the first and remains the only degree available via Open Universities Australia in information systems, which provides industry with a viable education alternative to face-to-face education. The program has experienced exponential growth since 2007, attracting large cohorts of mature-aged students who study while employed. The distinctiveness of the BTech(IS) program is in the provision and attainment by students of new understanding and skills directly transferable to the workplace. This is supported through innovative pedagogy, such as the use of virtual and real world scenarios, tailored assessments to engage students in active learning, interactive communication and innovative feedback methods. Tangible outcomes for students, as a result of completing the BTech(IS) program, include new employment opportunities, career advancement and success in the industry. The program’s success has been sustained through peer-recognised, practice-led design for online learning and teaching, culminating in a transferable model which has been implemented by other disciplines within the faculty at postgraduate and undergraduate level, and internationally through the university’s Chinese partner institutions.
The Career Development Program (CDP) at Queensland University of Technology (QUT) is a nationally recognised, award-winning, student-centred program that builds on work undertaken since 2006. The CDP is oriented toward preparing students for university; planning for and taking advantage of real world workplace learning experiences during their studies; and preparing for professional careers. In response to 21st century learners’ needs and preferences, the CDP comprises 30 unique interactive online modules that sit within a clear organisational structure across six individual programs. The latest developments in the use of multimedia and interactive technology are used by the CDP, which is embedded in QUT’s learning management system. This allows students to easily access the modules in a familiar learning environment and academic staff to integrate CDP content into existing online formal teaching materials. Over the past three years, more than 14,500 students have accessed the CDP and the numbers are growing rapidly. The feedback from more than 11,000 of these students consistently confirms that the program is engaging and enables students, through reflection, to draw strong links between essential employability skills and the curriculum. The CDP is designed to attract, retain and support students from diverse backgrounds as they journey through real world learning to successful employment. The value of the CDP is evident, not only in students’ engagement with the program and transition to employment, but also from requests to QUT from 12 other Australian universities to access the materials.
The Go Global team has created and fostered the exponential growth of a unique and innovative teaching and learning program, offering final year health sciences students the opportunity to undertake an interprofessional, international fieldwork program that is changing lives around the world. Since 2001, Go Global has enabled more than 409 Curtin University students to deliver health related service to adults and children, in collaboration with partner organisations in India, South Africa, China and the Ukraine. Originally responding to the needs of the World Health Organisation and the university’s strategic plan, Go Global has now become the university’s flagship international, interprofessional fieldwork placement extending beyond its initial foundations in occupational therapy to include physiotherapy, speech pathology, nursing and pharmacy. Go Global aligns with the call from UNESCO to “teach the complexity of humanity and an awareness of global citizenship” and the Commonwealth Department of Employment Education and Workplace Relations strategy to “increase outbound mobility opportunities for students that foster enhanced cultural understanding”. The program is comprised of pre-placement tutorials focused on topics such as: global citizenship, working in low technology environments, interprofessional practice, language and culture, counselling, being a health care representative and diplomat, country specific content on personal safety and universal clinical precautions. Students’ engagement in Go Global extends for at least 18 months, and the enduring impact of the program on participants has resulted in an active alumni chapter, where student teams complete hand-over reports for future participants, and assist in mentoring and orientation programs.
The Demystifying the Thesis program at Victoria University is a suite of four interrelated workshops targeting prospective and enrolled postgraduate research students and their supervisors. The program was developed to meet the needs of a diverse range of research students at an institution without a tradition of postgraduate study, or staff with a long history of thesis supervision. Since its inauguration, the program has attracted students from more established universities, and has now been conducted at five Australian and six international institutions. What makes the program unique and appealing is its focus on equipping students with the understanding, tools and confidence to assume control over the key tasks and processes involved in successfully completing a thesis – ranging from a minor thesis in a coursework master’s to a professional doctorate or PhD. Demystifying the Thesis does not aim to offer a blueprint for completing a thesis; rather, it provides a strategic framework by which students can ask questions that are relevant to their particular needs and circumstances, as a way of enabling them to manage the process. Participating students are not only empowered as independent researchers, but are motivated to contribute to the intellectual and social culture of the university. The program has enabled Victoria University and other participating institutions not only to address research students’ needs as identified by them, but also to clarify institutional responsibilities, professionally develop supervising staff, and produce better research outcomes.
The Queensland University of Technology (QUT) Student ePortfolio Program is premised on the belief that critical reflection is central to ePortfolio learning and to enhancing learning outcomes for all students, as it draws on the individual learning experience. The program encompasses: the ePortfolio tool; policy directions; a flexible mixed mode model of engagement; support from the team that consists of technical and learning staff; online and print resources; and workshops and training. Through critical reflective practice, students develop connections between their university learning, their broader life experiences, and their professional and career goals and aspirations. Feedback from current students, alumni, academics and employers suggests that taking an ePortfolio approach to learning has a positive and sustained impact on the formal learning, lifelong learning and future professional development of QUT graduates. In 2010, the program remains unique in Australian higher education as the only university-wide ePortfolio program. The QUT online ePortfolio space is the only ePortfolio tool in Australian higher education that has been built within existing institutional systems. The significance of this integrated development, allowing tailoring of the virtual environment to continue to meet future needs of students and employers, is considerable. The program achieves sustainability through flexible engagement with ePortfolio users and through collaboration and sharing across the broader education and employment sectors. This model of engagement ensures the program elements and activities remain relevant to academics, students and employers over time as views change and agendas evolve.
Professor Richard Johnstone is a graduate of the University of Newcastle and was awarded his PhD in English literature from the University of Cambridge.

As foundation dean of the faculty of arts, and subsequently deputy vice-chancellor at Charles Sturt University, he played an important part in helping to establish the new, multi-campus regional university. Later, senior executive appointments at the University of Sydney and the University of Technology, Sydney, gave him an understanding of the workings and cultures of three very different institutions, and of ways in which management strategies needed to take into account the nature and ethos of the institution.

It was during this time that teaching emerged as a focus of interest, and particularly the ways good teaching could be recognised and fostered at the institutional and national level. Professor Johnstone joined the Commonwealth’s new Committee for University Teaching and Staff Development in the late 1990s and was then deputy chair of the Australian Universities Teaching Committee from 2000 to 2004. Those committees laid the groundwork for what is now the Australian Learning and Teaching Council.

In 2005, Professor Johnstone took up the position of Foundation Director of the ALTC, a position he filled with great distinction. During his four years in the role, concluding with his retirement earlier this year, Professor Johnstone was extremely successful in his task of establishing the ALTC as an organisation with a national remit to celebrate and support the highest quality of teaching in Australian universities.
Congratulations to the recipients of the 2010 ALTC Australian Awards for University Teaching.

The awards celebrate and recognise outstanding university teachers for their inspirational teaching and the innovative support programs and services that have markedly improved the student learning experience.

Each of the individuals and teams this year has made a superb contribution to the quality of teaching and learning in Australian education through their sustained dedication and commitment. The preceding pages offer a snapshot of their many achievements and the tremendous work that is taking place in institutions across the nation.

The ALTC is proud to be associated with this year’s award winners and wishes them continued success in their endeavours to improve the quality of learning and teaching for Australian students.

Dr Carol Nicoll
CEO, Australian Learning and Teaching Council