

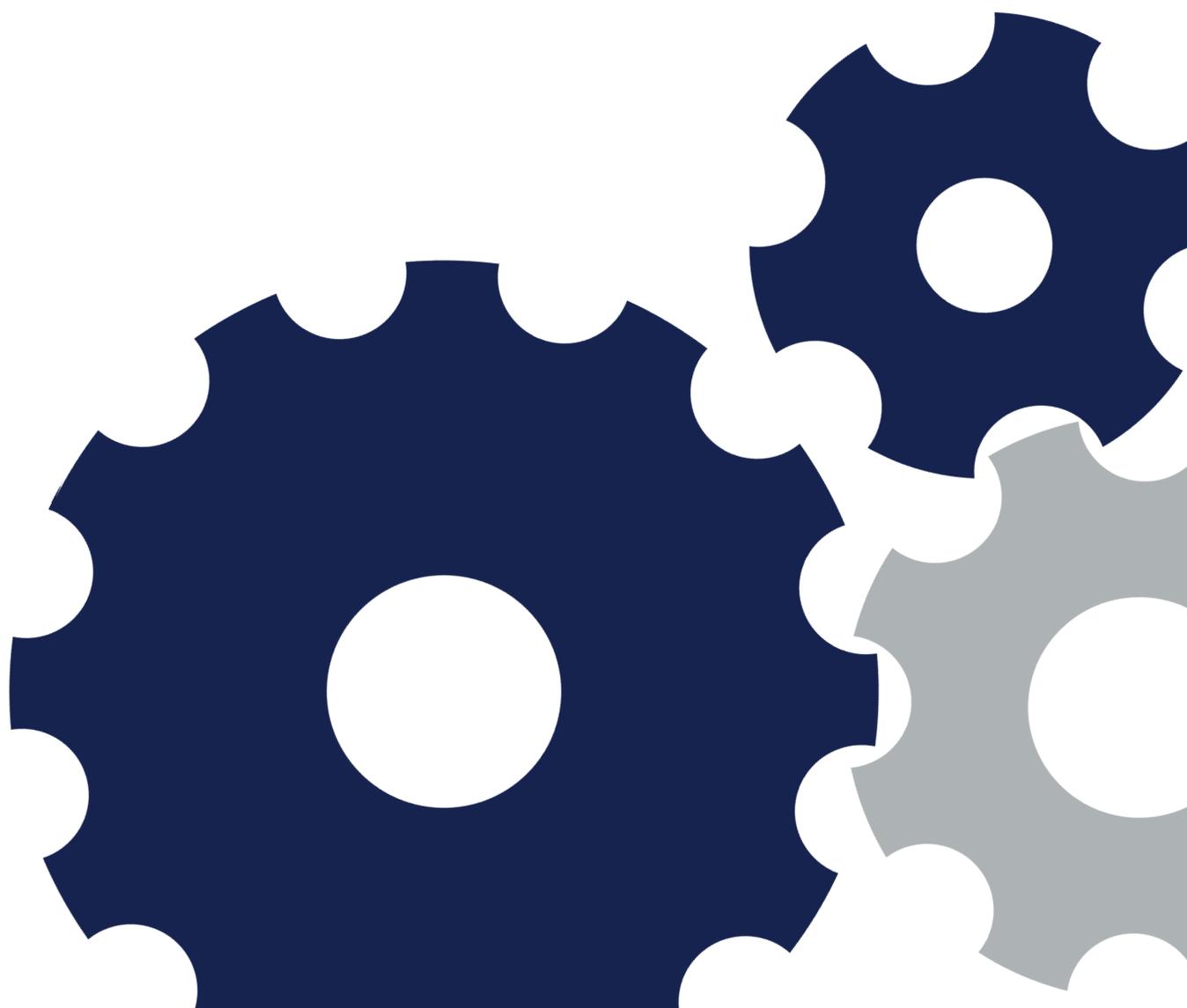
AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING 2019



AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

2019 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

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FOREWORD

Great teachers not only help us to unlock a world of knowledge – they also inspire us.

This is especially true for the highly skilled teachers in the labs, lecture theatres and classrooms of Australia’s world-class universities.

Our great university teachers challenge students to become ever more skilled and expert.

They prepare students for jobs today – but also for those that will be created tomorrow.

And they imbue their students with a love of learning to last a lifetime.

On behalf of university leaders across the country, we express our profound gratitude to the nation’s outstanding educators.

The Australian Awards for University Teaching are one way in which we honour their work.

These prestigious honours recognise brilliant teachers in Australian higher education.

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

This year the AAUT recognises 12 outstanding teachers and teaching programs.

Transformative teaching should not only be recognised – but held in the highest esteem.

Our warmest congratulations to all recipients of the 2019 Australian Awards for University Teaching.



Catriona Jackson
Chief Executive, Universities Australia



Professor Deborah Terry AO
Chair, Universities Australia

2019

**AWARD FOR
AUSTRALIAN UNIVERSITY
TEACHER OF THE YEAR**





2019 AWARD FOR AUSTRALIAN UNIVERSITY TEACHER OF THE YEAR

SOCIAL AND BEHAVIOURAL SCIENCES

THE PSYCHOLOGY OF CRIMINAL JUSTICE

The University of Queensland

Associate Professor Blake McKimmie
Professor Barbara Masser
Professor Mark Horswill

The Psychology of Criminal Justice team transforms student learning by using a novel dramatic narrative (Waraich, 2004) to engage and motivate students to engage in evidence-based learning practices throughout the semester, and to challenge them to use their newly acquired knowledge by applying it in immersive class activities working collaboratively with their peers. Using the flexibility provided by a massive open online course, this prototype model for the classroom is based on the science of effective learning. It makes use of spaced learning, repeated testing before and after exposure to content (Roediger & Butler, 2011), and regular meaningful assessment tasks in class because being in class while learning aids learning (Bjerrregaard, Haslam, & Morton, 2016) and further enables peer learning (Boud, Cohen, & Sampson, 2006). To maximise student engagement and to sustain motivation both online and in class, the course is based around a crime drama that starts with a murder, and then follows the investigation before ending with the trial. This drama provides an engaging narrative context for the assessment activities as students attempt to find out *Who killed Janine Jenker?*

2019

**AWARDS FOR
TEACHING EXCELLENCE**





2019 AWARDS FOR TEACHING EXCELLENCE

BIOLOGICAL SCIENCES, HEALTH AND RELATED STUDIES

DR KAY COLTHORPE

The University of Queensland

To thrive in a rapidly transforming world, graduates must continue learning well beyond university. Accordingly, educators must go beyond simply aiding students' learning of course content, to supporting development of self-regulated learning capabilities that enable learning beyond graduation. Students learn better when they develop a deep understanding of their knowledge and learning processes; their metacognition of learning. Kay's excellence as a teacher and leader of science education originates in her facilitation, scholarship and leadership of metacognitive learning. Kay pioneered novel 'meta-learning' assessment tasks, which prompt students to critically reflect on their knowledge and learning behaviours, and develop into highly self-reflective and independent learners.

Kay enhances educators' understanding of learning through wide advocacy of metacognition and scholarly teaching, enabling educators' to better support their students' learning. Meta-learning tasks have been embedded across science, engineering, education and psychology at UQ, and uptake has occurred at multiple universities within Australia and internationally. Kay is an outstanding scholar of teaching and learning, a prolific writer and speaker, disseminating her findings nationally and internationally. She also creates a supportive environment to enhance teaching and pedagogic research, thereby making significant contributions to teaching and learning, and providing leadership to advance practice across the higher education sector.



2019 AWARDS FOR TEACHING EXCELLENCE

EARLY CAREER

DR DEMELZA IRELAND

The University of Western Australia

Dr Demelza Ireland is a teaching intensive academic from The University of Western Australia (UWA)'s School of Biomedical Science and the Medical School's Division of Obstetrics and Gynaecology. In under four years, Dr Ireland has led the design and delivery of a series of scaffolded broadening units in women's health, expanding this socially relevant topic across a range of disciplines that contribute to community health. Dr Ireland's teaching has a foundation in biology and medicine that is nurtured by her research background in immunology, and is applied through a wide interdisciplinary lens. Her purposeful nexus between health and humanities ensures students gain and create knowledge that is both personally and professionally useful to them and the wider community.

Dr Ireland is an inspirational teacher-researcher, mentor and leader. In addition to her teaching of more than 3,000 students across a range of disciplines, Dr Ireland has also been instrumental in establishing a peer-led professional development program for her colleagues that has built collegiality and promoted best practice. Her outstanding contribution to teaching and learning as an early career academic has been recognised with numerous invitations for interdisciplinary and external collaborations and awards at Student Guild, School, Faculty and University levels.



2019 AWARDS FOR TEACHING EXCELLENCE

HUMANITIES AND THE ARTS

PROFESSOR KATE AMES

CQUniversity Australia

Professor Kate Ames is driven to make university education accessible to those who might normally be unable to study for a degree level program. As a leader, she supports others to develop innovative programs that enhance opportunities to access education and knowledge via distance education (DE). As a teacher, above average pass rates and student satisfaction, reduced attrition, and industry-standard learning outcomes are recurring themes in her units.

She has taught more than 7,000 students, many from low socioeconomic backgrounds and most studying in isolation via DE due to CQUniversity's (CQUni's) reputation as a DE provider. She is an award-winning pedagogical innovator who enhances student learning, develops teaching teams by supporting her peers as a proactive leader and mentor, and leads innovative online development that increases opportunity for study at a time of significant change for the tertiary sector in Australia.



2019 AWARDS FOR TEACHING EXCELLENCE

LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

ASSOCIATE PROFESSOR DENISE JACKSON

Edith Cowan University

Associate Professor Denise Jackson is the Director of Work Integrated Learning (WIL) within the School of Business and Law, Edith Cowan University. Denise makes a unique contribution to students' higher education experience by addressing a lack of equity and access to WIL, a challenge highlighted by the National Strategy for WIL (Universities Australia et al., 2015). Her belief that higher education students from all backgrounds and academic abilities should have equitable access to meaningful work experience drives the redesign of WIL to include extensive preparatory activities that address social and cultural barriers. Her innovative WIL design removes the obstacle of course average entry criterion and implements rigorous recruitment, preparation and bespoke matching processes. In breaking down systemic and administrative barriers, she empowers groups often excluded from WIL, enabling them to develop future-oriented capabilities and enhance their employment prospects.

For over 10 years, Denise has influenced the design of WIL nationally and internationally by sharing her insights, challenges and practices through conference presentations, features in the media, invited keynotes and 50 journal articles. Denise is internationally recognised for her scholarship on the value and influence of WIL, along with best practice and its associated challenges for developing employability among diverse student cohorts.



2019 AWARDS FOR TEACHING EXCELLENCE

LAW, ECONOMICS, BUSINESS AND RELATED STUDIES

ASSOCIATE PROFESSOR AMY MAGUIRE

The University of Newcastle

Amy Maguire is an intuitive and dedicated law teacher who empowers her students to transform themselves through education. Amy's methods are creative and inspiring, motivating students' deep engagement and enabling them to become advocates for the rule of law and social justice. Amy has taught compulsory and elective courses to undergraduate and graduate students at Newcastle Law School since 2006. She specialises in Public International Law, Indigenous Peoples, Issues and the Law, and International Human Rights Law. Amy has made scholarly contributions to teaching and learning, received multiple awards and grants, and mentored colleagues around Australia.

Amy's excellence in teaching is a reflection of her standing as a nationally recognised human rights researcher. Throughout her career, Amy has been a leader in the equity mission of The University of Newcastle, particularly by promoting the access, progress and success of Aboriginal and Torres Strait Islander students and the 'Indigenisation' of law curricula at Newcastle, around Australia and internationally. Amy has consistently demonstrated outstanding skills in learning design, having led her Faculty in the adoption of blended learning methods and the integration of effective experiential tasks. Amy is motivated by her students' efforts and her belief in the societal value of learning.



2019 AWARDS FOR TEACHING EXCELLENCE

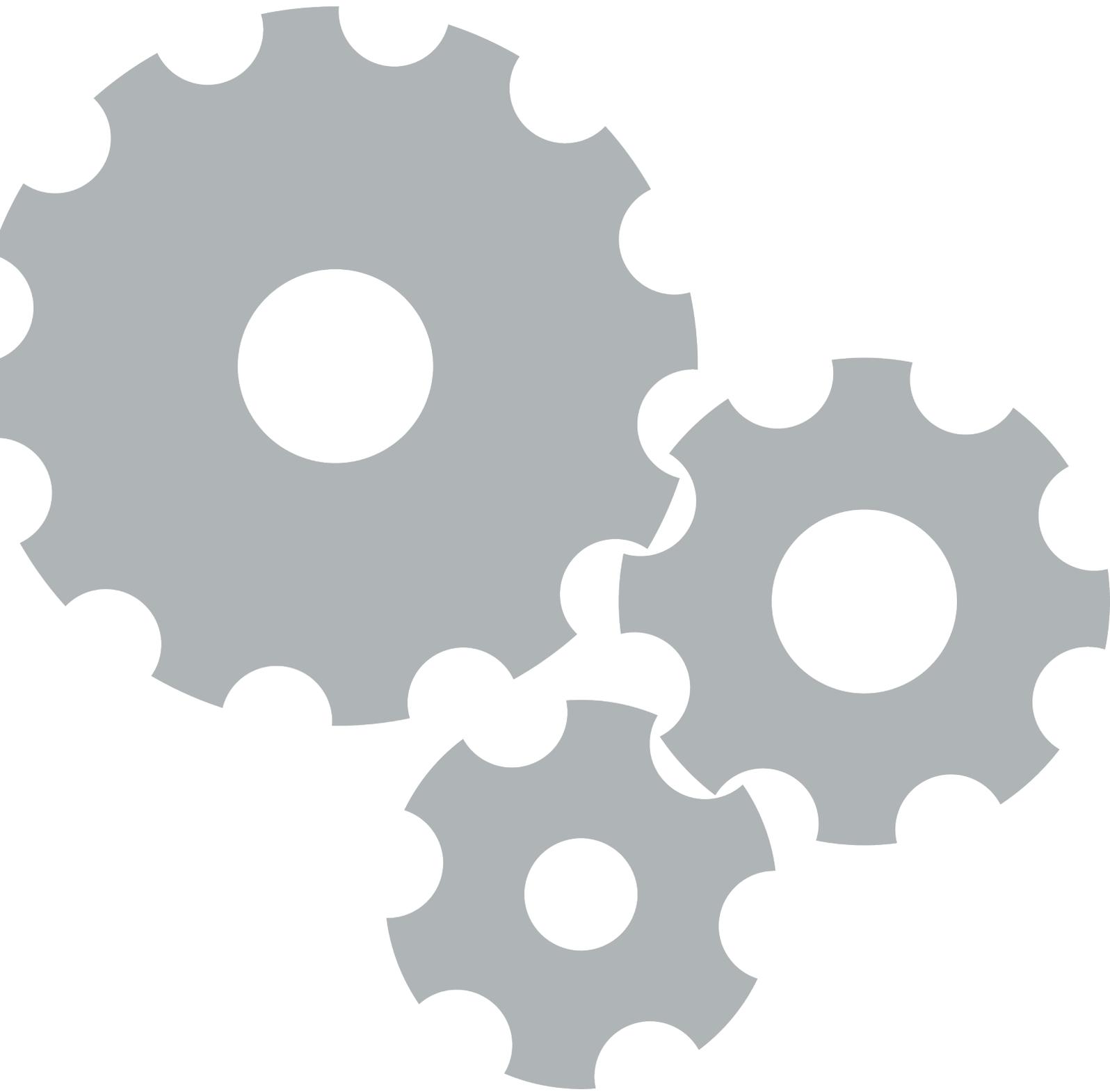
PHYSICAL SCIENCES AND RELATED STUDIES

PROFESSOR RICHARD JOHN

Griffith University

Professor Richard John is a recognised leader in STEM Education in Australia and his influence and contribution spans all levels of education, from pre-K to university. He is a passionate advocate and successful facilitator of STEM pathways for transforming lives – particularly young people from disadvantaged backgrounds. As a STEM innovator and scholar he has led impactful regional, state and national STEM education programs on behalf of a range of education authorities and learned academies.

As a university educator, he has designed and taught large (up to 800) 1st-year, 1st-semester, Chemistry courses and advocated for the important role of 1st-year teaching in enabling diverse students' confidence and motivation and in laying the foundations for 'learning to think scientifically'. As a university leader, he has undertaken both formal roles, such as Dean (Learning and Teaching), and informal roles such as mentor and coach in facilitating a culture of aspiration and accountability for teaching and learning among his peers.



2019

**AWARDS FOR PROGRAMS
THAT ENHANCE LEARNING**





2019 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

BCII ENGAGEMENT TEAM: COLLABORATING WITH AUSTRALIA'S INNOVATION ECOSYSTEM

University of Technology Sydney

Associate Professor Bem Le Hunte
Ms Amanda McGregor
Dr Alex Baumber
Dr Paul Brown
Dr Betty O'Neill
Ms Beth Wilson

The Bachelor of Creative Intelligence and Innovation (BCII) is a world-first, transdisciplinary combined degree. Radical in its ambition, it combines students from 25 degrees across the University of Technology Sydney (UTS) in a future-oriented, industry-engaged curriculum that encompasses high-level critical and creative thinking, invention, complexity, innovation, future scenario building and entrepreneurship – and it does this through educational partnerships and collaborations with an extraordinary base of more than 700 partners from 524 industry, community and government collaborators who actively seek opportunities to work with our students.

The BCII has pioneered many innovative ways for UTS to engage with industry, with a vision to create a porous 'third space' environment where industry and university boundaries merge – and where relationships and opportunities evolve from the very first undergraduate school that students attend. Students tackle complex challenges through a variety of disciplinary practices, increasing perspectives, insights and possibilities that all emerge in a liminal space that allows for emergence and innovation.

Often described as UTS' "flagship degree", the style of educational delivery has become a beacon for UTS' Learning. Futures educational model, and together with industry engagement, has won its team prestigious international and national awards.



2019 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

INDIGENOUS HEALTH EDUCATION & WORKFORCE DEVELOPMENT

The University of Queensland

Dr Leanne Coombe
Adjunct Associate Professor Alison Nelson
Mr Condy Canuto
Dr Anne Hill
Dr Lisa Fitzgerald

Dr Emma Crawford
Associate Professor Jodie Copley
Associate Professor Jon Willis
Adjunct Associate Lecturer Renee Brown
Professor Murray Phillips

Health professionals working with Aboriginal and Torres Strait Islander peoples demonstrate varying capacity to provide culturally-safe care for Aboriginal and Torres Strait Islander peoples. Universities need to provide training that equips graduates with the necessary knowledge, attitudes and skills to respond authentically to the strengths and needs of Aboriginal and Torres Strait Islander peoples.

In 2010, The University of Queensland (UQ) and the Institute for Urban Indigenous Health (IUIH) – a regional Aboriginal Community Controlled Health Service – developed a strategic initiative and formed a partnership to address the need for an Indigenous health education and workforce development program that would appropriately educate future healthcare workers to provide culturally-safe services for Aboriginal and Torres Strait Islander peoples.

The Faculties of Health and Behavioural Sciences and Medicine at UQ partnered with academic staff from the UQ Poche Centre for Indigenous Health, the Aboriginal and Torres Strait Islander Studies Unit and IUIH, to develop and deliver culturally-safe and strengths-based curricula in medicine, nursing, allied health and public health university education programs. Teaching practices foster experiential, situated and transformative learning environments and provide opportunities for students to actively interact and partner with Aboriginal and Torres Strait Islander peoples, in the classroom and through inter-professional work-integrated learning opportunities.



2019 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

EDUCATIONAL PARTNERSHIPS AND COLLABORATIONS WITH OTHER ORGANISATIONS

RISK AWARE

Deakin University, The University of Adelaide, Flinders University, University of New England, The University of Western Australia, Australian Catholic University

Ms Amanda Dudley (Deakin University)
 Associate Professor Jade Sheen (Deakin University)
 Associate Professor Wendy Sutherland-Smith (Deakin University)
 Professor Jane McGillivray (Deakin University)
 Associate Professor Rachel Roberts (The University of Adelaide)
 Dr Michael Proeve (The University of Adelaide)
 Professor Reg Nixon (Flinders University)
 Professor Debra Dunstan (University of New England)
 Associate Professor Carmela Pestell (The University of Western Australia)
 Dr Louise Alexander (Australian Catholic University)

Students across the healthcare field engage in clinical placement, a type of work integrated learning, as a component of their education. Unfortunately, concerns have been raised regarding the safety of students on clinical placements, with students potentially exposed to a range of occupational risks including bullying, sexual harassment and physical violence (McManamny, Boyd, & Sheen, 2013; Sheen, Sutherland-Smith, Dudley, Boyd & McGillivray, 2016). There is a need for targeted education to better prepare and protect students. Risk Aware is a national, online education program that assists healthcare students to better identify and manage the risks associated with clinical placement. Developed through strong partnerships with six universities and one industry partner, Risk Aware provides highly innovative and authentic learning experiences that enhance student workplace readiness and risk-related competence. The program consists of seven modules addressing various areas of risk such as aggression, physical violence, psychological and emotional risk. Virtual simulations utilising real-world scenarios are embedded throughout the program, with feedback provided to students at each step. Risk Aware is the first program of its type in Australia to comprehensively address placement risks unique to healthcare students and represents this team's commitment to high quality education through collaboration and partnership.



2019 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCES AND LEARNING SUPPORT SERVICES

JAMES COOK UNIVERSITY DIPLOMA OF HIGHER EDUCATION

James Cook University

**Ms Kate Sheppard
Ms Gabi Newman
Dr Kristi Giselsson
Dr Carol Conway
Ms Kimberley Anderson**

**Mr Patrick Peacock
Ms Lisa Moody
Mr Kerry Aitken
Dr Rhian Morgan
Ms Trina Jackson**

Since 2015, James Cook University's (JCU) Diploma of Higher Education (DHE) has provided a highly supported, heavily-scaffolded curriculum committed to enabling pathways to, and widening participation rates, in tertiary education in North and Far North Queensland. Led by a small team of highly committed academics, and supported by a wide range of support, academic, and technical staff, the DHE was intentionally designed to initiate a cultural shift to encourage institution-wide co-ownership of pathways to tertiary education.

The DHE aimed to make explicit the implicit expectations of tertiary study in order to reduce pathways attrition and to improve the student experience for a highly diverse cohort by integrating core support services in the program. Ultimately, this intention resulted in significantly improved student rates of conversion to and attainment of bachelor's degrees.



2019 AWARDS FOR PROGRAMS THAT ENHANCE LEARNING

STUDENT EXPERIENCES AND LEARNING SUPPORT SERVICES

GETTING STUDENTS SET FOR THEIR FUTURE

The University of Queensland

Ms Rhea Jain
Mr John Walsh
Mr Ryan Webb
Ms Jo Williams
Ms Linda McConnell

Ms Carlene Kirvan
Mr Ashil Ranpara
Mr Ken Lai
Ms Debbie Hathaway
Ms Jacqueline Niblett

The Faculty of Business, Economics and Law's Student Employability Team (BELSET) at The University of Queensland (UQ) offers a service specialising in the delivery of employability programs to Business, Economics and Law (BEL) students. To create game-changing graduates through employability development, industry partnerships, experiences, stakeholder engagement and excellence, BELSET is distinctive from general careers units and work integrated learning models because of its coherent Employability Framework, which purposefully engages students from pre-enrolment to post-graduation.

In supporting students' diverse needs, BELSET's nationally recognised and multiple award-winning suite of programs, activities and initiatives foster experiential, collaborative, applied and perpetual learning experiences which are delivered by internal and external experts strategically focused on narrowing the gap between academia, student expectations and industry needs. BELSET combines a dedicated employability centre with a team of professionals that have over 100 years of combined industry experience in Human Resource management, commercial recruitment and hiring who can offer real insights into what prospective employers are looking for in their graduates, now and in the future.

2019

AUSTRALIAN AWARDS
FOR UNIVERSITY TEACHING

**CITATIONS FOR OUTSTANDING
CONTRIBUTIONS TO STUDENT**



NATIONAL

AUSTRALIAN CATHOLIC UNIVERSITY



ACU MENTAL HEALTH OCCUPATIONAL THERAPY TEAM

Dr Elisa Yule and Ms Alexandra Logan

For collaborating with mental health consumers to develop transformational occupational therapy curricula that prepare students for contemporary practice in mental health settings.



ASSOCIATE PROFESSOR ROBYN BENTLEY-WILLIAMS

For inspiring students and colleagues to embrace student diversity through innovative Scholarship of Teaching and Learning approaches in inclusive differentiated teaching and novel work integrated learning.

AUSTRALIAN CAPITAL TERRITORY

THE AUSTRALIAN NATIONAL UNIVERSITY



MS KATERINA KORMUSHEVA

For sparking passion in tomorrow's marketers by immersing them in authentic learning experiences through her near-peer teaching methodology.



DR SOLÈNE INCEOGLU

For developing and delivering an innovative research-led pronunciation course that uses technology to respond to individual student needs and improve students' learning experiences.

NEW SOUTH WALES

MACQUARIE UNIVERSITY



DR MURRAY TAYLOR

For excellence in shaping immersive learning environments that support diverse cohorts and positively impact student, educator, and institutional engagement.



DR PRASHAN S. M. KARUNARATNE

For excellence in engaging, equipping and empowering students and lecturers to achieve transformative and equitable outcomes in Economics and Excel – in classrooms, boardrooms and beyond.

SOUTHERN CROSS UNIVERSITY



DR MIEKE WITSEL

For empowering first year students to succeed with future studies and careers by building competence and confidence in C21st communication strategies in Business.

THE UNIVERSITY OF NEWCASTLE



DR WARREN REILLY

For implementing innovative approaches to design curricula for students to challenge, problem solve, communicate new learning experiences and direct their own life-long learning.

UNIVERSITY OF NEW ENGLAND



MR BRENT GREGORY AND MRS LISA HARRIS

For marrying academic literature and student input with business principles to build a scalable personalised learning environment in introductory accounting.

UNSW SYDNEY



DR JAYASHRI RAVISHANKAR

For developing innovative online and face-to-face learning strategies and promoting an inclusive classroom in large electrical engineering courses that improve the employability skills of students.

THE UNIVERSITY OF SYDNEY



ASSOCIATE PROFESSOR ALEXANDRE LEFEBVRE

For development of curricula and learning resources in the social sciences and humanities at disciplinary, faculty, and university levels.



THE SRES TEAM

Mrs Natasha Arthars, Dr Guien Miao, Mrs Jean Meyer, Mrs Rebecca Denham, Mrs Kimberly Baskin, Dr Danny Liu, Professor Adam Bridgeman, Mrs Ruth Weeks, Dr Samantha Clarke and Dr Melanie Keep

For empowering teachers to build stronger relationships and provide personalised learning experiences at scale, with and for students, through a human-centred learning analytics platform.

UNIVERSITY OF TECHNOLOGY SYDNEY



DR CHERIE LUCAS

Influencing and motivating Pharmacy students to become lifelong reflective learners prepared for the diversity of future professional practice contexts.



DR JULIA PRIOR

For The Software Development Studio: enabling student learning through an industry-collaborative, research-inspired and holistic environment where students become sought-after professionals.

UNIVERSITY OF WOLLONGONG



DR HIRONORI ONUKI

For motivating diverse International Studies students through a learner-centred teaching approach built around interactive, transnationally oriented, research informed and reflective methods.



ASSOCIATE PROFESSOR MONTSERRAT ROS

For integrating student, staff and institutional perspectives to spearhead sustained improvements to the first-year experience through leadership, service and iterative subject refinement.



DR SASHA NIKOLIC

For developing research-led innovative practice and curricula focussed on career ready learning experiences in engineering.

SOUTH AUSTRALIA

FLINDERS UNIVERSITY



PROFESSOR KATE DOUGLAS

For research-led teaching in Literary Studies: sharing innovative methods and demonstrating leadership through high-quality international scholarship that influences research and enhances the student experience.

THE UNIVERSITY OF ADELAIDE



DR LYNDSEY COLLINS-PRAINO

For effective use of gamification to teach neuroscience, leading to a deeper understanding of course material and richer student engagement.

UNIVERSITY OF SOUTH AUSTRALIA



DR AMIE ALBRECHT

For innovative course design and teaching that fosters a climate of exploration in which students develop and embrace a richer understanding of mathematics.



MRS HANNAH HARVEY

For increasing pre-service teacher expertise and employability through the development of a situated learning environment and experiential learning activities across courses in an Education program.



UNISA LT ELEARNING TEAM

**Dr Sarah List, Associate Professor Gabrielle Todd,
Dr Bronwen Mayo, Professor Sandra Orgeig,
Dr Emma Parkinson-Lawrence and Dr Andrea Stringer**

For the design and implementation of innovative resources to deliver a digitally-enhanced health science curriculum to improve student engagement, outcomes and learning experiences.



UNISA COLLEGE ACADEMIC INTEGRITY OFFICER TEAM

**Mrs Tamra Ulpen, Dr Anthea Fudge and
Dr Snjezana Bilic**

For the development of supportive resources to enhance student learning of academic integrity (AI) which has influenced a significant reduction of AI cases at UniSA College.



UNISA COLLEGE PROGRAM DIRECTOR TEAM

Dr Sarah Hattam, Ms Tanya Weiler and Mr Tristan King

For leadership in the creation and implementation of a suite of professional development initiatives in inclusive pedagogy to enhance teaching and student satisfaction at UniSA.

WESTERN AUSTRALIA

CURTIN UNIVERSITY



DR LEO NG

For enhancing physiotherapy students' professional and employability skills through the design and implementation of digital technologies and work integrated learning activities.



DR MAGDY ELNASHAR

For facilitating students' work readiness and mastery of threshold concepts in the Biomedical Sciences through innovations in feedback and work integrated learning.



DR RACHNA AGGARWAL

For enhancing student progression and passing rates by initiating Indigenous ways of teaching, learning and doing in STEM subjects for Indigenous students in enabling courses.



DR SUSAN BLACKLEY

For curriculum transformation, resource development and student engagement that promotes the professional identity development of initial teacher education students.

EDITH COWAN UNIVERSITY



ASSOCIATE PROFESSOR DEBORAH HERSH

For motivating speech pathology students to become exemplary person-centred, interprofessional practitioners by building mutually beneficial links between innovative teaching, clinical expertise, and high-impact research.



DR DONNA BARWOOD

For pioneering and championing inclusive, strengths-based health education, empowering pre-service secondary teachers with transformative capacities to cultivate health literate young Australians.



ASSOCIATE PROFESSOR VICKI BANHAM

For creating a signature pedagogy for students entering into the human services/community work field through a professional placement program.

MURDOCH UNIVERSITY



DR BRENDAN SCOTT

For approachable and innovative strategies to teaching exercise science for undergraduate students and postgraduate research students, which motivate independent thinking and real world learning.



DR GARTH MAKER

For the development of the real-world activities that engage forensic science students to develop skills directly relevant to their future careers.



MRS JOSEPHINE WALKER

For motivating and inspiring nursing students to learn through questioning that facilitates critical thinking and a positive attitude towards classroom and online learning.

THE UNIVERSITY OF NOTRE DAME AUSTRALIA



DR BENJAMIN HAY

For the innovative approach to developing students' best professional practice using online learning and social media: The SMARTcare initiative.



ASSOCIATE PROFESSOR SEAN KEARNEY

For the creation and application of an innovative assessment model that encourages authentic engagement and enhances the student learning experience in teacher education.



RESEARCHING EARLY LEARNING AND TEACHER EDUCATION (RELATE) TEAM

Associate Professor Dee O'Connor, Ms Samantha Wynne, Ms Linda Cranley, Ms Christine Robinson and Ms Tracy Treasure

For leadership and scholarship that embraces a collaborative partnership approach to enriching learning, teaching, and the student experience in Early Childhood Education and Care programs.

THE UNIVERSITY OF WESTERN AUSTRALIA



ASSOCIATE PROFESSOR CHRISTOPHER EHERTON-BEER

For leading innovations to deliver highly accessed and positively evaluated educational resources that have advanced geriatric medicine education.



DR NICOLA MITCHELL

For inspiring and guiding first year biology students to conduct and publish original research on citizen science and the impacts of climate change on biodiversity.



DR ZHANGXIN (FRANK) LIU

For invigorating finance education through the use of innovative and interactive learning experiences that create a long-lasting positive impact and inspire students to learn.

QUEENSLAND

BOND UNIVERSITY



ASSOCIATE PROFESSOR JAMES BIRT

For sustained leadership in the scholarship of mobile mixed reality innovations to enhance authentic experiential teaching and learning.

GRIFFITH UNIVERSITY



DR BROOKE HARRIS-REEVES

For integrating, designing, implementing and evaluating innovative employability-focused curricula fostering student engagement, positive student experiences and graduate employment.



DR CHRISTOPHER LOVE

For the development and implementation of innovative active learning and student-staff partnerships for enhanced engagement, learning and success in biochemistry and molecular biology.



DR TAEKO IMURA

For sustained commitment to transforming learning with innovative approaches and engagement with Japanese language and Japanese community to support students' employability and life-long learning.



MS SARAH-JANE GREGORY

For leading the collaborative and holistic development of innovative curriculum, community and scholarship in science that positively benefits undergraduate learning outcomes and experiences.

JAMES COOK UNIVERSITY



ASSOCIATE PROFESSOR KERRIANNE WATT

For taking the “aaaggh!” out of research: inspiring high-quality research and improved clinical practice through accessible, authentic, supported learning.



DENTISTS AND DOMESTIC VIOLENCE - RECOGNISE, RESPOND, REFER (DDV-RRR) TEAM

Dr Ann Carrington and Dr Felicity Croker

For new frontiers in Australian dentistry: Dentistry collaborates with Social Work and Community to teach students to recognise, respond and refer in cases of domestic violence.

QUEENSLAND UNIVERSITY OF TECHNOLOGY



ASSOCIATE PROFESSOR ALICE PAYNE

For developing fashion students as informed, imaginative and ethical decision-makers, capable of business, design and material innovation in shaping a sustainable future for their industry.



DR JENNA GILLETT-SWAN

For thinking outside the box in addressing the access and equity needs of external preservice teachers through innovative and technologically enhanced teaching environments and institutional leadership.



ASSOCIATE PROFESSOR SARAH HOLLAND-BATT

For inspirational modelling of a writing career and transformative industry linkages to stimulate active learning and prepare students for self-directed employment in the Creative Industries.



DR SARAH DART

For pioneering worked example videos using conversational 'think-aloud' narration to illustrate and develop problem-solving skills for students in engineering and mathematics.



DR SUZANNE TAYLOR

For developing a holistic, inclusive and sustainable intercultural team building and peer review focus which inspires students to learn with and through technology-enhanced, collaborative interactions.

THE UNIVERSITY OF QUEENSLAND



DR CHRISTOPHER LEONARDI

For promoting experiential learning of mining engineering without digging up the classroom floor: authentic education via the integration of international expertise, industry best-practice and virtual reality.



DR LYNDA SHEVELLAR

For developing community in the Community Development classroom: Supporting diverse, non-traditional, and international students through community-centred learning approaches.



DR PAUL HARPUR

For outstanding leadership in translating disability strategy into a vision of ability equality and core university business.



ASSOCIATE PROFESSOR ROWLAND COBBOLD

For engaging students in the classroom through Dialogue Education and leading large-scale curriculum change in Veterinary Public Health for over 15 years.

UNIVERSITY OF THE SUNSHINE COAST



DR ANITA HAMILTON

For pioneering the strategic use of digital technologies and engaging connectedness pedagogies to enhance occupational therapy students' networking capabilities and graduate employability.



DR VIKKI SCHAFFER

For innovative, experiential learning approaches that create stimulating, immersive experiences to engage, motivate and inspire tourism student learning.

VICTORIA

DEAKIN UNIVERSITY



DR ADAM BROWN

For excellence in developing innovative gamification approaches to enhance Communication students' learning and facilitating authentic assessment and industry engagement through social media content.



ACTIVATE MINECRAFT FOR AGILE TEAM

Associate Professor Bardo Fraunholz, Mr Toby Durden, Mr Kane Hooper, Mr Alister Air, Mr Vivek Venkiteswaran and Ms Emma Simpfendorfer

For designing digital learning resources and a game-based simulated environment to teach Agile Project Management in a Business School context, enhanced by aligned industry engagement.



GRADUATE CERTIFICATE, EDUCATION BUSINESS LEADERSHIP TEAM

Mr Mark Donehue, Ms Kim Neilson, Ms Alex Singleton, Mr Matt McDonough, Ms Joanne Henriksen and Ms Katrina Broadhead

For an innovative program in Education Business Leadership that inspires students to develop business acumen and addresses equity issues for professional staff in education.

LA TROBE UNIVERSITY



DR SHIRMILA PREMARATNA

Bridging theory and the real-world through case studies that simulate real life disease scenarios to enhance the student learning experience in animal biosecurity.

MONASH UNIVERSITY



ASSOCIATE PROFESSOR ERICA SLOAN

For training pharmacists of the future with skills and personal capacities that equip them for the complex healthcare workplaces of the twenty-first century.



DR FELIX NOBIS

For successfully developing students' intercultural, interdisciplinary and teamwork capabilities through innovative oral communication, drama and art pedagogies.



ASSOCIATE PROFESSOR NICHOLAS MCGUIGAN

For the implementation of an innovative capstone experience transforming how accounting students think about their careers through future-oriented, participatory and creative teaching and assessment design.



MONASH PHARMACOLOGY EDUCATION TEAM

Associate Professor Barbara Kemp-Harper and Associate Professor Elizabeth Davis

For implementing innovative teaching approaches to enhance career awareness and employability skills of students studying pharmacology.

RMIT UNIVERSITY



CHIRALITY TEAM

**Associate Professor Oliver Jones,
Associate Professor Michelle Spencer
and Dr Maria Spichkova**

For worldwide impact in chemistry education through the creation of a new, game-based digital learning tool via a cross-disciplinary, student-centred approach.



ASSOCIATE PROFESSOR SYLVIA URBAN

For pioneering Pen-Enabled Cloud-Based Methodologies (PECM) to transform lecturing practices and deepen student learning in STEM subjects.

SWINBURNE UNIVERSITY OF TECHNOLOGY



MR DAVID REID

For instigating a Capstone activity that on completion places talented, motivated nearly graduates front and centre of industry recruitment processes.



ASSOCIATE PROFESSOR NARELLE LEMON

For 'Social Media for Professional Connection', development of a pedagogical model promoting a community that extends beyond the HE classroom for initial teacher education students.

TASMANIA

UNIVERSITY OF TASMANIA



DR KWANG CHIEN YEE

For research-led development, design and delivery of an innovative student-centred teaching program that facilitates medical students to successfully transition to the clinical workplace.

