



Australian  
National  
University



# RECOGNISING EXCELLENCE

THE VICE-CHANCELLOR'S AWARDS  
FOR EXCELLENCE IN EDUCATION

2013

Centre for  
Higher Education,  
Learning & Teaching

# **Recognising Excellence**

**The Vice-Chancellor's Awards  
for Excellence in Education 2013**



Professor Paul Pickering receiving his Award for Excellence in Supervision 2012 from the ANU Chancellor, Professor Gareth Evans.

# RECOGNISING EXCELLENCE

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# VICE-CHANCELLOR'S CONGRATULATIONS



Great universities are built by great people. Nowhere is this more true than at Australia's national university.

The Vice-Chancellor's Awards for Excellence in Education are an opportunity to recognise individual achievement and thank those outstanding educators who contribute to the University's first-class learning experience.

The Awards give recognition to ANU academic and professional staff for teaching, supervision and program excellence and for their contribution to student learning.

This year, I was delighted to learn of the number and calibre of candidates for the Awards. This book is filled with their stories, told from the perspectives of their students, colleagues and from the staff themselves.

Reading about their teaching is truly inspiring. With student learning changing so dramatically over the past few decades they have become innovative, reflective and responsive in their styles – developing a great mix of approaches to engage and inspire students of this generation.

As you read through their stories, common themes of passion, encouragement, inspiration, innovation, inclusiveness and challenge emerge. These are exemplar educators and on behalf of the University community I congratulate all of them for their achievements.

A handwritten signature in black ink, reading "I. R. Young". The signature is stylized and cursive.

Professor Ian Young AO  
Vice-Chancellor and President

# CANDIDATES FOR AWARD FOR TEACHING EXCELLENCE

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Dr Carol Hayes	School of Culture, History & Language ANU College of Asia and the Pacific
Dr Lindy Orthia	National Centre for the Public Awareness of Science ANU College of Physical and Mathematical Sciences
Dr Paul Atkins	Crawford School of Public Policy ANU College of Asia and the Pacific
Dr Charlotte Galloway	School of Cultural Inquiry ANU College of Arts and Social Sciences
Ms Elizabeth Keogh	Law School ANU College of Law
Dr Duck-Young Lee	School of Culture, History & Language ANU College of Asia and the Pacific
Dr Maria Maley	School of Politics & International Relations ANU College of Arts and Social Sciences
Mrs Lihong Rambeau	School of Culture, History & Language ANU College of Asia and the Pacific
Ms Chintana Sandilands	School of Culture, History & Language ANU College of Asia and the Pacific
Dr Joanna Sikora	School of Sociology ANU College of Arts and Social Sciences
Ms Pauline Thai	Law School ANU College of Law

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# RECIPIENT AWARD FOR TEACHING EXCELLENCE



## Dr Carol Hayes

School of Culture, History & Language  
ANU College of Asia & the Pacific (CAP)

### Synopsis

In the short four minute Japanese Digital Story, *Ten Cups of Green Tea and Me*, a student describes the shock of that first taste of the nasty, bitter, bright green liquid she was served on her very first night in Japan. To the great amusement of her host family, she felt pressured to say it was delicious even though she could barely swallow. She was greatly relieved when they told her, "Even though we're Japanese, we don't like it much". This student skilfully harnessed humour, visual cues and voice narrative to tell the story of her developing love of green tea, that created a metaphor for her deepening relationship with Japan.

Dr Carol Hayes has been a leader and early adopter across CAP of new and digital technologies to enhance student learning outcomes: This Digital Story Project is one example of her holistic student-focused approach to teaching and her innovative use of technology.

The Project encourages students to build an individual, personally relevant learning experience and to consider the cultural

implications of their language use.

Over the last five years Carol has been active in innovative curricula development, online course content management and in championing digital facilities in teaching and learning spaces. The Digital Story Project allows students to focus on the bigger picture and to bring all their 'life' knowledge into the space by offering students the opportunity to talk in their target language about things that interest them and connects with their own individual stories. These stories provide a powerful way of developing two-way communicative skills, as students are encouraged not only to express their own personal emotions, beliefs and ideas, but also to consider the impact of their story on their viewers.

### Carol's approach to teaching and supporting student learning

The fundamental aim of my teaching is to promote self-realisation, encouraging my students to become proactive and self-motivated. I firmly believe that a holistic approach, drawing together students' general knowledge and their developing language skills, is vital if we are to take our place in this Asian Century and to produce ANU graduates who are able to lead the vanguard of Australia's engagement across our region, as part of a multilingual society that communicates with our neighbours in their own languages.

I encourage my students to use their language study to inform their cultural study and vice versa, requiring them to engage with popular media, such as film and anime, and to pin their discussion to solid examples from primary sources. The incorporation of authentic primary materials is vitally important if students are to experience first hand the cultural richness and diversity of the Japanese language and society.

**"Dr Hayes' care in teaching manifests itself both inside and outside the lecture theatre. Her lectures are filled with quirky, interesting anecdotes and pieces of information that capture her audience's attention. She does more than just cover the course content; she makes it truly attention-grabbing and entices you to want to learn more."**

*Student, JPNS2012 Spoken Japanese 3 and ASIA2058 Modern Japanese Culture*



## RECIPIENT AWARD FOR TEACHING EXCELLENCE



### Dr Lindy Orthia

Australian National Centre for the Public Awareness of Science,  
ANU College of Physical & Mathematical Sciences (CPMS)

#### Synopsis

Lindy Orthia fell in love with teaching when first tutoring in 2007. Passion and dedication fuel her teaching, and she now convenes, lectures and tutors three courses, and is Science Communication Undergraduate and Honours Convenor.

Lindy is an innovative teacher who prizes active learning. She is also a compassionate teacher who mentors students as individuals. As a result, her teaching is inherently, outstandingly, research-led. Her first-year students critique academic papers from their first week. Her second-year students have the opportunity to attempt to publish research they conduct in coursework. Her third-years design and implement research projects from scratch and are assisted in publishing them.

In 2012 the top-ranked *International Journal of Science Education* published a paper Lindy co-authored with six second-year students.

Lindy's Student Experience of Learning and Teaching (SELT) scores are consistently higher than college and university averages for all criteria, every semester. She received teaching awards from the Colleges of Science (2012) and ResearchFest (2009). She co-wrote a \$217,000 Australian Learning and Teaching Council grant application in 2009, producing educational resources for encouraging science students to publish in new media. She wrote the sample chapter for an international science communication textbook published in 2012, and contributed to the peer-reviewed *Encyclopedia of Science Education*.

#### Lindy's approach to teaching and supporting student learning

'What is science communication?' For many ANU students my first year course *SCOM1001 Science and Public Awareness* is the first time they have considered this question.

Science communication is generally not taught in schools, nor usually in universities. The course name doesn't bring to mind obvious careers.

Often students study science because they seek the precision of mathematical equations and experimental testing, and don't see the messy uncertainty of dealing with people, especially uninterested or hostile people, as part of science.

My job is to show them the relevance of science communication to scientific work, to make it fun and interesting and practical, even if what they want to do in the future is conduct research on rocks or animals or atoms or treat depression or cancer. If *SCOM1001* or my second year course *SCOM2003 Science in Popular Fiction* is the only science communication experience a future scientist has, then I need to make it count.

At the same time, my job is to prepare students who already see the benefits of this discipline to become the next generation of professional science communicators: the climate lobbyists, the health promoters, the nanotechnology policy writers, the chemistry teachers, the Questacon explainers and the science journalists.

In addition I have set myself the goal of expanding opportunities for undergraduates to publish their work, whether in peer-reviewed journals or in the public arena, for example on blogs and YouTube. The undergraduate courses I offer, including my third year course *SCOM3003 Special Topics in Science Communication*, enable students considerable scope to do real-world work that can be published, be it real original research or real public communication.

**"Lindy has been the reason I have enjoyed university at the ANU as much as I have. She has taught me so much and I would encourage anyone to take her courses. When people ask me about science communication and how I enjoyed university I tell them about Dr Lindy Orthia, she is truly an inspiration."**

Graduate, Bachelor of Science Communication and Master of Science Communication Outreach



# CANDIDATE AWARD FOR TEACHING EXCELLENCE



## Dr Paul Atkins

Crawford School of Public Policy  
ANU College of Asia & the Pacific (CAP)

### Synopsis

Paul Atkins is an organisational psychologist who teaches leadership and management courses in CAP, as well as mindfulness courses for staff and students across ANU. Respect and support for the development of students as whole individuals is at the very heart of his teaching, informing his choices for curriculum, assessment and the high quality of his relationships with his students.

**"It is very rare to find a teacher who is so genuinely interested in his student's whole-of-person learning and growth."**

Student comment

While Paul's teaching begins in evidence-based theory, which he contributes to with significant scholarly research, he makes extensive use of adult learning principles and experiential exercises to help students make practical improvements in their lives, work and relationships.

His background as a cognitive scientist and mindfulness researcher, as well as a professional leadership trainer and executive coach, means he is ideally placed to bring together the worlds of evidence-based theory and real behaviour change.

### Paul's approach to teaching and supporting student learning

My teaching is based on pragmatic pedagogy. Management and leadership are always about judgment in contexts, always about managing trade-offs and paradoxes. Should I be tough or supportive, benefit the one or the many, act in the interests of my staff or my clientele, or even myself? Often my first task is to help students realise that there is no one best way to behave in any given context, and that our task as learners is therefore to cultivate judgment and learning capability.

William James famously wrote: "The faculty of voluntarily bringing back a wandering attention, over and over again, is the very root of judgment, character, and will. No one is compos sui [master of themselves] if he have it not. An education which should improve this faculty would be the education par excellence" (James, 1890).

James highlights the critical importance of cultivating attention to support judgment and mastery.

Unfortunately since James, Western education has tended to over-emphasise problem-solving at the expense of problem-awareness. Without situational awareness of our automatic perceptions,

of the ways in which our assumptions, beliefs and attitudes shape what we see, we are doomed to reacting rather than responding consciously. A core idea informing not only my teaching but also my life is that greater situational and personal awareness leads to the possibility of choice, and authentic choice leads to mastery and vitality.

I have a strong emphasis on developing skills to better manage situations students find challenging, such as managing under-performance, self-management under stress and effective communication in the face of very different perspectives. To teach these skills I need to get students doing things. Only through experiential learning techniques can we bring about deep behaviour and attitudinal change so that students are equipped for the complex challenges they will face in their lives and careers.

Wherever possible, I try to make use of real events in the room – if a student disagrees with me or wants to influence someone in the class to behave differently, we make it an opportunity to practice leadership and effective influencing. In addition to theories and concepts, my classes are full of case studies, role plays, card-sorts, self-reflective journaling, team exercises and problem-based learning approaches. I want my teaching to change students' lives.

**"I never thought that I would be communicating that an ANU course has been truly life changing."**

Student comment

# CANDIDATE AWARD FOR TEACHING EXCELLENCE



## Dr Charlotte Galloway

School of Cultural Inquiry  
ANU College of Arts & Social Sciences  
(CASS)

### Synopsis

Charlotte Galloway teaches in the fields of Asian Art History and Curatorial Studies. These disciplines bring together a multitude of teaching skills and knowledge streams.

Teaching in both fields requires great flexibility; one represents a traditional art history discipline set within the dynamic interactive sphere of Asian history and cultural studies, the other mixes western and non-western art historical research within the domain of museology. Successful teaching in these areas requires an appreciation of each discipline's depth and breadth. It also requires practical experience to confidently articulate and interpret the nature of curatorial practice within today's context.

Bringing together the practical and theoretical with discipline-based art history expertise is a complex task. Formal lectures are balanced by talks from senior curators and museum professionals. Visits to cultural institutions

allow students to interrogate the information imparted by lecturers in conjunction with contemporary academic discourse. Teaching tasks and tools are designed to mimic the communication tools used by those working within the gallery and arts environment and those undertaking academic discipline-based research. This can only occur if the teacher is engaging actively within the fields today – a time-consuming task but an energising one undertaken with the sincere intention of offering students the best possible experience and preparation for the future.

### Charlotte's approach to teaching and supporting student learning

For me, teaching is an evolutionary experience. I have taught one new course most semesters since being at ANU, and teach undergraduate and postgraduate (on and off campus) students. Preparing new courses has given me the opportunity to regularly modify course outlines and assessment. I have tried something 'different' every semester.

In deciding my approaches I consider a number of factors; as an expert in my discipline, what do I think students should take away from the course, what skills do I want to try and encourage students to develop, how can I best try to make it happen?

While lectures provide a way of ensuring all students can engage in the same material, tutorials are an opportunity to extend and encourage students. Group dynamics are critical and I am constantly reflecting on what approaches may better facilitate each student's participation in tutorial activities.

I am adamant that learning is a two-way process and that students must take some responsibility for their own learning and will always stress the benefits of being well prepared.

Tutorial sessions are the best opportunity for students to gain confidence in their ability to develop cohesive arguments. It is my role to act as a facilitator and create an environment that encourages critical debate in a positive and inclusive manner.

It is never possible to please everyone, but I want students to become independent thinkers. That process will push some of them outside their comfort zones – the challenge for me is ensuring this has a positive end point.

**"Charlotte is passionate about teaching and learning, and enthusiastic about developing innovative practices. She is committed to invigorating traditionally 'dry' theory-laden courses with practical examples – infusing them with her extensive experience working in the gallery sector."**

2012 Bachelor Arts/Law Graduate

# CANDIDATE AWARD FOR TEACHING EXCELLENCE



## Ms Elizabeth Keogh

ANU Legal Workshop,  
ANU College of Law (COL)

### Synopsis

Elizabeth (Liz) Keogh teaches in the ANU Legal Workshop and the COL's Bachelor of Laws and the Juris Doctor program. Liz teaches in a diverse range of learning environments encompassing a large fully online course, a small clinical course and a medium size blended learning course.

Liz believes that as a teacher her role is to help her students learn. To achieve this she: ignites in her students a genuine motivation and desire to learn; creates a safe and supportive learning environment; and uses mindfulness and reflection to constantly evaluate and adapt her teaching methods.

Liz began her teaching career two years ago. Prior to this she spent 10 years working as a lawyer, public servant and grass roots activist. Liz's main field as a practitioner, teacher and researcher is in family law. She has a special interest in the legal issues that arise for 'non-traditional families' and in creating opportunities for learning in the affective (emotional) domain - an area she considers to be of critical importance in

training future family lawyers.

### Elizabeth's approach to teaching and supporting student learning

I believe that students learn more deeply if they are genuinely motivated, rather than being motivated simply by assessment outcomes.

To genuinely motivate them I ignite their curiosity and make their learning activities authentic and enjoyable. Key examples are:

- The "What Do You Think?" survey which requires students at the outset of a course to think about what they think the law should be and what they think the law is;
- The "Amazing Race" which encourages active engagement with the research resources practitioners use to expand their knowledge; and
- The engagement of a scriptwriter to create character profiles and play the role of the client in online discussion forums to create highly authentic client interactions and provide students with an opportunity to learn about both their client's and their own emotional reactions.

I demonstrate respect and support for students of all abilities by creating a safe learning environment, encouraging and modelling self-care and reaching out to students who I think need or could benefit from additional support. I believe that the key to creating a safe learning environment is to show students your own vulnerability. If I make a mistake when teaching or if a student asks a question that is beyond my knowledge, I acknowledge the error or the limits of my knowledge.

A key example of showing my vulnerability is my adoption and adaptation of a teaching resource which involves recording the thought process involved in working out an answer to a problem question. The purpose is to

demonstrate the non-linear and iterative process that is not visible in a model answer. In the recording I use mind-mapping software to provide students with a visual representation of the process, organising and revisiting my thinking that was occurring as I spoke.

My teaching and learning is enhanced and developed by my own reflective practices which enable me to constantly evaluate and improve. I draw heavily on my own observations of student behaviour. I also use student assessment items as a tool for identifying what concepts and skills students are not mastering and then find more effective ways of teaching those aspects of the course.

In order to foster independent learning I use assessment structures and feedback tools that maximise the feedback I can provide to students, and also provide opportunities for them to learn from each other and through self-reflection. The key to this has been making effective use of technology.

**"The overall experience changed me from curious to passionate about family law."**

2012 Course Evaluation LLB & JD Family Law reponse

## CANDIDATE AWARD FOR TEACHING EXCELLENCE



### Dr Duck-Young Lee

School of Culture, History & Language  
ANU College of Asia & the Pacific (CAP)

#### Synopsis

Duck-Young Lee has taught Japanese language, linguistics-related courses and Japanese teaching methods at ANU for the past 22 years. His teaching has been distinguished in its innovative design (digitalised course materials and developed flexible online learning) and engaging approach (interaction-based learning). His outstanding teaching outcomes have been recognised by publishers, who have offered to develop his teaching methods into a textbook (published in 2010), and students who have consistently ranked his courses among the most effective and stimulating in the area (well above the ANU average).

Duck-Young's teaching achievements are underlined by his 'Research-led teaching' approach, which has been established through his long-term commitment to connecting his research with his students through teaching.

Duck-Young's two research areas are intrinsically related. One is teaching Japanese methodology (syllabus development, in particular), outcomes

of which have provided a milestone for his language courses that integrated the strengths of grammar-based and communicative approaches into a course. The other is his research on spoken conversation, the basis on which he could further develop the syllabus of his first-year spoken Japanese courses. This, in turn, has been the basis of development of his textbook and flexible online materials, and of the enhancement of his engaging approach.

#### Duck-Young's approach to teaching and supporting student learning

I regard 'continuously engaging students' in class as very important for their successful learning, as proper learning could not be undertaken without their continuous engagement into the learning process. I adopt an initial spirit of my research in spoken conversation, in which an interaction between communication parties is vital, and use teaching strategies, 'interactive learning' and 'visual resources' to keep students engaged in class.

I also regard assessment and feedback as a process not simply for marking students' performance, but also for 'enhancing' their learning outcomes through 'post-feedback supplementary tasks' which are given to students who have failed to obtain 50 per cent in the mid-term exam.

The supplementary tasks are those questions that the students could not answer correctly in the exam. Successful completion of the supplementary tasks increases the student's score to 45-50 per cent in the mid-term exam. This is based on my policy that all students are, in principle, meant to pass the course. These tasks provide students, especially those who are struggling, with an opportunity to get more encouragement and motivation while improving their performance in the course.

**"Dr Lee is a dedicated teacher and his teaching quality is first-class.**

**He is always willing to take up a heavy teaching load amidst his commitment to research, supervision of graduate students and other activities.**

**Dr Lee, in effectively combining his own research with his innovative teaching, is a role model for aspiring teachers of Japanese who are under his tutelage."**

Shun Ikeda, Head, Japan Centre

# CANDIDATE AWARD FOR TEACHING EXCELLENCE



## Dr Maria Maley

School of Politics & International Relations  
ANU College of Arts & Social Sciences  
(CASS)

### Synopsis

Maria Maley is a lecturer at the School of Politics and International Relations in CASS. She has taught undergraduate courses since 2007.

Using a case study approach that focusses on linking theory and practice Maria redesigned the upper year course *Bureaucracy, Politics and Power*. She created a new upper year course *Political Leadership and Executive Government*. The courses are closely related to her research interests – public policy, Australian politics, public administration and political leadership – and also draw on her professional experience working in the areas of government and politics.

Maria's students consistently highlight her enthusiasm for teaching, and her passion for the subjects and the discipline she teaches. Students describe her as energetic, friendly, passionate, enthusiastic and approachable. She engages students by asking them to apply their critical thinking skills to real world situations and has a flexible and

innovative approach to teaching.

**"Coupled with genuine enthusiasm for the course content and student learning, Dr Maley's well thought out approach and personable manner made the experience of learning in this course a thoroughly enriching, engaging and nurturing one."**

*POLS2009 Bureaucracy, Politics and Power student comment*

### Maria's approach to teaching and supporting student learning

We are surrounded every day by public debate and news reporting of government, policy making and political activity. But how can we make sense of it? I like to begin my courses by asking students what images or impressions they bring to the course about how government works, how policy decisions are made, or what makes a good political leader. We then examine and challenge these perceptions.

I want my students to understand that to explore the true meaning of public events requires an understanding of theory, and an idea of the deep forces that shape government activity, often reaching back many years before a policy decision is made. One of my goals as a teacher is to give students the critical thinking and analytical skills to make sense of real world political events.

I believe critical thinking can be developed by asking students to think both broadly – by learning about different theories and concepts – but also deeply – by applying these to detailed case studies. Case studies enable abstract concepts to be discussed at a number of levels. By 'pulling apart' real world case studies – such as the 2001 'Children Overboard' affair or a mining disaster from 1947 – the different elements of theory can be seen working in practice.

Students can be co-producers of knowledge and co-teachers through their group work. In *Bureaucracy, Politics and Power* the students form groups of three and each group is responsible for teaching one tutorial in the course. They are asked to devise an interactive teaching session and produce teaching materials. I encourage them to be creative, using role plays, mock inquiries and other teaching forms. This gives students input into the course content and enables them to learn from their peers.

Students often comment that they learn a lot from having to think of ways to teach other students. One commented "working with a small group and engaging with a topic was an excellent way of learning - highly enjoyable." It means the course develops in ways that are not just defined by the lecturer.

I work hard to create an environment in tutorials where every student feels comfortable participating and which has a positive, supportive atmosphere. It creates the best conditions for learning – I can challenge students, and they can take risks. Students describe tutorials as "fun, interesting and an accepting environment" and "always interesting to attend."

## CANDIDATE AWARD FOR TEACHING EXCELLENCE



### Mrs Lihong Rambeau

School of Culture, History & Language  
ANU College of Asia & the Pacific (CAP)

#### Synopsis

Lihong Rambeau is a tutor and lecturer in the School of Culture, History and Language, CAP. She tutors and teaches *Intermediate Modern Chinese* and *Advanced Readings in Chinese*.

Lihong has a great passion for teaching the Chinese language and about Chinese culture. She combines the most current news and articles about Modern China from the Internet and also explores traditional Chinese literary works to ensure that students have exposure to a range of authentic and diverse teaching material.

Lihong believes that students are privileged to learn Chinese language, culture and heritage and that she, in

turn is privileged to teach in this area. She is committed to helping students to see the hidden beauty of this ancient and complex language as well as the distinctions between contemporary and ancient Chinese cultures. She also focuses on enhancing students' appreciation of the differences between modern Chinese culture and traditional culture.

Lihong believes language is about communication and culture is about understanding. Having both Australian non-Chinese-background students and international Chinese-background students in her class, she is committed to helping students of different cultural backgrounds to understand the difference between Chinese and western cultures through discussion and debate. By adapting innovative teaching methods, which are labelled by her students as "dialectic" and "Socratic," she also cultivates in her students a strong desire to learn about the Chinese culture with their own personal contexts and world views.

By applying the 'Socratic teaching method' (a technique which focusses on giving students questions rather than answers) in the Chinese language classroom, Lihong has seen her students become active participants in the course. Patrick Mayoh, 2012 student of *Advanced Readings in Chinese* and Prime Minister's Endeavour Scholar described Lihong as "one of Lihong Rambeau's salient assets is her ability to apply Socratic teaching methods to the classroom. Never before have I seen a class as engaged in learning as Lihong's class. She has a unique ability to make students feel welcome and comfortable in the class, and to stimulate genuine and insightful discussion. Her class, *Advanced Chinese*, provided a rich insight into contemporary Chinese life and the vivacious discussions between local and international students over

challenging issues in China's growth and development trajectory was one of the highlights of my Asia-Pacific Studies degree."

Confucius said: "To fail to speak to a man who is capable of benefiting is to let a man go to waste. To speak to a man who is incapable of benefiting is to let one's words go to waste. A wise man lets neither men nor words go to waste." Lihong believes the Socratic teaching method lets neither teacher nor students go to waste. It has brought an understanding that is new to the teacher - as well as to her students.

In addition, Lihong applies her teaching to her own research field of literature-based language teaching and acquisition by using the 18th Century Chinese classic novel *The Story of the Stone*. This novel, which was written in half modern and half classical Chinese, offers the perfect example of an innovative teaching material that teaches about both modern and traditional Chinese cultures. Lihong is the first Chinese language teacher managing the pilot online course *Advanced Readings in Chinese* as a part of the ANU edX online education revolution.

**"She is warm but respectful, demanding but kind, always willing to help but at the same time expecting students to push themselves to their own fullest potential."**

Duncan Campbell, Acting Head,  
Department of Chinese Studies.



# CANDIDATE AWARD FOR TEACHING EXCELLENCE



## Ms Chintana Sandilands

School of Culture, History & Language  
ANU College of Asia & the Pacific (CAP)

### Synopsis

Chintana Sandilands is convenor of the ANU Thai program, *Year in Asia (Thailand)* Program, *Southeast Asian Frontiers: Thailand and Burma/Myanmar* course and other in-country courses. She is also Assistant Director of the National Thai Studies Centre.

Chintana takes great joy in teaching. She sees her role as helping develop students as complete and socially-aware people who are well-equipped to contribute positively within and across cultures. In pursuit of this goal, Chintana's teaching approach features very high availability to students; customised learning tasks to facilitate each student's journey; emphasis on practical activities and living issues at every stage of the learning process; close student/alumni engagement; and wide community outreach.

Chintana has been a proactive and early adopter of technology, creating class-leading Wattle sites and the University's very first language-learning

ePUB for the benefit of her local and international students. Today, Chintana stands focused and ready to contribute to Australia's human capital development for the Asian Century.

### Chintana's approach to teaching and supporting student learning

The need to accept individuals as they are, and to give them the assistance and guidance they need at their own particular stage of life's journey, is at the core of my teaching philosophy.

My firm belief in this philosophy is why I make as much of my time available as possible to be with students, face-to-face – and even in many cases to get to know their extended family as well. Despite all the wonders of the digital era, there is still no substitute for real time and attention. To me, the ANU is my home; the students are my family.

**"Ajarn Chintana used her strong understanding of me, my family, my strengths and weaknesses in Thai and my particular place in life to design a stream of scholarly activities to support my development."**

### Student quote

It is why I structure teaching and assessment around the needs, interests and aspirations of every individual student. I apply a tailored, interdisciplinary approach to bridge my students' present and their future. Independent learning is encouraged

at all levels. Teaching becomes multi-directional; in many cases students learn from each other, and the lecturer learns from the students.

It is why I constantly update Wattle sites to address student strengths and weaknesses. The Thai Program has also led to the uptake of new resources for effective interactive learning, both on campus and off, and the resulting strength of the Thai Program's Wattle sites is working to attract new enrolments from around the world.

It is the reason I also place such a focus on the cultivation of extra-linguistic development. Advanced students are encouraged to go on to participate in the *Year in Asia (Thailand)* program, which has been running for almost 20 years. As convenor of the unique *Southeast Asian Frontiers: Thailand and Burma/ Myanmar* course, I take students directly to the sites of major social issues, and contribute to the development of Australian experts on Burma.

And, it is why I follow student progress long beyond the day they leave the University's gates. The fruit is a large, loyal alumni, both within ANU and without, who still maintain close contact with the Thai Program and still contribute to the development of new generations – including prominent ANU academic Dr Nicholas Farrelly and Australia-Thailand Business Council President, Ms Tamerlaine Beasley.

Being a small enrolment language is far from being a disadvantage, it is our greatest strength. Being small provides a great opportunity for the Thai Program to implement a truly student-centred approach to the teaching and learning of the Thai language at ANU.

## CANDIDATE AWARD FOR TEACHING EXCELLENCE



### Dr Joanna Sikora

School of Sociology  
ANU College of Arts & Social Sciences  
(CASS)

#### Synopsis

Joanna Sikora has taught sociology in Poland, the USA and Australia for over 10 years. At ANU she teaches courses on social inequality, marriage and family, sociology of education and survey methodology.

Joanna is particularly interested in methodological training through small-scale research projects. She believes that every sociology graduate should have practical research experience informed by diverse theoretical traditions. Her expertise involves cross-national comparisons based on survey data but her courses offer students opportunities to hone a wide range of sociological research skills.

Joanna's students frequently find the skills acquired in her courses to be important stepping stones to success in various research environments, ranging from academia, through public service to non-governmental organisations in Australia and overseas.

Joanna is a sociologist of education who specialises in research on educational inequalities, including gender segregation and indirect discrimination. Therefore, she is strongly committed to advancing equity through supporting students from linguistically and culturally diverse backgrounds as well as students who work off campus.

One of the central goals of Joanna's teaching is to foster learning environments in which students feel valued because of their diverse cultural backgrounds and the associated cultural capital.

Her respect and support for student professional development is based on a belief that each student has a significant research potential. Small projects undertaken in Joanna's courses often reveal creativity and enthusiasm and inspire students to consider making new plans for further education and employment.

Her courses are designed to prepare students more effectively for teaching, research and policy careers through hands-on use of sociological research techniques and reflection on the relationship between sociological theory and empirical research.

In recent years Joanna has been implementing a unique inquiry-led and research-driven pedagogy which enables students to become self-regulated learners.

Joanna's research in educational inequalities and sociology of education informs her teaching program and pedagogical philosophy. Her work concentrates on educational outcomes of disadvantaged students and has informed the Organisation for Economic Co-operation and Development's (OECD) Gender Initiative, including Education at a Glance, 2012 OECD Indicators. The Gender Initiative has been launched to

assist education policymakers across all the OECD countries in their efforts to close gender gaps in education and employment.

**"As a lecturer, tutor and supervisor, Joanna readily offered her time and resources. Lectures were informative and well researched and tutorials were focused, with participation encouraged and embraced. Joanna would strive to instil in her students an ability to effectively interpret research and apply theoretical approaches relevant to contemporary social contexts."**

Student quote



# CANDIDATE AWARD FOR TEACHING EXCELLENCE



**Ms Pauline Thai**  
ANU College of Law (COL)

## Synopsis

Pauline Thai joined the ANU College of Law as an Associate Lecturer in February 2012, having previously worked as a tutor in the College and in the ANU College of Business and Economics (CBE). Her teaching and research interests lie primarily in the area of Labour Law. She also taught Australian Public Law, Contract Law, Foundations of Australian Law and Introduction to Commercial Law.

Pauline's students describe her as a 'knowledgeable, approachable and extremely clear' lecturer. In each lecture and tutorial, she aims to create a stimulating and supportive learning environment. She encourages all students to participate in class discussions.

Pauline draws upon her research to expose students to the cutting edge of thinking in her field. At the beginning of classes, she captures the attention of her students by discussing recent developments in the field, including new judicial decisions and proposals for legislative reform.

One student made the following observation about Pauline's classes: "Always remained relevant, up to date – giving us information about cases she dealt with in practice, discussed current cases before the court as well as legislative reform. Very flexible – felt like we were learning the most current information which is very interesting." (Student, *Labour Law*, 2012)

In recognition of her excellence in teaching and contribution to the quality of student learning, Pauline received the 2012 ANU College of Law Award for Teaching Excellence (Early Career Teaching).

## Pauline's approach to teaching and supporting student learning

At the beginning of a course, I emphasise to my students that learning is a collective endeavour. I explain that I am not there simply to provide 'answers' to legal questions. I expect the students to work through these questions together. I make it clear that by engaging in class discussions and asking questions, the students not only enhance their own learning experience; they also contribute to the quality of the learning experience of their peers.

When a student makes a contribution to class discussion, I draw links between the student's comment and key concepts in the course materials. I also generate debate by asking other students to volunteer 'alternative perspectives'.

I encourage students to critique my views and the views of their peers in a respectful manner. One student made the following observation: "We were given numerous opportunities to respond to and ask questions in the lecture. Pauline was very encouraging and students did not hesitate to speak up." (2012 *Labour Law* student)

**"Pauline is amazing. Very, very knowledgeable, but friendly and kind, and always able to explain difficult concepts in ways we could understand. Over the course of the semester, she slowly built on our knowledge, and I certainly became increasingly comfortable with the material under her tutelage, while still being intellectually challenged by whatever we were learning that week."**

*2012 Foundations of Australian Law student*

# CANDIDATES FOR AWARD FOR EXCELLENCE IN SUPERVISION

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Prof Alan Hájek

School of Philosophy  
ANU College of Arts and Social Sciences

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Prof Jeff Bennett

Crawford School of Public Policy  
ANU College of Asia and the Pacific

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Dr Heather Booth

Australian Demographic & Social Research Institute  
ANU College of Arts and Social Sciences

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Assoc Prof Daniel Macdonald

Research School of Engineering  
ANU College of Engineering and Computer Science

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Prof Simon Restubog

Research School of Management  
ANU College of Business and Economics

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## RECIPIENT AWARD FOR EXCELLENCE IN SUPERVISION



### Prof Alan Hájek

School of Philosophy,  
ANU College of Arts & Social Sciences  
(CASS)

#### Synopsis

Alan Hájek joined the University's Philosophy Program in the Research School of Social Sciences (now the School of Philosophy) in 2005, serving on many PhD supervisory committees of PhD students since. He breaks down his approach to supervision into three main components: academic, professional, and personal.

Academically, he has introduced a new method of teaching, which identifies and evaluates the philosophical heuristics that philosophers fruitfully deploy, often subconsciously: various techniques for enhancing philosophical creativity and fertility. He has also developed ways of helping students with writer's block and procrastination.

Professionally, he has served as Graduate Convener and Placement Officer, and has been dedicated to preparing ANU students to succeed in a highly competitive job market.

Personally, he seeks to help students

overcome practical and psychological obstacles that would prevent them from flourishing academically, and has strategies for helping them deal with confidence issues.

#### Alan's approach to teaching and supporting student learning

I came from Caltech in the U.S. to ANU in 2005. I have been closely involved with our PhD students ever since, but especially during my time as Graduate Convener, Placement Officer, and now as Philosophy's Head of School.

At Caltech I taught only undergraduates, the teaching role expected of me at ANU has predominantly involved the supervision of PhD students. My teaching practice is based on my own educational theory. I have studied some of the psychological literature on creativity and some of the mathematical literature on heuristics. My focus is on productive patterns of thought that are conducive to solving problems and to leaps of ingenuity.

One of my main supervisory innovations is to teach my students what I call philosophical heuristics. For years I have wanted to understand better how philosophers think and to convey this to my students. When I look at the ways that much philosophy gets done, I see certain recurring patterns of thought. The best philosophers frequently deploy a wealth of philosophical techniques: fertile ways of transforming insights from one sub-field of philosophy into another, or staking out new positions regarding an old problem, or generating counterexamples to such positions, or modifying positions in light of such counterexamples, or resolving paradoxes, and so on.

I see these heuristics used in papers, books, talks, Q & A sessions, and philosophical discussion more broadly. Yet they are rarely made explicit, the way that heuristics are often formulated

and studied in other disciplines (e.g. mathematics) and in indeed in most complex human activities (cooking, photography, gymnastics, playing chess ...). I point out these philosophical heuristics to my students as they potentially arise in their work, in other philosophers' work and indeed even outside philosophy.

**"Al has always made it very clear—to his own students, as well as to other students—that one can come to him with any question. I have availed myself of this more times than I can remember in the years I have been at ANU and not once has he made me feel dumb or inadequate for asking."**

Ole Koksvik, Post-doctoral student, Bergan University

# CANDIDATE AWARD FOR EXCELLENCE IN SUPERVISION



## Prof Jeff Bennett

Crawford School of Public Policy  
ANU College of Asia & the Pacific (CAP)

### Synopsis

I regard PhD supervision as the highest priority undertaking in an academic's career. I see it as being integral to the research and teaching functions and the key to intergenerational advancement of knowledge.

My particular field of expertise – environmental and resource economics – is a comparatively recent endeavour and, particularly in Australia, the supply of well-trained PhD graduates has fallen behind the demand from both the public and private sectors. This adds to the impetus for supervision effort in this field. But it also increases the challenge of attracting the best and brightest to PhD studies as well-paid opportunities for potential candidates as attractive alternatives.

To meet these challenges I have adopted a supervisory strategy that is attractive and rewarding to students at the same time as being academically rigorous and demanding. Indeed the goal has been to make the process part

of the attraction of an ANU PhD under my supervision.

My goal for all students has been to establish them as successful scholars who are well-equipped to take on challenging and fulfilling careers in academia, public service or the private sector. The field of environmental and resource economics has been undersupplied. My intention has been to assist in addressing this situation by contributing to the development of the next generation of scholars equipped to take on the challenges offered by this field of research and policy.

**"Along with nurturing curiosity in research inquiry, he is always subtly imbuing his students with the values of scholarly professionalism and a keen consideration for the implications of their research for society."**

Comment from colleague

My approach has been to require intellectual rigour as well as research integrity in a supportive, positive environment that gives students confidence to take innovative research risks.

The regular consultations, prompt and full feedback on submitted work, a guiding hand in the formulation of research strategies, introductions to the wider community of scholars and policy makers, encouragement to publish in internationally respected journals and access to financial assistance that I

have provided are all hallmarks of my approach to doctoral supervision.

Since joining ANU in 2000 I have successfully graduated an average of one PhD per annum. The graduates I have supervised have come from around the world and across Australia to study at ANU.

During their candidatures they have been successful in publishing widely both in journals and books. Upon graduation they have gone on to pursue high level careers in environmental and resource economics and policy as academics, policy advisers and consultants.

My goal of contributing to the next generation of scholars equipped to take on the challenges presented by this field of research has been fulfilled.

# CANDIDATE AWARD FOR EXCELLENCE IN SUPERVISION



## Dr Heather Booth

Australian Demographic & Social Research Institute  
ANU College of Arts & Social Sciences (CASS)

### Synopsis

Heather Booth supervises Higher Degree Research (HDR) candidates in the field of demography with a focus on ageing and mortality. Her supervision philosophy embraces Bourdieu's embodied cultural capital in disciplinary development. Good HDR supervision not only equips students with technical skills, but also enables them to develop and maintain their own internal measure of research quality, to engage in further learning and to enter the discipline capable of supervising others. Embodied cultural capital is central to the maintenance of disciplinary excellence and ongoing disciplinary development.

Heather's supervisory practice is built on the premise of intellectual rigour. She expects candidates to think for themselves and to take ownership of the research process. She uses an 'artwork' approach to research design whereby keywords are brought within a framework using colour, boxes and arrows. The

advantage is that all loose ends have to be tied or consciously jettisoned. Heather is thorough in her supervision, encouraging discussion and providing detailed feedback on ideas, analyses and drafts. Her supervision is challenging yet supportive. She builds candidates' confidence by facilitating appropriate group discussion, and conference and networking opportunities.

### Heather's approach to teaching and supporting student learning

I apply high-level standards to my research and supervision, and expect HDR candidates to aspire to achieve the same. From the start, I expect candidates to think for themselves. In fostering a climate of intellectual rigour, I encourage them to read widely and to think laterally. In supervisory discussions, I expect students to be able to justify their research decisions and interpretations intellectually. I seek to maintain an exciting and enabling research community, fostering rigorous intellectual exchange from which all candidates profit.

**"I have benefitted enormously from [Heather's] wisdom, enthusiasm and patience.... [Heather] provided valuable and strategic feedback...I was always inspired by her discussions."**

Current student

Recognising and breaking down barriers to learning is an important part of supervision. I seek always to build trust.

This is especially important where there are cultural differences and the possibility of misunderstood language nuances. Clear roles and responsibilities are also important. When the main stakeholder has the least 'status' and the most to lose, clarity and responsibility are crucial.

My supervisory practice aims to build a climate of intellectual engagement and to contribute to the development of embodied cultural capital whereby the expectations and intellectual culture of the group are imbibed by the student member. Inclusiveness is an important element of this process. I seek to welcome candidates as apprentice members of the disciplinary group and to facilitate their induction into the intellectual culture of that group.

**"...[Heather] has taught me to think critically about my work... motivates me to go further and work continuously to improve the quality of my research."**

Current student

I find the supervision of HDR candidates immensely rewarding. The joy is in seeing their confidence grow as their ideas fall into place in a feasible and intellectually sound research design that they own, and as their labour bears fruit. Because of the nature of the discipline, students of Demography have very varied backgrounds, demanding different levels of supervision. The challenge is to provide the right level of guidance and support for each individual candidate.

# CANDIDATE AWARD FOR EXCELLENCE IN SUPERVISION



## Assoc Prof Daniel Macdonald

Research School of Engineering  
ANU College of Engineering & Computer Science (CECS)

### Synopsis

Daniel Macdonald is an Australian Research Council Future Fellow in the Research School of Engineering, CECS. His research team is focussed on crystalline silicon solar cells, and is part of the approximately 80 people in the School working on solar energy.

PhD students are critical to the success of this endeavour. They conduct the bulk of the research, come up with truly original ideas and work together with enthusiasm and a genuine collaborative spirit that is heartening to behold.

In this context Daniel strives to create a productive research environment, in which PhD supervision is much more than a one-way transfer of knowledge, but an opportunity for learning and inspiration to flow in both directions.

### Daniel's approach to teaching and supporting student learning

As a research-only academic, I consider effective supervision of my PhD students to be my single most important task. This is true for several reasons.

Firstly, they are the driving force of our research program – without them, most of our research would simply never get done.

Secondly, they have fresh, un-blinkered minds and are capable of new ideas that can inspire highly original research. Ideas that are crazy enough that they just might work.

Thirdly, they will be the next generation of researchers, and as such will shape university research into the future. Therefore, the importance of high quality PhD supervision cannot be overstated.

Consequently, I have put significant effort into developing effective methods for supervision, and in improving the way I guide and support my students. This is an ongoing process, and involves numerous sources of ideas and inspiration, including my own experiences as a PhD student, learning from my academic colleagues' examples, as well as undertaking formal supervision training. But, in fact, mostly I learn how to be a better supervisor through my interactions with the students themselves.

In addition to regular group and one-on-one meetings, I always make it very clear from the beginning that my students are welcome to come to my office at any time. I make it a personal rule that when this happens, I stop whatever I am doing (which is usually less interesting), and make time for the student on the spot. My own supervisor granted me this courtesy during my PhD and I have not forgotten how much I appreciated this.

Within funding constraints, I have always encouraged my students to attend

international conferences to present their work, build networks and be exposed to the latest research. Typically my students attend two three international conferences during their candidature plus one national conference. I try to attend conferences together with my students, so that I can introduce them to international colleagues, and to critically discuss the research that we see presented.

**"Dan's performance and demeanor in regard to HDR supervision is exemplary of a culture that provides an outstanding experience for students; and a set of outcomes that fit with the aim of excellence in research and education."**

Prof Thushara D. Abhayapaia,  
Director, Research School of Engineering

# CANDIDATE AWARD FOR EXCELLENCE IN SUPERVISION



## Prof Simon Restubog

Research School of Management,  
ANU College of Business & Economics  
(CBE)

A multi-awarded researcher, dedicated supervisor and caring mentor, Professor Simon Lloyd Restubog's approach to supervision sees his students developing research skills to undertake cutting-edge research, publishing in high quality academic journals, demonstrating visibility in both domestic and international conferences, and enabling them to complete award-winning research papers. With his structured guidance and supportive mentorship, he creates a "psychological contract" with his students in order to manage expectations, minimise misunderstandings and achieve high quality work outcomes. He inspires and ignites their passion for research excellence and equips them with skills they will take with them throughout their professional and academic careers.

### Simon's approach to teaching and supporting student learning

I take a learner-centred approach in my research supervision which focuses on students' experiences, talents, and

interests to motivate and build on prior learning and achievement. I believe in the value of active learning through reading and writing, in-depth discussions, and hands-on research to develop higher-order thinking skills and research mastery. In essence, my research supervision style enables students to take responsibility for their learning; interact and collaborate with other researchers; and develop a sense of discipline to achieve their research goals. I see my role as one where I encourage, facilitate and help sustain this process. As a research scientist, I strongly believe that it is my responsibility to help facilitate the next generation of researchers in Australia by harnessing their talents and igniting their passion for research. I have emphasised the need to uphold the highest standards of scholarship in the management discipline, while being responsive to individual needs and goals.

**"[Simon's] strive for research excellence is contagious. I hope to take away the same level of motivation [he has] and apply it to my future research endeavours."**

### Student feedback

Before starting my supervision, I involve my students in the development of a 'psychological contract'. A psychological contract captures learning, career, and socio-emotional aspects that encapsulate the research supervisor – student relationship (Bordia, Hobman, Restubog, & Bordia, 2010). In this process, together with my students, I individually identify and clarify our respective expectations about the

collaborative working relationship. Guided by a psychological contract framework, it helps both parties (myself and my students) to initiate information exchange so that we are better informed of each others' expectations. In addition, it helps develop a framework of understanding that is useful in managing problems, settling conflicts, and achieving work outcomes.

Selecting a PhD topic is a significant challenge for students. The topic should be theoretically interesting and should offer a substantive contribution to the literature by being strong in theory building, theory testing or both. I adopt an interdisciplinary approach in the formulation of research questions. As such, I have strongly encouraged my students to develop research questions by drawing from their own core disciplinary training or from relevant coursework gained outside their core discipline, or a fusion of both approaches.

A salient aspect of my approach to supervision is to initiate postgraduate students into a climate of intellectual rigour; plan with them the implementation of their research program and create opportunities to present their work at conferences and meet leaders and prominent scholars in their field. Similarly, I meet with my students as a 'research team' to discuss recent trends in management and organisational behaviour. It also serves as a 'think tank' to brainstorm on research ideas and provide an opportunity to collaborate and publish together. Another major aspect of my role as a supervisor is to guide my students to achieve the necessary skills to produce cutting-edge research. I therefore take a strategic approach that most efficiently develops the technical expertise that students will require not only for their PhD thesis but also their future research careers.

# CANDIDATES FOR AWARD FOR PROGRAMS THAT ENHANCE LEARNING

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<b>Science &amp; Computer Science Peer Assisted Learning (PAL) Program</b>	Science Teaching & Learning Centre ANU College of Medicine, Biology and Environment and ANU College of Physical and Mathematical Sciences Led by Ms Ruth Mills with 96 team members
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<b>Research Pathways &amp; Enrichment Program</b>	Tjabal Indigenous Higher Education Centre Division Student Services Ms Kirsty McLaren
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<b>Graduate Certificate in Teaching Asia</b>	School of Culture, History & Language ANU College of Asia and the Pacific Dr Ross Tapsell
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# RECIPIENT AWARD FOR PROGRAMS THAT ENHANCE LEARNING



## Science & Computer Science Peer Assisted Learning Program

Science Teaching & Learning Centre  
ANU College of Medicine, Biology &  
Environment (CMBE) & ANU College of  
Physical & Mathematical Sciences (CPMS)

Program led by Ms Ruth Mills with 96 team  
members

### Synopsis

The Science and Computer Science Peer Assisted Learning (PAL) Program is based on the belief that the best support for students comes from being a part of a community of students who support each other, discuss ideas and share experiences. The best people to create this community are the students themselves. Students who have benefitted from this approach will be committed to applying what they have learned across different aspects of their university lives and beyond.

The past two years have demonstrated the power of this approach. PAL has expanded from a pilot in first-year biology to ten courses across three colleges. For the first time, PAL is supporting a second

year biology course, helping students make sense of a semester-long laboratory project.

Through PAL, students are forming stronger connections with others in their course and are developing more effective approaches to study. PAL mentors (who are current ANU students) have shaped the development of the PAL approach, facilitated workshops at ANU and a national forum for PAL-like programs and helped form a Peer Assisted Learning Community of Practice.

### PAL's approach to teaching and supporting student learning

PAL originates from a pilot run in Semester two, 2010 in *BIOL1004: Molecular and Cell Biology*. Biology staff wanted to do more to support the formation of a biology student community that would help first year students with the transition to university.

In 2011, the Program moved from being a biology initiative to being coordinated by the joint Colleges of Science. The program has expanded rapidly since that point and is now running in nine first year courses in biology, psychology, physics, maths and computer science. It is also run in one second year biology course.

The Program has been strongly influenced by the Peer Assisted Study Sessions (PASS) model that is run at many other Australian universities, including the National Centre at the University of Wollongong. In PASS, later year students are paid to facilitate study sessions for first year courses. By attending these voluntary sessions, students meet others in their course as they revise course content, picking up study tips in the process. The student facilitators, called mentors at ANU, are not there to be content experts, but should instead help the group to study effectively and also share their experiences of university study.

While many of the other features that make the Program unique have become

part of PAL more recently, collaboration has been part of PAL from the very start. By pairing mentors to run sessions, we hoped they would support each other and that between them, they would be able to relate to a greater diversity of student needs than any one person could.

**"As a PAL mentor I learnt how to facilitate group discussions, design effective study activities, and in doing so gained an understanding of how people learn. As a Senior Mentor I...developed skills in how to not only give constructive feedback, but also how to receive feedback and act upon it...[the] two biggest things I've gained from being involved in PAL [are] the confidence to take on new challenges, and the desire to continue teaching and learning from others."**

Comment from PAL mentor

# CANDIDATE AWARD FOR PROGRAMS THAT ENHANCE LEARNING



## Research Pathways & Enrichment Program

Tjabal Indigenous Higher Education Centre, Division of Student Services (DSS)

Ms Kirsty McLaren

### Synopsis

The Research Pathways and Enrichment program was developed through reflective conversations with Tjabal Centre staff and students. Over time, two key concerns were distilled.

First, to ensure that students were able to fulfil their potential and that they had the skills and confidence to pursue further studies if they wished. Educational disadvantage manifests both as underrepresentation and underachievement. Therefore, equity and excellence are goals that must be pursued simultaneously.

Second, to ensure that university education is meaningful for Indigenous students; that it engages with Indigenous knowledge and perspectives; and that students' studies challenge and extend them. Hence, we wanted to encourage students to undertake exciting and ambitious intellectual work, and wanted to ensure students' studies were

culturally relevant and valuable to their communities.

The Program has been developed and refined iteratively, using an open, collaborative approach and learning from student input. Entering its fourth year in 2013, it comprises three interlinked components:

- Opportunities for later-year students to undertake a research project or internship on a topic of interest (for a six or 12-unit course), supervised by an academic in one of the Colleges;
- A seminar series on research, ethics and Indigenous peoples, with guest presentations from academics and leaders (both Indigenous and non-Indigenous) from across the University and other institutions; and
- One-on-one support, mentoring and guidance on research skills and writing.

Students undertaking individual projects complete challenging work to a very high standard. Two-thirds of these students are undertaking or will undertake Honours and/or postgraduate study, and many have been awarded research scholarships or internships.

The seminars explore how Indigenous knowledge and Indigenous perspectives can meet with university study and research. The excellent guest speakers are complemented by reading and analysis of Indigenist theory and research case studies.

This Program supports Indigenous students as they chart their own ways to give back to their families and communities: to find things that they love, to do them well and to use their skills to benefit others.

We very much appreciate the generous contributions of many ANU academics to this program.

**“As a young Indigenous person I had often wondered if my upbringing would, or even could, shape my tertiary studies. The opportunity to research my areas of interest and combine my formal schooling with my cultural upbringing has re-shaped my understanding of education. Learning to navigate between two windows of education and learning was as great a challenge as findings answers to the research.”**

Bhiamie Williamson,  
student

# CANDIDATE AWARD FOR PROGRAMS THAT ENHANCE LEARNING



## Graduate Certificate in Teaching Asia

School of Culture, History & Language,  
ANU College of Asia & the Pacific (CAP)

Dr Ross Tapsell

### Synopsis

The main objective of the Graduate Certificate in Teaching Asia program is to give primary and secondary school teachers a greater understanding of Asia, and for these teachers to transfer this new knowledge into their everyday classroom teaching. This involved creating three new postgraduate courses for immediate implementation in 2011.

This program promotes ANU as the leader in public policy in Asia Education.

It takes a group of educators who have little prior knowledge of Asia and who have never thought about Asia in any depth – at one intensive seminar, some teachers were learning how to use chopsticks.

This is important for CAP because it shows that our programs do not necessarily need to be created for, or marketed toward, those who are already converted to Asian studies.

There is a wide spectrum of Australian society who require basic 'Asia literacy' skills and this is one way CAP can improve broader knowledge of Asia in Australia. It cements CAP as the premier College when it comes to experts on Asian studies and influencing Australian public policy on Asia.

Sixty teachers have graduated with this postgraduate qualification from ANU. In 2012 the program was regarded as 'Best Practice' and a potential future model for teacher professional development, in the Australian Government White Paper Australia in the Asian Century summary of submissions.

The program has seen CAP become more prominent in the area of 'Asia literacy' in Australia.

The range of programs for teachers and students has been broadened so that by the end of 2013, CAP will undertake a new Engage Asia initiative, which highlights the Graduate Certificate in Teaching Asia as its flagship program, shaping the future direction of Australia's Asia education. This program specifically addresses the new, National Curriculum 'cross-curriculum priority' to be implemented in 2013: 'Asia and Australia's Engagement with Asia'.

This program allows for necessary up-skilling for professional teachers who are part-pioneers, part-future leaders of Asian curriculum in Australian schools.

**"Now that I have completed the program, I have a deeper knowledge of the issues facing Asia and an awareness of how to address these in the classroom. I look forward to exploring Asian studies in my English/drama lessons and engaging students in learning about their neighbours in Asia. Hopefully I can also dispel many of the stereotypes students have of Asia and expand their knowledge of the region."**

Emma Stevenson, Head Teacher, Robert Townson High School, Campbelltown

# CANDIDATES FOR CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING

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Dr Vinh Lu

Research School of Management  
ANU College of Business and Economics

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Dr Sango Mahanty  
Dr Colin Filer

Crawford School of Public Policy, Resource Management in  
the Asia Pacific Program  
ANU College of Asia and the Pacific

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Dr Darren Goossens

Research School of Chemistry  
ANU College of Physical and Mathematical Sciences

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Ms Moira Murray  
Ms Vivien Holmes  
Ms Anneka Ferguson  
Ms Roberta McRae

ANU Legal Workshop  
ANU College of Law

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# RECIPIENT CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



## Dr Vinh Lu

Research School of Management,  
ANU College of Business & Economics  
(CBE)

### Citation

For implementing the annual International Business Plan Competition through sustained industry linkages, offering innovative and authentic learning experiences to Marketing and International Business students.

### Synopsis

Vinh Lu, in partnership with the ACT Exporters' Network, organises an annual International Business Plan Competition for students in the Research School of Management.

The competition fosters a dynamic platform for knowledge exchange between ANU and the business community.

A winner of the 2012 CBE Award for Teaching Excellence, Vinh is known for his enthusiastic and passionate teaching persona, his pursuit of authentic learning and his provision of an engaging and supportive learning environment.

### Vinh's approach to teaching and supporting student learning

Students can find it difficult to focus on their studies, due to multiple factors such as work and social commitments, and temptation from popular social media and the Internet. Therefore, I believe it is essential for students to find exceptional value in academic pursuits, which can be encouraged through a teaching approach that is rich in content, well-grounded in theories, highly relevant to real business practice, and beneficial to their future careers. Not only does such an approach maintain students' interests in learning, it also generates a high level of curiosity and motivation, which subsequently sustains their industriousness.

My teaching approaches resonate with the 'Relate-Create-Donate' philosophy of Kearsley and Shneiderman's (1998) engagement theory. The relate principle focuses on collaborative team efforts, sharpening students' communication, social, management, and planning skills. The create principle allows students to apply their knowledge towards a purposeful project activity in a problem-based learning scenario. The donate principle emphasises the value of student contributions to external stakeholders through an authentic learning environment.

Based on these premises, the International Business Plan Competition has proven to be a positive learning experience for students enrolled in the *BUSI3024 International Marketing* and *MKTG7035 Global Marketing* courses.

The competition incorporates all recommended elements of the situated learning approach (Brown et al. 1989) and the design framework for authentic learning environments suggested by Herrington and Oliver (2000).

In this major assessment component for their courses, students must work together in small teams as junior consultants and develop an international

business plan for a designated business client.

These 'clients' are firms based in the ACT and NSW from various industries. The competition involves a three-part assessment strategy – a professional management report (judged by two independent assessors and the business client), a piece of print material (judged by two independent marketing professionals in Australia and overseas) and a competitive presentation during a conference-style session. The top teams for each client are recognised with certificates of excellence from the School Director, and other client rewards.

To the students, the competition is very beneficial for some much-needed skill development, as the live projects offer them valuable exposure to challenging and practical working scenarios.

Testimonials from clients have been very encouraging, and several wish to continue their involvement in the future. Client executives have regularly commented that their participation in the competition was 'enlightening', 'exciting', 'interesting', 'worthwhile', 'highly rewarding', 'invaluable', 'mutually beneficial', and 'a great exchange of ideas'.

**"Dr Lu is one of the best lecturers that I have come across in the time that I have studied at university...Dr Lu pushes his students to strive, and those who want to learn benefit greatly from his knowledge."**

Student quote

# RECIPIENT CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



## Dr Sango Mahanty Dr Colin Filer

Crawford School of Public Policy, Resource Management in Asia Pacific Program, ANU College of Asia & the Pacific (CAP)

### Citation

For sustained commitment to creatively engaging students in the field of environment and development through innovative and experiential student-centred teaching.

### Synopsis

As co-conveners of four courses in the Master of Applied Anthropology and Participatory Development (MAAPD) program, Sango Mahanty and Colin Filer are pioneering the use of experiential learning methods in University's teaching on environment and development.

Their use of online role-play and case teaching has inspired transformative learning among students about contemporary social and environmental dilemmas. Students and peers at ANU value their innovative and motivational teaching practices.

### Sango and Colin's approach to teaching and supporting student learning

Sango Mahanty and Colin Filer follow a highly creative experiential, student-centred approach to teaching, which supports students as active and independent learners.

Their approach is particularly suited to an applied development studies teaching context (the MAAPD program), where students bring a variety of professional, educational and national backgrounds to problems that are inherently complex, involve diverse perspectives and do not have 'right' answers.

They have responded to this challenge by applying methods that help students to see the limitations of their own knowledge systems and the significance of multiple perspectives in dealing with complex issues concerning society and environment.

Sango and Colin's two courses on indigenous environmental management exemplify their innovative approach. These integrate case-based and experiential learning to engage students in self-directed, but supported inquiry. A mix of teaching methods motivates

students from diverse backgrounds and with different strengths to persevere with and integrate their learning about complex issues over the semester.

Sango shares her expertise in case teaching and role-play; both of these approaches allow students to engage in realistic scenarios and roles, interacting to solve a problem or explore an issue. Colin Filer brings a deep knowledge of how indigenous community negotiations with state, industry and conservation actors have actually played out in a Melanesian social and political context.

Sango and Colin's experiments in innovative teaching are approached with openness to continuous feedback and improvement. Their efforts show that innovation is not without its challenges and risks, but that perseverance and creativity in addressing these can bring outstanding results. This is reflected in their student evaluations and feedback through surveys, which have been overwhelmingly positive.

**"Sango and Colin provide an inclusive learning environment that stimulates, engages and enriches students' learning. Their students have been lucky indeed, and must go forward with nothing but the best to say about ANU."**

Student quote, February 2013

# CANDIDATE CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



## Dr Darren Goossens

Research School of Chemistry  
ANU College of Physical & Mathematical  
Sciences (CPMS)

### Citation

For a personalised and flexible approach to student supervision that enables high achievement and providing opportunities for high-quality learning and research.

### Synopsis

During a decade at ANU in Chemistry and Physics, Dr Goossens has supervised students from first year undergraduate research projects to PhDs.

He has learned that all students learn differently, have different goals and different motivations and has used that to shape projects that engage and educate and help the students achieve their own goals.

### Darren's approach to teaching and supporting student learning

No two students are the same. Students differ in ability, goals and attitudes and personal circumstances. I believe that the design, scope and supervisory style of their project needs to reflect this.

In particular, what the student wants from the project should be an explicit input into shaping it.

In my field, projects can be entirely computational or wholly experimental, can lean towards physics, chemistry or engineering, and can be undertaken wholly at ANU or can use national facilities like the OPAL nuclear reactor.

By finding out what sorts of experiences the student wants to have, what sorts of skills they want to develop and what science they would like to pursue, we can tailor a project that has the best chance of engaging the student.

Along with adequate resourcing, this is probably the most important factor in a successful outcome.

**"Darren's supervision was of the highest importance for the success of my PhD project, particularly since I had already spent more than a year in another research group working on a project that became untenable due to lack of resources. As a result of Darren's support and the fact that he was willing to use his own discretionary funding to finance critical experiments at overseas facilities, I was not only able to submit my thesis in just over two years, but also gained valuable experience working in an international research environment."**

Student quote

# CANDIDATE CITATION FOR OUTSTANDING CONTRIBUTION TO STUDENT LEARNING



**Ms Moira Murray**  
**Ms Vivien Holmes**  
**Ms Anneka Ferguson**  
**Ms Roberta McRae**

ANU Legal Workshop,  
ANU College of Law (COL)

## Citation

For sustained commitment to excellence in delivery of Professional Legal Education, resulting in students' growth as independent thinkers and ethical legal professionals.

## Synopsis

Anneka Ferguson, Vivien Holmes, Roberta McRae and Moira Murray teach an online Professional Legal Education course designed around transactional learning in a simulated legal environment. They engage about 800 students per year in authentic legal transactions to help them learn the competencies necessary for legal practice and also encourage students to develop other attributes essential to being a successful and competent lawyer.

## Approach to teaching and supporting student learning

We teach in the Graduated Diploma of Legal Practice Professional Practice Core course (PPC), which is a transactional

learning course delivered in an online simulated legal practice environment. We help students build their skills by mentoring them as they undertake transactions. Our feedback loop continues until the students' work is at a competent standard.

We do not assess work by numerical marks. Rather, to encourage improvement and responsiveness to feedback, all work is 'assessed' as being: Not Yet Competent,

Competent or Higher Level Performance.

The entire PPC course aims to respect and support the development of our students as individuals. However, this approach is especially evident in the Practice Management element of PPC.

Practice Management focuses on attributes essential to being a successful and happy lawyer, over and above competency in discrete practice areas.

These attributes include:

- an understanding of a lawyer's professional obligations in context;
- developing and supporting an ethical professional identity;
- effective practice management skills – such as time and file management and client service;
- the ability to voice values/opinions/concerns in a manner that promotes effective teamwork, supports an ethical professional identity; and enhances individual wellbeing; and
- the ability to feel comfortable with, and respond appropriately to, the uncertainties of legal practice.

We have built on research about the need for new lawyers to be comfortable with the uncertainties of practice. Our students are asked to reflect upon and discuss these uncertainties with their peers/mentors, in order to develop the

skills necessary to be comfortable with the uncertainties of practice

In 2012, we integrated part of the Giving Voice to Values (GVV) curriculum into the PPC. This curriculum, developed by Mary Gentile, assists individuals to recognise, clarify, speak and act on their values when conflicts arise.

Its focus is on 'how a person raises [ethical] issues in an effective manner; what he/she needs to do and say in order to be heard; and how to correct an existing course of action when necessary'.

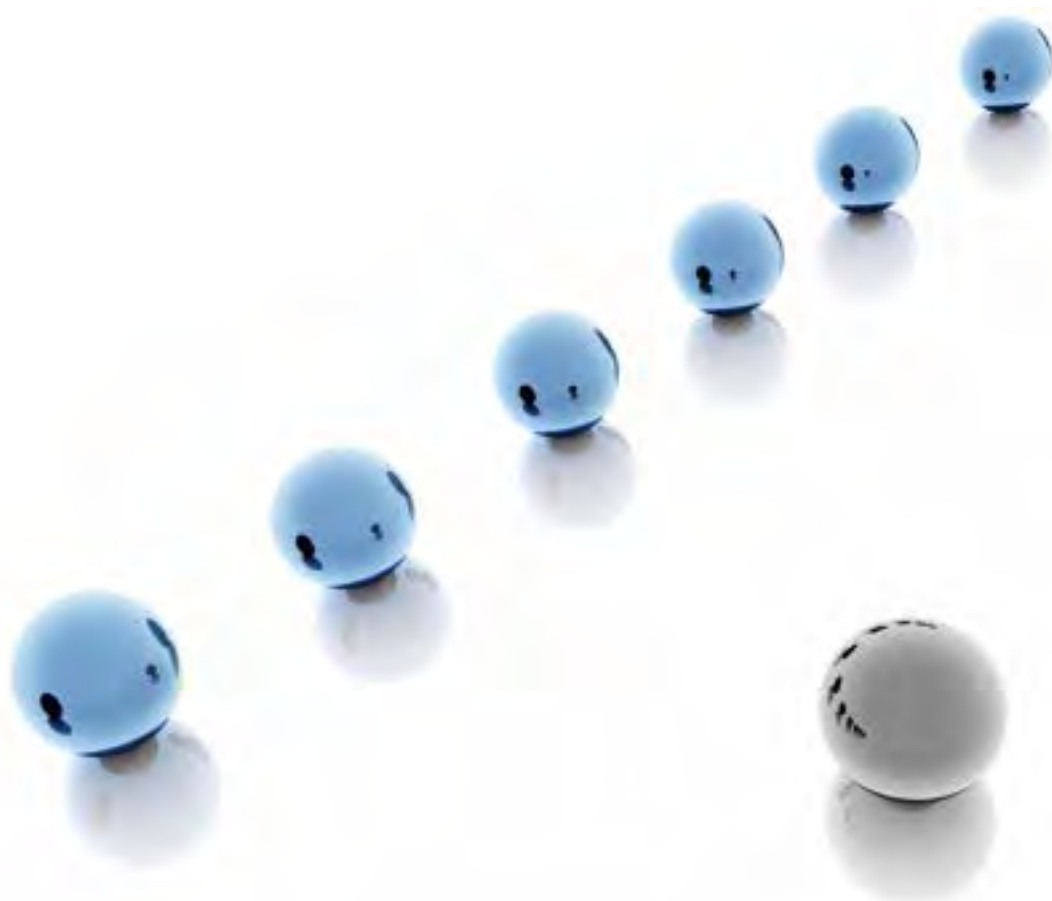
The GVW skills are relevant to firm work if conflicts arise, but they are also taught in a more structured manner, so as to prepare students for values conflict in workplaces.

The PPC is a highly innovative course that engages and develops the whole student. Students appreciate the opportunity to learn new skills and make mistakes in a safe environment. We thoroughly enjoy seeing the students learn and improve their practical and professional skills.

**"For the first time in six years I felt I was preparing to be a lawyer and being provided with logical procedural steps in the right direction."**

Student quote





# CANDIDATES FOR AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING

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Ms Hannah McCann	School of Sociology ANU College of Arts and Social Sciences
Mr Walter Reinhardt	Fenner School of Environment & Society ANU College of Medicine, Biology and Environment
Mr Adel Abdel Ghafar	Centre for Arab & Islamic Studies ANU College of Arts and Social Sciences
Mr Hugh Green	Research School of Economics ANU College of Business and Economics
Mr Roy Marchant	School of Art ANU College of Arts and Social Sciences
Mr Steven Paget	School of History ANU College of Arts and Social Sciences
Mr Tuan Phan	Crawford School of Public Policy ANU College of Asia and the Pacific
Mr John Swieringa	Research School of Finance, Actuarial Studies & Applied Statistics ANU College of Business and Economics
Ms Michelle Worthington	ANU College of Law

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## RECIPIENT AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



### Ms Hannah McCann

School of Sociology,  
ANU College of Arts & Social Sciences  
(CASS)

#### Synopsis

Hannah McCann is a PhD candidate in the School of Sociology, and the Inaugural ANU Gender Institute PhD Scholar. In 2012, Hannah was one of two tutors for *GEND2023 Gender, Sex, and Sexuality: Introduction to Feminist Theory*.

Feedback from Hannah's efforts was overwhelmingly positive, with students remarking that her creative approach to dense theoretical material was "dynamic, engaging, interactive and fun – and yes, educative." Hannah developed vibrant lesson plans and her approach was based on creating a highly interactive classroom, which aimed to explore the material through a variety of methods to suit student's individual learning styles.

#### Hannah's approach to teaching and supporting student learning

Following from Judith Butler's call to "open up the field of possibility" (Butler, 2006 [1999; 1990]) in thinking about gender, I seek to study differences in

representing gendered concepts, and fundamentally my research work is about the complexity of human identity.

From this perspective, I approach students as individuals with multiple identities, diverse needs, different learning styles, varied interests and lives that extend past the classroom. As such, in my teaching I have aimed first and foremost to respect my students as individual people and to present course content through as many interesting and diverse methods as possible to maximise the potential for engagement.

I see teaching as requiring an interactive bringing together of concepts and paradigms to match the variety of student needs.

I recognise the respect, mentoring, assistance, feedback and encouragement that I have been given as a student here at ANU, and see that when I am in the teacher role it is my responsibility to give back in a similar way to help foster outstanding students for the future.

Teaching is important to me because I fundamentally value learning and would like to encourage others to share this enthusiasm. For me, to value learning means actively engaging in the world and contributing ideas that help to shape it. Good teachers guide and facilitate learning, tailor content to student's individual learning styles, provide tools to assist in understanding, monitor students' learning journeys and help students along the way to ensure they don't get lost.

The good teachers I have had in my experiences as a student to date have been instrumental in encouraging me to value learning and have demonstrated the following key qualities:

- Enthusiasm for the subject matter;
- Respect for students;
- Creativity to engage students;
- Friendly and approachable

demeanour;

- Fairness in the treatment of students.

In my experience as a tutor, I try to emulate these characteristics. I feel good about teaching when I can see students developing and making progress in their studies, and demonstrating the passion for learning that I seek to inspire.

My classroom philosophy involves thinking of tutorials as creative spaces for exploring, framing and scaffolding academic concepts, underpinned by the notion that innovation and passion are central to the tutor's role.

Tutoring has meant shifting from the role of being a student, to experiencing what it means to be a teacher. It has given me insight into my own ways of learning and has only strengthened my passion to pursue a career in academia.

My approach to teaching is an adaptive philosophy – one that has grown in relation to my own academic experiences and has been modified in response to the needs of the classes I have tutored.

**"Hannah was an amazing tutor. The activities she used to create examples and explain concepts were fun and engaging. I wish uni was more like this, it was just so much fun and created a wonderful space for academic discussion."**

Student quote, *GEND2023 Gender, Sex and Sexuality: Introduction to Feminist Theory*

## RECIPIENT AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



### Mr Walter Reinhardt

Fenner School of Environment & Society,  
ANU College of Medicine, Biology and  
Environment (CMBE)

#### Synopsis

By incorporating several years professional experience, Walter Reinhardt has developed a teaching approach that uses critical reflection and personal learning goal identification to foster student self-motivation for learning.

In his role as a tutor, Walter has contributed to curriculum development in a number of new or redesigned courses at ANU and, while working with a number of course convenors, has developed and implemented high-quality research-led teaching methods.

In all classes, Walter has sought to create and nurture an environment in which students can learn and explore in a way that is interesting, enjoyable and safe.

#### Walter's approach to teaching and supporting student learning

The core foundation of teaching for me is about fostering student self-motivation to learn. In all of my classes I have sought to capture their interest in learning by

outlining the purpose and application of their studies outside of university. I have used the technique of critical reflection by students: to have them think of where their studies are taking them, where their learning in this course fits and what they would want to take away from the course.

With recent industry experience I can speak with some knowledge of private sector employment and sought after graduate qualities. I adopted this approach in the first tutorial for *Leadership and Influence (VCUG2002)* in 2011, where I guided my tutorial groups to think about the application of leadership within the student body of ANU, which allowed them to collectively identify not only the challenges but also the skills, expertise and qualities needed to address them.

This process enabled the students to identify their own learning goals from the course, and led to a highly motivated and engaged class.

I have been lucky to work with a number of consummate convenors in a variety of new or newly changed courses who have given me the opportunity to contribute beyond the standard role of a tutor.

In 2012, I assisted John Field with the organisation of a new field trip for the recently restructured *Australia's Environment (ENVS1004)*, a first year course with over 80 students.

Going beyond the normal role of a tutor, I travelled with John in the weeks leading up to the field trip and helped craft workbooks and field research activities. In my role I was able to contribute to the design and implementation of novel research-led methods of teaching.

I employ a variety of approaches to learning that I have developed from professional and educational experience, all of which broadly fit into my

pedagogical approach of student self-motivated learning.

Two approaches that are particularly effective are regular informal feedback for first year undergraduates and creating a safe learning space for later year students.

**"[Walter] was very good at giving everyone a chance to participate – bringing in the quieter people, but not in a too obvious way."**

Student quote, *VCUG3001 Unravelling Complexity*

# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Mr Adel Abdel Ghafar

Centre for Arab & Islamic Studies, ANU  
College of Arts & Social Sciences (CASS)

### Synopsis

Adel Abdel Ghafar is a tutor and a second year PhD scholar at the Centre for Arab & Islamic Studies. He also tutors at Macquarie University and the University of Western Sydney. He teaches a variety of undergraduate subjects in Political Economy and Middle Eastern studies.

Adel's professional background in the corporate world, his experience in the Middle East, his current research on the political economy of the 2011 Egyptian Revolution and his engaging approach to teaching have led him to receive consistent positive feedback from all the universities he has taught at.

**"I couldn't have asked for a better teacher, it was a pleasure to be Adel's student."**

Student quote

### Adel's approach to teaching and supporting student learning

First and foremost, I believe that enthusiasm is key to the success of any tutor. By creating and fostering a friendly class environment and engaging enthusiastically with the class, I believe that I am effective in motivating and inspiring students. Politics, economics and history are by nature topics that can inspire passion. I am able to capitalise on this and harness this enthusiasm from students as we embark on a journey of learning to better understand the world around us.

I am a firm believer that my job as a tutor is not only to disseminate information, but also to primarily encourage students' independent reasoning. By stimulating their curiosity and encouraging them to think more for themselves, they are able to use the course material to derive conclusions that are in line with the unit's learning objectives.

To that end, I encourage debates and discussions in class, as I believe peer learning is indispensable. I also ensure that I foster an environment of collegiality, so that even students who are not initially confident feel that the class environment is hospitable enough for them to make a contribution.

**"Adel was always happy to meet up with students or stay after class to answer any questions they had."**

Student comment

I also believe there has to be a connection of what I teach to what is happening in the world around us, as well as in the discipline. To that end, I ensure that the latest literature is used,

as well as including contemporary debates and issues relevant to the course.

I also practice 'research-led teaching' which ensures students are not 'hand fed' education, but rather are being encouraged to think more critically and are aware of research efforts in their discipline.

I differentiate between two types of feedback. The first type: feedback on work that has already been submitted and the reason a grade was given. The second type is 'feed-forward', where I advise students on how to improve their future work. I ensure that I provide both.

As a rule, my consultation hours are sacred and the time is consistently blocked all semester to see students. I actively encourage students to come and discuss their essays and assessments with me.

Why am I a tutor? Because helping shape young minds is a true privilege. As Marcus Tullius Cicero once wrote "What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation?"

**"Brilliant tutor, engaging and extremely well prepared."**

Student comment

## CANDIDATE

# AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



### Mr Hugh Green

Research School of Economics,  
ANU College of Business & Economics  
(CBE)

#### Synopsis

Hugh strongly believes that university tutors can play an integral role in the student learning experience. He believes tutorials provide an opportunity to actively engage students in problem-solving skills, with the tools available to a small group instructor helping build students' intrinsic motivation and in turn encourage deep learning strategies.

Hugh is an advocate of peer-assisted learning in tutorials to enrich the student experience and to provide the opportunity for individual feedback to students who may not otherwise interact closely with teaching staff.

By drawing on his experience as a working economist, he provides students with insights into how abstract economic concepts are applied in practice, providing interesting examples of actual policies and embedding theories in real-world situations.

#### Hugh's approach to teaching and supporting student learning

I believe that there is only so much that a tutor can teach students in a one hour tutorial and that a large part of a tutor's task is to motivate and encourage students to put their own time into learning. Actively thinking of ways in which I can build a student's intrinsic motivation to study a subject is something which I find both the most difficult and the most rewarding aspect of teaching.

I think it is important to provide an understanding of why the material being covered is important, giving a 'big picture' idea of where it fits into the theory and any applications it may have to policy or 'real world' economic practice. Economics as taught at university is a relatively abstract subject, simplifying real world situations to make them amenable to analysis, where at times this comes at the expense of realism for students who are not used to thinking abstractly.

**"This was most definitely my preferred course for the semester. It was not required, but I found it extremely interesting. I think this is because it used previous and new knowledge and applied it to real world situations, more so than any of the other courses."**

Student comment, *Economics 1 (Honours)*

Where possible, I try to link the lessons to how economics is 'done' in practice and mentioning concrete policies where the theories may be applied. I tell the students "In a year's time this may be you needing to work on this policy. How would you apply the theory to this issue?". Making the material 'come alive' and showing why it is important helps students understand exactly why they need to study it and in turn encourages deep learning strategies.

More recently I have tried to make tutorial classes more involved for students by getting them to work on problems jointly while I move from group to group assisting as required. I have been pleasantly surprised by the willingness of students to attack the problems together, with those that are more confident explaining the material to the others and students generally pooling their knowledge to solve a problem. I believe there are real benefits to this form of peer-assisted learning and the students have responded positively.

**"The tutor was amazing. He described everything in detail, he always had good answers for students' questions. Everything was well thought through and easy to understand."**

Student comment,  
*Microeconomics 3*

# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Mr Roy Marchant

School of Art,  
ANU College of Arts & Social Sciences  
(CASS)

### Synopsis

Roy Marchant studied fine art at the Slade School and at Goldsmith's College in London during the 1990s. He has since followed an interdisciplinary career simultaneously focused on producing, caring for and educating others about works of art.

Roy has lectured at the ANU School of Art in Canberra since 2005 and worked in both the Education and Conservation departments at the National Gallery of Australia since 2007.

Roy teaches *Foundation Studies*, a mandatory course which locates new students at a uniquely interdisciplinary point of exchange both within the School and in the world beyond.

Roy's approach to teaching and supporting student learning

My teaching experience has indicated that life drawing classes are loaded with unappealing preconceptions for many students entering art school. Students

often expect that traditional media (charcoal or pencil) will be exclusively used, and that the treatment of the body should imitate the work of canonical artists.

To many students, life drawing can appear irrelevant to their goals before even a single class has been attended. Students' creativity and inner life are on public view as they draw in close proximity in the studio. They know that their work will be openly critiqued by both the lecturer and other students as part of the class, and find this confronting. Students often also feel that they must possess unattainably high levels of anatomical knowledge and drawing skill to successfully complete the unit.

The *Foreign Bodies* program (a program designed to explore traditional notions of life drawing) has been influential in liberating student preconceptions regarding life drawing, particularly in terms of the figure being abstracted or isolated as a subject. *Foreign Bodies* reconnects the figure as a living entity within a series of plausible environmental constructs. Clothing, sound and lighting are used to modify the properties of the body. Complex sets create the prospect of flotation, or the disappearance/ absorbance of the body into artificial worlds. *Foreign Bodies* presents the figure in context as an inseparable proposition. The studio acts more like a life theatre than a life room, providing a more plausible conduit for students to transfer the process of observation beyond its borders.

**"Roy has been the most effective in challenging student's habitual ways of seeing and thinking."**

Student comment

The body is universally familiar and we all have intimate knowledge of it. However this assumed knowledge can form an initial barrier for students to establishing genuine visual encounters with human physicality. My students are asked repeatedly to really look at the human figure, "What do you see?" as opposed to reproducing prior knowledge. Students are encouraged to independently trust their perception of the encounter, re-examine it and move past its familiarity in the construction of genuinely observed drawings. Looking in an informed and directed way is a primary artistic skill for students across disciplines. The recontextualised figure stimulates student curiosity, and enables repeated close observation. Students begin to be present in the moment and fully comprehend what is being presented to their senses.

**"[Roy] makes life drawing seem part of everything. Rather than being one day of the week, it relates to everything."**

Student comment

By encouraging students to continually return to their developing observation skills and gather information independently, notions of prohibitive skill levels are substantially diffused and replaced by genuine personal investment in the subject. The unique quality of their observations empowers students and focuses their desire to further visual investigation.

# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Mr Steven Paget

School of History  
ANU College of Arts & Social Sciences  
(CASS)

### Synopsis

Steven Paget is an experienced tutor, with teaching experience in *HIST2141 The Cold War: 1945-1989*, *HIST2214 The Great War 1914-1918*, *HIST2126 American Sixties*, *POLS3001 Australian Foreign Policy: Australia's Foreign Wars*, and *POLS2097 Strategy 1: Graduate Strategy - Peace and Security Through War, Power, Force and Fraud*. Mr Paget has demonstrated an ability to provide tutoring in cross-disciplinary and transnational issues.

Steven's *Student Evaluation of Learning and Teaching (SELT)* scores have been consistently high, which is a reflection of his ability to lead engaging tutorial discussions and assess students' work fairly and constructively. Steven's student-led teaching is designed to not only enhance knowledge of a particular subject but to broaden the education of students and better prepare them for further study or employment.

**"Steve is a highly respected tutor for his capacity to influence, motivate and inspire students to learn."**

Dr Katrina Lee-Koo, Senior Lecturer, International Relations

Steven's approach to teaching and supporting student learning

By carefully selecting which courses I teach based on my own knowledge and research experience, I believe that I am able to enhance student learning by incorporating relevant information that expands the knowledge that students have of particular topics.

I am an enthusiastic student of history and international relations and I make a concerted effort to infuse my interest in the subjects into tutorials.

I am very conscious that tutorials are merely one aspect of the student learning experience and they must complement and build on lecture material without becoming repetitive. The weekly tutorial readings play an important role in the development of student learning and I always cover them extensively. However, I also use them as a springboard to draw out interesting or controversial ideas about the topics that are being discussed in order to stimulate student learning.

**"Steven Paget is an excellent tutor. Always extremely well prepared. Great facilitator of discussion, always asks questions and keeps debate on track."**

Student comment

I am aware that the value of tutorials depends on the level of student participation and interaction that takes place. Once students feel comfortable engaging in discussions, I employ multiple methods of stimulating discussion, such as posing questions, starting debates or facilitating small group work.

My teaching style is student-led and I encourage students to influence the shape and scope of tutorials as much as possible. I am also conscious – having tutored 23 different groups of students – that different collections of students have different dynamics and I am prepared to be flexible and adjust my teaching style accordingly.

I believe that one of the most important aspects of tutoring is ensuring that I am accessible to students. As the first point of contact for the course, I maintain an open door policy for student consultation and hold numerous meetings with students throughout the semester. I am always happy to assist students with any questions or difficulties that they may have and I ensure that I take the time to examine essay plans.

**"[Steven] was fantastic, he was well prepared, facilitated discussions, managed to articulate my poorly formed ideas and helped them make sense and allowed me to see how they were relevant to the material."**

Student comment



# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Mr Tuan Phan

Crawford School of Public Policy  
ANU College of Asia & the Pacific (CAP)

### Synopsis

Economics is a social science, but it does involve mathematical techniques. Teaching/tutoring economic courses therefore requires lecturers/tutors to have a good technical background and also a good understanding of what is happening in the real world's economy.

Recently, Tuan Phan has been tutoring and instructing in micro/macroeconomic courses at the Crawford School of Public Policy. Students of the courses come from many countries and have diverse backgrounds. Bearing in mind the characteristics of the course and the students, Tuan conducts all of his teaching/tutoring with the objective of clarity, linkage and encouragement.

### Tuan's approach to teaching and supporting student learning

The nature of tutorials is for students to recall and understand the key knowledge from lectures. Therefore, tutors must be well prepared and explain all tutorial questions as clearly as possible. From my own experience, my goal is to never let students leave tutorials with blurred understandings about any important point raised in tutorial questions.

Before each tutorial session, I try to find out the best method to convey explanations for each tutorial question. How to start, and then how to provide the answer in the clearest way so that all students can follow? Where do the most complicated formulas come from? What are the advanced techniques applied in that problem solving question? I put myself into a student's position, and ask myself "If the tutor explains this point in this way, will I understand fully? If not, how should the tutor improve the explanation?" .

Everything has its own meaning. Therefore I never come deeply to a complicated formula without telling a story about why we should do it or what is the intuition of the math expressions? Tutorials are not only about understanding clearly and applying smoothly, they are also there to make the subject become interesting to students, so that they have more incentive to study and more willingness to explore further knowledge in that field. Sometimes, a creative and interesting example makes us remember longer than what textbooks can do. Therefore, wherever applicable, and if time allows, I try to put students into examples, with a bit of humour. It does help students understand and remember, and it also makes the tutorials more exciting.

Economics, regardless of macro or micro, can be looked at through many everyday activities, from shopping

to working, even dating. Therefore, thousands of real life examples can be brought into lectures or tutorials for helping students understand theory and theory's applications. Sometimes I ask students to assume they were President or PM of country A, and think about what they would do to solve a particular problem, such as the 'coordination game' between China, the USA and the rest of the world in negotiation on pollution treaties. Through those examples/games, students can embed themselves into the current issues of the world economy.

**"Lecturers of the courses also often mention how lucky they are to have Tuan as their tutor. Given the importance of the courses to the IDEC program and to Crawford School, I can say that Tuan's excellent tutoring has contributed a lot in the School's endeavour of providing the best teaching/ learning environment for students."**

Prof Tom Kompas, Director of Crawford School of Public Policy

# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Mr John Swieringa

Research School of Finance, Actuarial Studies & Applied Statistics  
ANU College of Business & Economics (CBE)

### Synopsis

John Swieringa takes pride in his teaching and strives to excel at it. He applies the Socratic method (a technique which focusses on giving students questions rather than answers) to motivate student learning and puts a great deal of effort into delivering tutorials in a manner that CBE's many foreign students find accessible.

The quality of his teaching is evidenced in the praise he has received from the lecturers and students with whom he has worked as well as the consistently high ratings and overwhelmingly positive feedback he has received in the ANU Student Experience of Teaching evaluations.

### John's approach to teaching and supporting student learning

I'm a firm believer in the Socratic Method of learning. Moreover, rather than simply spouting model solutions to tutorial problems, I instead ask questions to facilitate student involvement.

Where the course material is difficult or students are reluctant to participate, this can at times be a slow process. If students are not forthcoming, I rephrase questions and attempt to get a discussion started from another angle.

I've found fostering active discussions to be the most enjoyable approach for the students but also for myself as a tutor because through these discussions students will often challenge the foundation of the topics studied and thereby gain a more profound understanding. Getting students to form opinions and giving them the scope to express them in the friendly atmosphere of a small group, makes them feel important and valued. This, in turn, makes them more motivated and confident.

I emphasise real world examples and historical context in my teaching. I find that context is invaluable when attempting to make course material memorable. When students are aware of the practical importance of the material we discuss in class, it sparks their interest.

I am assisted in this by having over seven years of experience as a practitioner in financial markets. This includes managing the interest rate risk associated the Commonwealth Government's debt portfolio at the AOFM, managing the RBA's major currency swap desk, managing all three of the RBA's foreign reserve portfolios (US dollar, euro and yen denominated bond portfolios) and managing the RBA's global asset allocation. While my work experience is particularly relevant

for topics related to bond markets, the foreign exchange market, banking, derivatives and risk management, I also contextualise topic areas through broader reading.

**"He challenges students but is very generous with his time and knowledge to help the students meet the challenges that he has posed. He cares about students, thinks deeply about the diversity in our student population and how to meet their needs."**

Prof Terence J. O'Neill, Director, Research School of Finance, Actuarial Studies and Applied Statistics

# CANDIDATE AWARD FOR EXCELLENCE IN TUTORING OR DEMONSTRATING



## Ms Michelle Worthington

ANU College of Law (COL)

### Synopsis

Michelle Worthington is a PhD student and tutor of both *Torts Law* and *Lawyers Justice and Ethics*, and has been a tutor with ANU since 2010.

Grateful for the opportunities and learning afforded to her as an undergraduate and now graduate student of the College, Michelle delights in helping her first year law students derive the same benefits from their own legal education.

In recognition of her work with the College, Michelle was awarded an *ANU College of Law Teaching Excellence Award* in 2012.

### Michelle's approach to teaching and supporting student learning

It's important that our students have the confidence to be actively curious, and to take control of their legal education. Students who have the confidence to ask questions, and in particular to question assumptions underpinning accepted theory are, I think, far more likely to find their studies rewarding. There are a number of ways in which I

attempt to foster this important curiosity and confidence.

Firstly, validating the contribution law students make to the discipline of law. In my view, at its core the law is a single, complex and ongoing conversation. This conversation takes place within a number of different forums including our courts, our legislatures and our classrooms. Whilst they are less experienced participants, the contribution that law students make to this conversation is essential for the continued growth and development of the law. The concepts, principles and approaches that students adopt and reject during their studies will, sooner or later, come to influence the shape of the law, both within Australia and abroad.

Law students, including undergraduate students, are often important initiators of change and development. Helping students to understand the significance of their role in this conversation is one way that I attempt to bolster students' enthusiasm for their studies, as well as confidence in their analytical capacities.

Secondly, encouraging and supporting students to participate in extra-curricular activities. Some of the most valuable learning available to students occurs outside the classroom. Extra-curricular activities, including those run by the University and those that take place in the broader community (including the workforce), help students to make important gains in experience and perspective.

In order to assist students to participate in extra-curricular activities I have not only actively encouraged them to locate and engage in such activities but have fostered their engagement by volunteering my time and expertise.

Examples of ways in which I have assisted students include providing coaching for mooting competitions and acting as a referee in application

processes.

Effective mentoring helps promote a sense of community and provides students with the support that they need both procedurally and substantively in order to flourish. In addition to ensuring that I am an approachable and understanding member of staff specific programs such as the 'Come and Have A Talk' or 'CHAT' first-year mentor program run by COL, of which I am a volunteer staff mentor provides more formal frameworks for developing these mentoring relationships.

**"Michelle is an excellent tutor who made me feel like I was a valued member of the law school and inspired me to continue with my law studies."**

Student comment, SELT



# CONTACT US

**Promoting Excellence**

**Centre for Higher Education, Learning & Teaching**

Chancelry 10T, Ellery Crescent

The Australian National University

Acton ACT 0200

T 6125 9486

W [chelt.anu.edu.au](http://chelt.anu.edu.au)

E [educational.awards@anu.edu.au](mailto:educational.awards@anu.edu.au)

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